

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

**Grade 6**

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

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 45	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Use the table of contents and indexes to locate information</li> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> <li>• Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software</li> <li>• Skim material to gain an overview of content or locate specific information</li> <li>• Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> <li>• Recognize organizational formats to assist in comprehension of informational texts</li> <li>• Identify missing, conflicting, unclear, and irrelevant information</li> <li>• Distinguish between fact and opinion</li> <li>• Identify information that is implied rather than stated</li> <li>• Compare and contrast information about one topic from multiple sources</li> <li>• Recognize how new information is related to prior knowledge or experience</li> <li>• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> <li>• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance</li> <li>• Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance</li> <li>• Condense, combine, or categorize new information from one or more sources, with assistance</li> <li>• Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> <li>• Make, confirm, or revise predictions, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and use school and public library resources, with some direction, to acquire information</li> <li>• Read to collect facts and ideas from multiple sources</li> <li>• Demonstrate ability to compare and contrast information</li> <li>• Identify main ideas and supporting details in informational texts</li> </ul>

**Required Component 1— Key Idea: Reading**

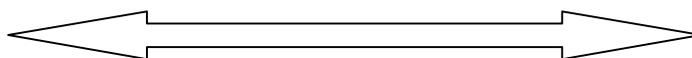
**Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.****

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 1**

**Less Complex**

**More Complex**



The student will:

- locate a book in a school library (11101)
- select an informational text on a specific topic (11102)
- use text features such as titles, subtitles, captions and/or charts to gather information (11107)
- attend to or read to collect facts about a topic (11104)
- attend to or read to recognize main ideas in informational texts (11105)
- attend to or read to recognize the similarities or differences between two topics (11106)

The student will:

- use the school library resources to find information (11211)
- use the school library to acquire information on two or more related topics (11212)
- locate the public library (11203)
- use text organizational features to locate facts and/or ideas in informational texts, e.g., titles, page numbers, chapters headings, table of contents, indexes (11204)
- use text features such as captions, charts, tables, and/or maps to gather information (11205)
- read to collect facts and/or ideas about a topic (11206)
- recognizes statements of opinion (11207)
- re-state or paraphrase collected facts and/or ideas (11208)
- identify main ideas in informational texts (11209)
- compare or contrast facts or ideas pertaining to a single topic (11210)

The student will:

- locate and use the school library or public library to acquire information (11309)
- read to collect facts and/or ideas from two or more texts about a chosen topic (11310)
- identify the main idea and/or supporting details in informational texts (11303)
- relate facts and/or ideas to chosen topic (11304)
- distinguishes facts from opinions (11305)
- compare and/or contrast two comparable subjects (11311)
- use facts to support a main idea (11307)
- draw conclusions based on explicit information about a topic (11308)

<b>Required Component 1— Key Idea: Reading</b>		
<b>Choice Component 1— Standard 1: Students will read, write, listen, and speak for <b>information and understanding.</b></b>		
<b>SAMPLE ASSESSMENT TASKS (SATs)</b> 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	<b>Possible Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT11101	The student will find a nonfiction or fiction book in the appropriate areas in a school library.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when selecting from the appropriate area in the school library</li> </ul>
SAT11102	The student will select the informational text on a specific topic when presented with two or more books on different topics and types of text.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student pointing, eye gazing, etc. to select the book that is an informational text about the given topic from other topics and types of texts (e.g., novel, poem, etc.)</li> </ul>
SAT11107	The student will use text features (e.g., captions, charts, titles, etc.) to gather information about a given topic.	<ul style="list-style-type: none"> <li>Video tape of the student gathering information using text features about a given topic</li> </ul>
SAT11104	The student will attend to or read an informational text and will collect facts by indicating objects that relate to a particular topic.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the object that relates to a fact in the topic</li> </ul>
SAT11105	The student will recognize the main idea(s) in an article when presented with two or more choices after attending to or reading an informational article.  (e.g., choices: phrases, key words, etc.)	<ul style="list-style-type: none"> <li>Student work product of the student's choice of main idea cards pasted next to the article</li> </ul>
SAT11106	The student will attend to information read by the teacher about plants and animals and recognize the differences between the two by matching pictures of facts taken from text to correct areas of a Venn Diagram.	<ul style="list-style-type: none"> <li>Video tape of the student attending to the text and completing the Venn diagram</li> <li>Student work product of the Venn Diagram</li> </ul>
SAT11204	The student will use organizational features to locate facts and/or ideas on a specific topic in informational text.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student using a particular feature and locating the facts and/or ideas or indicating how to locate the facts</li> </ul>
SAT11208	The student will restate or paraphrase a fact and/or idea about a topic after attending to or reading a text or article about the topic.	<ul style="list-style-type: none"> <li>Student work product with the ideas that the student came up with to restate or paraphrase a fact and/or idea about the topic from the text or article</li> </ul>

SAT11210	<p>The student will use multiple sources of information about a topic and compare and contrast the facts found in these source.</p> <p>(e.g., compare and contrast weather charts from paper, internet, TV; compare and contrast store circulars for sales, product availability; etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product of a chart that compared and contrasts ideas from different sources (chart might have three columns - higher, same, lower)</li> </ul>
SAT11310A	<p>The student will read at least two texts about safety in order to collect facts about safety precautions demonstrated by answering questions related to the facts.</p>	<ul style="list-style-type: none"> <li>• Student work product with facts collected from the texts to answer questions about the topic</li> </ul>
SAT11310B	<p>The student will answer factual questions from a text after reading a text to collect factual information on a given topic.</p> <p>(e.g., about animals; weather; transportation, etc.)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when answering the questions about the topic</li> </ul>
SAT11311	<p>The student will compare and/or contrast two comparable subjects using a graphic organizer.</p> <p>(e.g., Venn diagram, chart, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer indicating the comparison and/or contrast of two comparable subjects</li> </ul>

