

Draft English Language Arts (ELA) Extensions
for Aligning the New York State Alternate Assessment (NYSAA)
to the Common Core State Standards (CCSS)

GRADE 4

ELA – Grade 4

CCSS Strand: Language		
CCSS Sub-Strand: Vocabulary Acquisition and Use		Page(s): 39
CCSS Code	Grade-Specific Standard	Essence of Standard
L.4.4	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	Define the meaning of unknown and multiple-meaning words using multiple strategies (i.e., context clues, affixes and roots) to determine meaning.
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶	More Complex
Use visual cues to define meaning of a given word(s).	Use context and visual cues to define meaning.	Use context clues in a single paragraph or multi-paragraph text to define multiple-meaning words.
Assessment Tasks		
<ul style="list-style-type: none"> The student will use visual cues to define meaning of a given word(s). The student will use pictures from text to illustrate targeted vocabulary during reading time. 	<ul style="list-style-type: none"> The student will use context and visual cues to define meaning. The student will use a phrase and picture from a paragraph to provide meaning or targeted vocabulary. The student will indicate the multi-meaning word that completes the sentences posed on word meanings in cloze sentence format (e.g., The weatherman said there would be an afternoon _____. I take a _____ when I am dirty.). 	<ul style="list-style-type: none"> The student will use text-specific information to define targeted, multi-meaning vocabulary (e.g., tip, mean, watch).

Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example,

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.

Integrated Learning: Application of academic knowledge and skills to school, community and home settings. For example:

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings.
- Solve problems that call for applying academic knowledge and skills.

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task.

ELA – Grade 4

CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Key Ideas and Details		Page(s): 18
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Describe a character, setting, or event in a story or drama, using details from the text.
Extensions		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯▶⋯ ⋯▶⋯ ▶⋯⋯	More Complex
Identify a character, setting, or event from a story or drama.	Describe a character(s), setting(s), or event(s) from a story or drama, using specific detail(s) from text.	Use details from a story or drama to make and/or justify an inference about character thought(s), character motivation(s), setting(s), or event(s).
Assessment Tasks		

<ul style="list-style-type: none"> • The student will identify a character, setting, or event from a story or drama. • The student will identify a character related to a specific event or passage of a story. • The student will identify the setting or event of a text read or read aloud. 	<ul style="list-style-type: none"> • The student will describe character(s), setting(s), or event(s) from a story or drama, using specific detail(s) from the text. • The student will use specific details from the story to provide a physical description of characters or setting. • The student will use specific details to describe characters or events in stories. 	<ul style="list-style-type: none"> • The student will use details from a story or drama to make and/or justify an inference about character thought(s), character motivation(s), setting(s), or event(s). • The student will make an inference about a character, setting, or event and use specific details from the text to support the inference (e.g., character traits).
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Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example,

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people (select partner for group project).
- Know the value of work to the individual and society in general.

Integrated Learning: Application of academic knowledge and skills to school, community and home settings. For example:

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings (order from a menu).
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task.

ELA – Grade 4

CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Integration of Knowledge and Ideas		Page(s): 18
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Identify details that connect a text to the same text in other media.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ⋯ ▶	More Complex
Identify visual representations of a character in two or more forms (story, drama, visual or oral presentation of text) of the same text.	Use a list or pictures to identify details that connect a text to another form (story, drama, visual or oral presentation of text) of the same text.	Compare and contrast details that connect two or more forms of the same text. <i>(For example, illustrating characters, settings, or events).</i>
Assessment Tasks		

- The student will identify visual representations of a character in two or more forms of the same text (e.g., story book of *Stone Soup* and the play *Stone Soup*).

- The student will use a list or pictures to identify details that connect a text to another form of the same text (e.g., events, settings or character that are the same between two forms of a text).
- The student will use pictures to identify a list of details that connect a text to another form (story, drama, visual or oral presentation of text) of the same text.
- The student will use pictures to identify details that connect a text to another form (story, drama, visual, or oral presentation of text) of the same text.

- The student will use details that connect two or more forms of the same text.
- The student will use a graphic organizer to compare and contrast two different versions of the same text (e.g., the movie *Cinderella* compared to the storybook)
- The student will identify visual representations to compare and contrast details of the same character in two or more forms of the same text.

Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example,

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.
- Understand the relationship of decision making to the attainment of future goals.

Integrated Learning: Application of academic knowledge and skills to school, community and home settings. For example:

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings.
- Demonstrate the ability to make decisions about daily activities.
- Solve problems that call for applying academic knowledge and skills.

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task.

Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example,

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities (speak to adults and peers appropriately).
- Expand their preferences for working with a variety of people.
- Demonstrate an awareness of aptitudes, interests and abilities (complete interest profile).
- Know the value of work to the individual and society in general.

Integrated Learning: Application of academic knowledge and skills to school, community and home settings. For example:

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings (order from a menu).
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Ask for help when faced with difficult situations.
- Use language (appropriate mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task (e.g. take notes to record data and ideas).

ELA – Grade 4

CCSS Strand: Writing		
CCSS Sub-Strand: Production and Distribution of Writing		Page(s): 29
CCSS Code	Grade-Specific Standard	Essence of Standard
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing appropriate to task, purpose, and audience. (i.e., opinion, narrative, or informative)
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic.	Indicate the purpose and the audience for a piece of writing.	Produce a clear paragraph on a topic that is based on a specific purpose and audience.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic. The student will label sentences as opinion, informative or narrative as read by the teacher. 	<ul style="list-style-type: none"> The student will recognize the type of writing and why it was written including audience (e.g., What is the purpose and audience of a party invitation or advertisement for shaving cream?). The student will use pictures, symbols, or sentence strips to produce a journal entry that describes the day to a parent. 	<ul style="list-style-type: none"> The