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

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 46	<ul style="list-style-type: none"> <li>• Read, view, and interpret texts from a variety of genres</li> <li>• Define characteristics of different genres</li> <li>• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</li> <li>• Read aloud from a variety of genres (e.g., plays and poems)               <ul style="list-style-type: none"> <li>- use inflection and intonation appropriate to text read and audience</li> </ul> </li> <li>• Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)</li> <li>• Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres</li> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning</li> <li>• Recognize how different authors treat similar themes</li> <li>• Identify the ways in which characters change and develop throughout a story</li> <li>• Interpret characters, plot, setting, and theme, using evidence from the text, with assistance</li> <li>• Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance</li> <li>• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance</li> <li>• Recognize how the author’s use of language creates images or feelings, with assistance</li> <li>• Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance</li> <li>• Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Select and read literature for understanding</li> <li>• Identify ways in which characters’ actions and/or emotions change and develop throughout a story</li> <li>• Recognize poetic elements (such as rhyme patterns, rhythm, and repetition)</li> <li>• Make predictions and draw conclusions about literary texts</li> <li>• Identify the author’s intended message and support it with relevant details from the text</li> <li>• Summarize the plot and support it and/or elaborate on it with details of what happens in the story</li> </ul>

**Required Component 1— Key Idea: Reading**

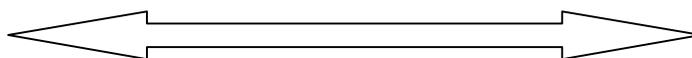
**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Reading-Standard 2**

**Less Complex**

**More Complex**



The student will:

- select and attend to or read literature (12101)
- recognize literary terms (e.g., plot, character, setting, etc.) in literary texts (12108)
- recognize plot means the sequence of events or action of a narrative leading to a logical ending (12103)
- relate text to a personal experience (12104)
- recognize explicit motives of characters (12105)
- recognize that characters change in a story (12106)
- identify favorite and/or least favorite stories (12109)

The student will:

- make predictions based on clues in a story (12208)
- identify favorite and/or least favorite parts of a story (12202)
- relate setting, events, and/or characters to personal experience or the experience of others (12203)
- identify key details about plot, characters and/or setting (12209)
- identify implicit motives of characters (12205)
- identify changes in characters in a story (12206)
- identify characteristics of texts to differentiate genres (12207)

The student will:

- explain what happens in a story in sequence (plot) (12301)
- provide details about events (plot): “who”, “what”, “where”, “when”, and/or “how” (12311)
- identify changes in characters and/or their personalities reflected in their actions and/or words (12303)
- make predictions or draw conclusions about characters or plot based on specific details in stories (12304)
- recognize the same story can be told in different genres (12305)
- identify the author’s message (12306)
- explain author’s message using details from the story (12307)
- distinguish prose from poetry (12308)
- recognize poetic elements (e.g., rhyme patterns, rhythm, and/or repetition, etc.) (12312)
- identify details in a story or poem that appeal to the senses (12310)

**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 select and attend to or read literature during the literacy block.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance on the amount of time the student read or attended to each book on the student's reading list</li> </ul>
SAT12108	The student will recognize literary terms (plot, character and/or setting) in literary texts, when presented with pictures.	<ul style="list-style-type: none"> <li>Video tape of the student looking at the picture from a text and selecting the terms plot, character, and/or setting that apply to the picture</li> </ul>
SAT12103	The student will recognize plot, meaning a sequence of events leading to a logical ending, using pictures to identify the beginning, middle, and ending of a narrative.	<ul style="list-style-type: none"> <li>Student work product of student-sequenced pictures of the beginning, middle, and end based on a narrative text</li> </ul>
SAT12104	The student will relate an event in a text to one of their own personal experiences.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student verbalizing, signing, etc how an event in a story is the same as a personal experience (e.g., what they did this weekend, how his/her pet acts, etc.)</li> </ul>
SAT12106	The student will recognize that characters change in a story by sequencing pictures to show a character at the beginning and end of the story.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student selecting or being given a character from a text, then the student sequencing the character at the beginning and then the end of text</li> </ul>
SAT12109	The student will identify his/her favorite story from pictures representing three stories by using eye gaze to select one picture representing the story.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating his/her favorite story by selecting the appropriate picture</li> </ul>
SAT12206	The student role plays to show a change that occurs to a character in a story.	<ul style="list-style-type: none"> <li>Video tape of the student performing the role of a character that changes within a story</li> </ul>
SAT12207	The student will identify characteristics of texts to differentiate genres by indicating a genre and the characteristic that represents that genre.	<ul style="list-style-type: none"> <li>Student work product showing titles and genres of works (e.g., novel, drama, poetry) and the student's designation of each</li> </ul>
SAT12311	The student will provide details about events in a story by answering questions related to the events.  (e.g., who, what, where, when, how, etc.)	<ul style="list-style-type: none"> <li>Student work product of the student's responses to questions related to events in story</li> </ul>

SAT12303	The student will identify changes in characters and their personalities reflected in the characters' actions and/or words.	<ul style="list-style-type: none"><li>• Student work product of a graphic organizer showing the character and his/her personality at the beginning, at the change, and at the end</li></ul>
SAT12304	The student will use details from a story to make predictions about character actions.	<ul style="list-style-type: none"><li>• Audio tape of the student discussing details of the story and making a predication about character actions</li></ul>

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

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 48	<ul style="list-style-type: none"> <li>• Use at least three sources of information, with appropriate citations, to develop reports</li> <li>• Take notes to record and organize relevant data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information from two or three sources</li> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> <li>• Use paragraphing to organize ideas and information</li> <li>• Use paraphrasing, with assistance</li> <li>• Maintain a portfolio that includes informational writing</li> <li>• Include relevant and exclude irrelevant information, with assistance</li> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes to record data, facts, and ideas</li> <li>• State a main idea and support it with details and examples</li> <li>• Compare and contrast ideas and information</li> </ul>

**Required Component 2— Key Idea: Writing**

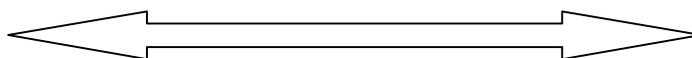
**Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding.****

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 1**

**Less Complex**

**More Complex**



The student will:

- identify main ideas in informational text for note-taking (21101)
- separate main ideas from details (21102)
- summarize informational text in his/her own words (21106)
- arrange events in logical sequence using time-ordered words (e.g., first, next, last, etc.) (21107)
- create pictures, symbols, objects, etc. to communicate information (21105)

The student will:

- identify main ideas in texts with multiple paragraphs (21201)
- identify details and/or examples in text (21202)
- recognize a relationship between the facts and/or ideas (e.g., importance, cause and effect, support, opposition, etc) (21208)
- identify relevant and/or irrelevant ideas or facts related to the main idea (21209)
- compose a general statement about comparison or contrast (21210)
- organize details in appropriate order based on their relationship to the main idea (e.g. chronological, order of importance, etc.) (21211)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21207)

The student will:

- take notes, using a note-taking process, to record data, facts, and/or ideas (21301)
- recognize relationships between data, facts, and/or ideas to organize notes (21308)
- distinguish relevant from irrelevant ideas or facts (21303)
- organize the main idea and supporting details or examples in an appropriate organizational format (21309)
- compose the answers to literal questions about explicit text (“who”, “what”, “where”, “when”, and/or “how”) in an appropriate organizational format (21310)
- compare and/or contrast facts and/or ideas (21306)
- compose a conclusory sentence about a comparison or contrast (21311)

**Required Component 2— Key Idea: Writing**
**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
SAT21101	The student will select main ideas for note-taking using pictures and placing them on a graphic organizer.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the main idea for note-taking</li> </ul>
SAT21102	The student will separate main ideas from details by sorting pictures, phrases, or symbols into two categories: main ideas and details.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student sorting main idea cards into one pile and detail cards into another pile</li> </ul>
SAT21106	The student will summarize informational text into his/her own words using pictures, symbols, phrases, etc.	<ul style="list-style-type: none"> <li>Student work product of the student-summarized information using pictures, symbols, phrases, etc.</li> </ul>
SAT21107	The student will arrange events in a logical sequence by placing time-ordered words next to pictures from a story.	<ul style="list-style-type: none"> <li>Video tape of the student placing first, next, and last word cards next to the appropriate pictures from a story</li> </ul>
SAT21105	The student will create a picture related to an informational text by placing stickers related to details about the topic on a paper.	<ul style="list-style-type: none"> <li>Student work product of the topic from an informational text with stickers relating to details from the topic appropriately placed next to the topic</li> </ul>
SAT21201	The student will identify the main idea from two or more paragraphs of an informational text that the student has read or listened to.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the main ideas of specific parts of texts</li> </ul>
SAT21202	Student will identify details or examples that relate to a specific text when given a varied selection of pictures, symbols, and/or phrases.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student being given the text, then looking at the choices and making choices relating to the details or examples from the text</li> </ul>
SAT21208	The student will recognize the basic relationship between facts and ideas in an informational text by selecting the graphic organizer that shows the relationship.	<ul style="list-style-type: none"> <li>Video tape of the student selecting the graphic organizer from a choice of three (Venn diagram, T-chart, cause/effect chart, basic web, etc.) that shows the relationship of facts and ideas in a text</li> </ul>
SAT21210A	The student will create a general statement comparing two things.	<ul style="list-style-type: none"> <li>Student work product of the comparison between two different animals using his/her voice generating device, signing, using pictures or symbols, etc.</li> </ul>
SAT21210B	The student will create a general statement contrasting two things.	<ul style="list-style-type: none"> <li>Video tape or audio tape of the student contrasting two objects or topics using his/her voice generating device, signing, using pictures, or symbols, etc.</li> </ul>

SAT21211	The student will organize details based on the order of their importance to support the main idea of a text by sorting pictures, symbols, and/or phrases into order of importance from most to least.	<ul style="list-style-type: none"> <li>Student work product showing the arrangement of pictures, symbols, phrases, etc. of the details from most important to least important based on a specific main idea from a text</li> </ul>
SAT21207	The student will use one or more steps of the writing process to create a simple informational text.	<ul style="list-style-type: none"> <li>Student work product showing all stages of the student's work throughout the writing process</li> </ul>
SAT21301	The student will use a note-taking process of placing data, facts, and/ or ideas on a graphic organizer while looking through, reading or listening to an informational text.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with notes of data, facts, and/or ideas placed in the appropriate spots on the organizer</li> </ul>
SAT21308	The student will recognize relationships between data, facts, and/or ideas from a text by sorting them into common topics.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student reviewing all of the choices and arranging the data, facts, and/or ideas into common topics</li> </ul>
SAT21309	The student will organize the main idea and supporting details into an appropriate organizational format by indicating from a choice of two which format will work best given the main ideas and supporting details present.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when indicating the appropriate format or organizer to use based on the specific main idea and supporting details presented to the student</li> </ul>
SAT21310	The student will answer literal questions in written form based on a text read.	<ul style="list-style-type: none"> <li>Student work sample of the student's answers to literal questions based on a text: "How long has Albany been the capital of New York State?" "It has been the capital for 209 years. The notes say the capital was moved to Albany in 1797 from Kingston, NY."</li> </ul>
SAT21306	The student will prepare a graphic organizer that shows a comparison of factual information.  (e.g., Venn diagram of weather information; sizes of cities in New York based on population: T-Chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady)	<ul style="list-style-type: none"> <li>Student work product of student's comparison using graphic organizer</li> </ul>
SAT21311	The student will create a summary sentence(s) about a comparison and contrast of two people.	<ul style="list-style-type: none"> <li>Student work product of the summary sentence(s) indicating the comparison of similar characteristics of the two people and the contrast of different characteristics of the same two people</li> </ul>

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

<b>ELA Core Curriculum (2005)</b>	<b>Grade-Specific Performance Indicators</b>	<b>Essence of Indicators</b>
Pg. 48	<ul style="list-style-type: none"> <li>• Write original literary texts               <ul style="list-style-type: none"> <li>- use organizing structures, such as stanzas, chapters, scenes, and verses</li> <li>- develop characters, create a setting, and establish a plot</li> <li>- use examples of literary devices, such as rhythm, rhyme, simile, and personification</li> <li>- establish a consistent point of view (e.g., first or third person)</li> <li>- use vocabulary to create a desired effect</li> </ul> </li> <li>• Write interpretive essays to               <ul style="list-style-type: none"> <li>- summarize the plot</li> <li>- describe the characters and explain how they change</li> <li>- describe the setting and recognize its importance to the story</li> <li>- draw a conclusion about the work</li> <li>- interpret the impact of literary devices, such as simile and personification</li> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul> </li> <li>• Respond to literature, connecting the response to personal experience</li> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> <li>• Express opinions and support them through specific references to the text, with assistance</li> <li>• Demonstrate understanding of plot and theme, with assistance</li> <li>• Identify and describe characters and their motivations, with assistance</li> <li>• Analyze the impact of the setting, with assistance</li> <li>• Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance</li> <li>• Draw conclusions and provide reasons for the conclusions, with assistance</li> <li>• Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Write original literary texts that develop characters, create a setting, and establish a plot</li> <li>• Write clear, concise, and varied sentences, beginning to develop a personal writing style and voice</li> <li>• Produce clear responses to stories read or listened to, supporting the understanding of characters and events with details from the story</li> </ul>

**Required Component 2—Key Idea: Writing**

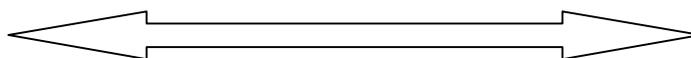
**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**

**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**

**POSSIBLE ENTRY POINTS for Writing-Standard 2**

**Less Complex**

**More Complex**



The student will:

- compose stories using personal experiences (22106)
- begin to use the writing process initial steps of prewriting and drafting or using a graphic organizer (22107)
- compose responses to literary questions about plot, character and/or setting (22108)
- identify characteristics of writing style in favorite stories (22104)
- create pictures, symbols, objects, etc. to communicate a story (22105)

The student will:

- compose stories with original plots and/or characters with some development (22207)
- use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (22202)
- identify details in stories that develop plot (problem/conflict) and/or the characters (relationships, motivation) (22203)
- recognize details of setting in stories (22204)
- compose responses to explicit questions about stories using related vocabulary (22208)
- recognize writing styles of various authors (22206)

The student will:

- compose original stories with well developed or defined plot, characters and/or setting (22306)
- write responses to stories using the writing process (22302)
- demonstrate an understanding of plot and/or character by using story element vocabulary(22307)
- use the writing process to develop clear, concise, and/or varied sentences (22304)
- begin to develop a personal writing style (22305)

**Required Component 2—Key Idea: Writing**
**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
SAT22106	The student will create a story relating to personal experiences.	<ul style="list-style-type: none"> <li>Student work product of a story using PECs, Boardmaker, visual writing, etc. that the student creates relating to personal experiences</li> </ul>
SAT22107	The student will begin to use the prewriting and drafting steps of the writing process to create a simple story.	<ul style="list-style-type: none"> <li>Student work product showing the process, using words, symbols or other modes, for prewriting and drafting steps of creating a story</li> </ul>
SAT22108	The student will compose responses to literary questions about a character(s) for a story using written language or picture symbols.	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when composing responses to questions about the character(s) in a story</li> </ul>
SAT22104	The student will identify characteristics of writing style in favorite stories by sorting texts of favorite stories by point of view.  (e.g., first or third person)	<ul style="list-style-type: none"> <li>Video tape of the student sorting texts by the characteristic of writing styles with different points of view</li> </ul>
SAT22105	The student will create an object timeline that communicates his/her life story by selecting personal objects that relate to different periods of his/her life.  (e.g., bottle (infant), favorite toy (toddler), favorite book (school age))	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student using the writing topic of communicating his/her life story and creating the object timeline by selecting the objects that correspond to different periods of the student's life and placing them correctly on the timeline</li> </ul>
SAT22207	The student will create an original text in which he/she identifies details that develop the plot (problem/conflict) and the characters (relationships, motivation, etc.) of the text.	<ul style="list-style-type: none"> <li>Student work product of a student's original text with words or phrase cards selected for the plot and characters</li> </ul>
SAT22203	The student will identify details in a story that develop the plot and characters of the story.	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer of the plot details and/or character traits with details from the story</li> </ul>
SAT22204	The student will recognize the details of the setting by categorizing the details from a given list that is pertinent to the setting of a story.	<ul style="list-style-type: none"> <li>Video tape of the student looking at pictures or word cards of setting details and placing them into the appropriate setting category for a particular story</li> </ul>

SAT22208	The student will create responses to explicit questions by selecting the correct or most appropriate responses from a given set of words.	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when selecting related word cards and creating responses to the explicit questions about a specific story</li> </ul>
SAT22206	The student will recognize the writing styles of various authors by indicating which style is most associated with which author.	<ul style="list-style-type: none"> <li>• Student work product with lines drawn from a particular writing style to the author most associated with the style</li> <li>• Video tape of the student indicating through no response if an author is associated with a writing style when presented with individual picture cards</li> </ul>
SAT22306	The student will use story elements to create an original, well-developed story.	<ul style="list-style-type: none"> <li>• Student work product of a created story with all elements clearly defined and developed</li> </ul>
SAT22302	The student will use the writing process to write responses to weekly questions posed by the teacher regarding stories read that week.	<ul style="list-style-type: none"> <li>• Video tape of the student using the writing process to develop responses to questions posed by the teacher</li> </ul>
SAT22307	The student will demonstrate an understanding of the elements of plot and character by using the vocabulary to identify the story elements that relate to each in a given text.	<ul style="list-style-type: none"> <li>• Student work product with story elements (plot and character) defined on the worksheet and examples of each from a given text provided next to the definitions</li> </ul>
SAT22304	The student will use one or more steps of the writing process to develop clear, concise and varied sentences.	<ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process (sentences, composition) that the student used to develop clear, concise and varied sentences</li> </ul>
SAT22305	The student will use one or more steps of the writing process to develop a personal writing style.	<ul style="list-style-type: none"> <li>• Student work product showing the steps of the writing process (sentences, composition) he/she used and the beginning development or usage of a particular personal writing style</li> </ul>



**Mathematics**  
**NYSAA Frameworks**

**Grade 6**

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6****Required Component 1**— Strand: Number Sense and Operations**Choice Component 1**— Band: Number Systems

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 64-65	6.N.1	Read and write whole numbers to trillions	<ul style="list-style-type: none"> <li>Define and identify properties of addition and multiplication</li> <li>Understand and use the concepts of rate, ratio and proportion</li> <li>Read, write and identify percents of a whole and solve percent problems</li> <li>Define absolute value and determine the absolute value of rational numbers (including positive and negative)</li> <li>Locate (on a number line) and order rational numbers (including positive and negative)</li> </ul>
	6.N.2	Define and identify the commutative and associative properties of addition and multiplication	
	6.N.3	Define and identify the distributive property of multiplication over addition	
	6.N.4	Define and identify the identity and inverse properties of addition and multiplication	
	6.N.5	Define and identify the zero property of multiplication	
	6.N.6	Understand the concept of rate	
	6.N.7	Express equivalent ratios as a proportion	
	6.N.8	Distinguish the difference between rate and ratio	
	6.N.9	Solve proportions using equivalent fractions	
	6.N.10	Verify the proportionality using the product of the means equals the product of the extremes	
	6.N.11	Read, write, and identify percents of a whole (0% to 100%)	
	6.N.12	Solve percent problems involving percent, rate, and base	
	6.N.13	Define absolute value and determine the absolute value of rational numbers (including positive and negative)	
	6.N.14	Locate rational numbers on a number line (including positive and negative)	
	6.N.15	Order rational numbers (including positive and negative)	

**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:

- identify the first digit of a number already rounded to the nearest billion and compare two of these numbers (11105)
- identify the first digit of a number already rounded to the nearest billion and order three or more of these numbers (11106)
- recognize that 50% represents the same amount as  $\frac{1}{2}$  of the whole (11107)
- compare and/or order integers from -10 to 10 and/or unit fractions using a number line (11108)

The student will:

- identify the first two digits of a ten-digit number already rounded to the nearest hundred million and compare two or more of these numbers (11205)
- identify the first two digits of a ten-digit number already rounded to the nearest hundred million and order three or more of these numbers (11206)
- identify commonly used percents and their fractional equivalents (e.g.,  $10\% = \frac{1}{10}$ ,  $25\% = \frac{1}{4}$ ,  $50\% = \frac{1}{2}$ ,  $100\% = \frac{5}{5}$ , etc.) (11207)
- compare and/or order integers from -20 to 20 and/or unit fractions (11208)

The student will:

- identify the first three digits of a ten-digit number already rounded to the nearest ten million and compare two or more of these numbers (11305)
- identify the first three digits of a ten-digit number already rounded to the nearest million and order three or more of these numbers (11306)
- solve real world problems involving commonly used percents (Examples: 0%, 10%, 25%, 50%, 100%) (11307)
- compare and/or order integers, fractions and/or percents (11308)

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

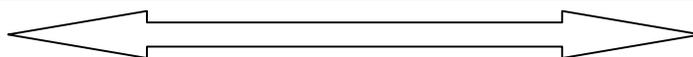
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11105	The student will identify the first digit of a number and compare the numbers (i.e., 4,000,000,000 and 7,000,000,000) by finding or indicating the larger number.	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the larger number</li> </ul>
SAT11107A	The student will recognize $\frac{1}{2}$ is equal to 50 percent of an object by sorting items that have $\frac{1}{2}$ written on them into the same pile as objects with 50 percent written on them from a varied set of objects.	<ul style="list-style-type: none"> <li>Video tape of the student selecting the items that indicate <math>\frac{1}{2}</math> and indicate 50 percent and placing them in one pile together separated from the other sets of objects</li> </ul>
SAT11107B	The student will look at a half circle and a whole circle and will indicate a one-half circle when asked, “Where is one half?” and will indicate the half circle when asked, “Where is 50 percent?”	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the same items when asked two different questions about <math>\frac{1}{2}</math> and 50 percent</li> </ul>
SAT11108A	The student will use a set of stairs to compare the position of the integers when using positive and negative numbers.  (e.g., +2 and -3; 0 and -5, +4 and -4, etc.)	<ul style="list-style-type: none"> <li>Student work product of the placement of different positive and negative integers on the number line of “stairs” to compare positions</li> </ul>
SAT11108B	The student will order integers from 1 to 5 in the correct sequence on a blank number line.	<ul style="list-style-type: none"> <li>Student work product showing the ordering of integers on a blank number line</li> </ul>
SAT11205	The student will identify and compare to find the largest number of 4,100,000,000, 4,200,000,000 and 4,300,000,000 by indicating the largest of the three numbers.	<ul style="list-style-type: none"> <li>Student work product indicating the student-circled first two digits in a rounded number and highlighting the largest of the three</li> </ul>
SAT11208A	The student will place symbols or words for integers -20 to +20 on a thermometer that already contains some of these integers.	<ul style="list-style-type: none"> <li>Student work product showing that the student filled in the missing integers on a thermometer containing some integers from -20 to +20</li> </ul>

SAT11208B	The student will place symbols for integers (+ and -) on a thermometer with the zero mark clearly indicated.	<ul style="list-style-type: none"> <li>• Student work product of thermometer with integers placed in correct position</li> </ul>
SAT11305	The student will indicate the first three numbers in a rounded number and indicate the largest number.  (e.g., rounded numbers: 7,910,000,000; 7,440,000,000; 7,950,000,000; etc.)	<ul style="list-style-type: none"> <li>• Video tape or audio tape of the student stating, signing, etc. what the first three digits are in the number and circling the largest of the three numbers</li> </ul>
SAT11307A	The student will determine prices in advertisements that indicate a percentage off or savings.	<ul style="list-style-type: none"> <li>• Student work product of a scrapbook containing two or three advertisements which contain a percent and the cost of the item with the percent off</li> </ul>
SAT11307B	The student will identify a percentage of “happy” friends versus “tired” friends when given the feelings of ten friends or classmates.	<ul style="list-style-type: none"> <li>• Student work product of a percentage figured out and based on a student comparison</li> </ul>

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6****Required Component 1**— Strand: Number Sense and Operations**Choice Component 2**— Band: Operations

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 65-66	6.N.16	Add and subtract fractions with unlike denominators	<ul style="list-style-type: none"> <li>• Add, subtract, multiply and divide fractions and mixed numbers with unlike denominators</li> <li>• Find multiple representations of rational numbers (fractions, decimals and percents 0 to 100)</li> <li>• Evaluate numerical expressions using order of operations (may include exponents of two and three)</li> <li>• Represent repeated multiplication in exponential form and evaluate expressions having exponents of one, two or three</li> </ul>
	6.N.17	Multiply and divide fractions with unlike denominators	
	6.N.18	Add, subtract, multiply, and divide mixed numbers with unlike denominators	
	6.N.19	Identify the multiplicative inverse (reciprocal) of a number	
	6.N.20	Represent fractions as terminating or repeating decimals	
	6.N.21	Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)	
	6.N.22	Evaluate numerical expressions using order of operations (may include exponents of two and three)	
	6.N.23	Represent repeated multiplication in exponential form	
	6.N.24	Represent exponential form as repeated multiplication	
	6.N.25	Evaluate expressions having exponents where the power is an exponent of one, two, or three	

**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 and/or subtract simple unit fractions ( $\frac{1}{2}, \frac{1}{4}$ ) using one or more strategies (13104)
- compare and/or order 10%, 25%, 50%, and 100% and their decimal or fractional equivalents (13105)
- add, subtract, multiply and/or divide integers using one or more strategies (13106)
- identify a whole and its parts (13107)

The student will:

- add, subtract, multiply and/or divide fractions with a common denominator using one or more strategies (13203)
- relate fractions (as tenths) and their decimal or percent equivalents using one or more strategies (13204)

The student will:

- add, subtract and/or multiply fractions using one or more strategies (13303)
- evaluate or solve numerical expressions using order of operations with whole numbers only (13304)

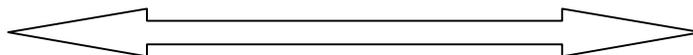
**Required Component 1— Strand: Number Sense and Operations**
**Choice Component 2— Band: Operations**
**SAMPLE ASSESSMENT TASKS (SATs)**

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 add simple fractions using a pictorial display. (e.g., picture of $\frac{1}{2}$ pizza + picture of $\frac{1}{4}$ pizza = picture of $\frac{4}{4}$ pizza or picture of $\frac{3}{4}$ pizza)	<ul style="list-style-type: none"> <li>Student work product of simple addition of fractions using pictorial displays</li> </ul>
SAT13105	The student will order percents and their fractional equivalents. (e.g., $10\% - \frac{1}{10}$ ; $25\% - \frac{1}{4}$ ; $50\% - \frac{1}{2}$ ; etc.)	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student making a number line segment and placing the percent and fraction on it</li> </ul>
SAT13106	The student will use a beginning strategy of addition by adding one more to a given set of numbers.	<ul style="list-style-type: none"> <li>Video tape of the student adding one more item to a set of objects to show addition</li> </ul>
SAT13107	The student will recognize a whole and its parts by placing a whole object and its parts together.	<ul style="list-style-type: none"> <li>Student work product with one column indicating whole and another column indicating parts</li> </ul>
SAT13204	The student will relate fractions to decimal money amounts. (e.g., $\frac{10}{100} = \frac{1}{10} = \$0.10$ ; $\frac{25}{100} = \frac{1}{4} = \$0.25$ ; $\frac{50}{100} = \frac{1}{2} = \$0.50$ ; etc.)	<ul style="list-style-type: none"> <li>Video tape of the student relating a given fraction to its monetary equal by counting; such as, four quarters to show one quarter is one-fourth of a dollar or 25% of a dollar and/or similar activities for the other percents</li> </ul>
SAT13304A	The student will evaluate numerical expressions.	<ul style="list-style-type: none"> <li>Student work product showing a set of simple numeric expressions (using whole numbers less than 10 and/or up to 2 operations) and the student's answer when simplifying these expressions</li> </ul>
SAT13304B	The student will indicate which operation to apply first in a numerical expression $3 + 4 + 2$ by circling the first operation. (e.g., $3 + 4 + 2 =$ $\textcircled{3 + 4} + 2 =$ $7 + 2 = 9$ )	<ul style="list-style-type: none"> <li>Video tape of the student indicating the correct order of operations given simple whole number expressions</li> </ul>

**GLIs and Essences  
Grade 6 – Mathematics**
**6**

<b>Required Component 2— Strand: Algebra</b>			
<b>Choice Component 1— Band: Variables and Expressions</b>			
<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 66	6.A.1	Translate two-step verbal expressions into algebraic expressions	<ul style="list-style-type: none"> <li>Translate verbal expressions into algebraic expressions and evaluate algebraic expressions</li> </ul>
	6.A.2	Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)	

**Required Component 2— Strand: Algebra**
**Choice Component 1— Band: Variables and Expressions**
**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Algebra-Variables and Expressions**
**Less Complex**

**More Complex**

The student will:

- use whole numbers and the symbols + and/or – to translate verbal/written expressions into numerical expressions (41104)
- find the value of numerical expressions involving whole numbers (41105)
- compare using the terms equal to, greater than and/or less than (41106)

The student will:

- use numerals and the symbols +, –, ×, and/or ÷ to translate verbal/written expressions into numerical expressions (41203)
- evaluate numerical expressions (41202)

The student will:

- use numerals, variables and operational symbols to translate verbal/written expressions into algebraic expressions (41303)
- evaluate and/or simplify algebraic expressions (41302)

**Required Component 2—** Strand: Algebra

**Choice Component 1—** Band: Variables and Expressions

**SAMPLE ASSESSMENT TASKS (SATs)**

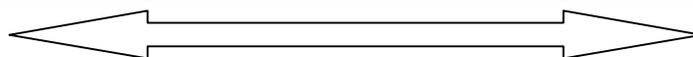
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT41104	<p>The student will indicate the correct numerical expression by translating the verbal expression: “I had five pencils and gave a friend three of them.”</p> <p>(e.g., choices: <math>5 + 3</math>      <math>5 - 3</math>      <math>5 - 2</math>)</p>	<ul style="list-style-type: none"> <li>Video tape of the student listening to the verbal expression and choosing the correct numerical expression that goes with the verbal expression</li> </ul>
SAT41105	<p>The student will answer numerical expressions using blocks as manipulatives.</p> <p>(e.g.,  <math>\begin{array}{r} 2 \\ ?? \end{array} + \begin{array}{r} 3 \\ ??? \end{array} = \frac{?}{????} \quad \begin{array}{r} ? \\ ??? \end{array} = \frac{????}{????} )</math></p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student solving numerical expressions using sets of blocks</li> </ul>
SAT41106A	<p>The student will compare sets of concrete objects using terms equal to, greater than or less than.</p> <p>(e.g., Shown a picture of two pencils, the student selects another picture of a set of two pencils from a choice of two or three sets of different numbers of pencils to indicate an equal set, etc.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the student indicating equal sets of objects or sets of objects that are greater than or less than another set</li> </ul>
SAT41106B	<p>The student will pick the = sign mounted on a Velcro board to go between two sets with the same number of items.</p>	<ul style="list-style-type: none"> <li>Data Collection Sheet recording student performance when identifying the symbols correctly when presented with equal sets of objects or sets of objects that are greater than or less than another set</li> </ul>
SAT41203A	<p>The student will use whole numbers and +, −, × and/or ÷ to translate written expressions into numerical expressions.</p> <p>(e.g., the student reads “I bought 2 fiction books, each costing \$4.00 and one map book costing \$2.00, etc.” and writes <math>(2 \times 4.00) + 2.00 =</math>)</p>	<ul style="list-style-type: none"> <li>Student work product that shows the related numeric expression for a mathematical situation</li> </ul>

SAT41203B	<p>The student will indicate the correct numerical expression by translating the verbal expression: “I bought 2 fiction books, each costing \$4.00, and one map costing \$2.00.”</p> <p>(e.g., choices: <math>(2 \times 4) + 2</math>; <math>4 + 2 + 2</math>; <math>4 + 4 + 4 + 2</math>)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student listening to the verbal expression and choosing the correct numerical expression from the set of three numerical expressions</li> </ul>
SAT 41203C	<p>The student will translate a verbal expression into a numeric statement.</p> <p>(e.g., the teacher states four plus three and the student writes or selects the expression <math>4 + 3</math>, etc.)</p>	<ul style="list-style-type: none"> <li>Student work product showing numeric statements, corrected and scored by the teacher</li> </ul>
SAT41202	<p>The student will simplify numerical expressions.</p> <p>(e.g., <math>4 + 2 + 3</math>; <math>1+5-2</math>; <math>10-2-3</math>; etc.)</p>	<ul style="list-style-type: none"> <li>Student work product showing the numerical expression and the steps the student follows to simplify it</li> </ul>
SAT 41303	<p>The student will translate verbal expressions given by the teacher into algebraic expressions.</p> <p>(e.g., the teacher says six plus how many, student writes or selects the statement that says <math>6 + ?</math>, etc.)</p>	<ul style="list-style-type: none"> <li>Student work product showing statements written or selected by the student, corrected and scored by the teacher</li> </ul>
SAT41302A	<p>The student will indicate numbers to make the algebraic equation true.</p> <p>(e.g.,  <math>\square + \triangle = 10</math>)</p>	<ul style="list-style-type: none"> <li>Student work product of student-indicated number that goes in the square and the number that goes in the triangle</li> </ul>
SAT41302B	<p>The student will indicate numbers to make the algebraic equations true given two or more numbers.</p> <p>(e.g.,  <math>? + 10 = 12</math>;  <math>4 + ? = 10</math>)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, dated photographs of the student looking at the expression and choosing from the set of number cards the one that makes it true</li> </ul>
SAT41302C	<p>The student will indicate a number to make the expression true by filling in the missing number.</p> <p>(e.g., <math>3 \times 2 + ? = 10</math>)</p>	<ul style="list-style-type: none"> <li>Completed student worksheet of numerical expressions with the number filled in by the student to make it true</li> </ul>

**GLIs and Essences**  
**Grade 6 – Mathematics**
**6****Required Component 2—** Strand: Algebra**Choice Component 2—** Band: Equations and Inequalities

<b>Math Core Curriculum (2005)</b>	<b>Grade-by-Grade Indicators</b>		<b>Essence of Indicators</b>
Pg. 66-67	6.A.3	Translate two-step verbal sentences into algebraic equations	<ul style="list-style-type: none"> <li>• Translate verbal sentences into algebraic equations, solve equations (two-step) and evaluate formulas</li> <li>• Solve simple proportions within context</li> </ul>
	6.A.4	Solve and explain two-step equations involving whole numbers using inverse operations	
	6.A.5	Solve simple proportions within context	
	6.A.6	Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)	

**Required Component 2— Strand: Algebra**
**Choice Component 2— Band: Equations and Inequalities**
**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)**
**POSSIBLE ENTRY POINTS for Algebra-Equations and Inequalities**
**Less Complex**

**More Complex**

The student will:

- use whole numbers and the symbols (+ or –) and equal sign (=) to translate verbal or written sentences into algebraic equations (42104)
- identify correct numeric sentences (42102)
- solve simple whole number equations involving addition and/or subtraction (42105)

The student will:

- use numerals, variables, and the symbols (+, –, ×, or ÷) and equal sign (=) to translate verbal or written sentences into algebraic equations (42203)
- solve one-step equations using any of the four operations (42202)

The student will:

- translate verbal or written sentences indicating a two-step process into algebraic equations (42303)
- solve two-step algebraic equations (42304)

**Required Component 2— Strand: Algebra**
**Choice Component 2— Band: Equations and Inequalities**
**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
SAT42104A	<p>The student will use whole numbers, operation symbols and the equal sign to create a numerical expression when given a written sentence.</p> <p>(e.g., four plus six equals; two pens plus two pens equals, etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product of the written sentence and the students' translation under the sentence</li> </ul>
SAT42104B	<p>The student will place number and symbol cards in order to form an equation when the teacher says, "two plus three equals five."</p>	<ul style="list-style-type: none"> <li>• Video tape of the student listening to a verbal sentence, then ordering the set of number and operations cards correctly</li> </ul>
SAT42102	<p>The student will indicate the sentence that is correct.</p> <p>(e.g., <math>1 + 3 = 4</math> or <math>2 + 3 = 6</math>;  <math>? + ? ? ? = ? ? ? ?</math>; or  <math>? ? + ? ? ? = ? ? ? ? ? ?</math>; etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product of correct sentences highlighted by the student</li> </ul>
SAT42105	<p>The student will solve simple equations involving addition.</p>	<ul style="list-style-type: none"> <li>• Student work product with various types of addition problems and the student's answers to these problems</li> </ul>
SAT42202	<p>The student will fill in missing numbers in a number sentence.</p> <p>(e.g., <math>5 - \square = 2</math>, etc.)</p>	<ul style="list-style-type: none"> <li>• Data Collection Sheet recording student performance when indicating the missing numbers in simple algebraic equations</li> </ul>
SAT42303	<p>The student will translate the verbal expression involving two steps.</p> <p>(e.g., the teacher says "I have three cupcakes, I make three more. I eat 2. How many are left?" and the student writes or selects <math>3 + 3 - 2 = ?</math>, etc.)</p>	<ul style="list-style-type: none"> <li>• Video tape of the student listening to the verbal expression and indicating the correct numerical equation</li> </ul>
SAT42304	<p>The student will solve various two-step algebraic equations by selecting the answers from a given set of numbers.</p>	<ul style="list-style-type: none"> <li>• Student work product indicating that the student solved two-step algebraic equations by indicating the answer</li> </ul>

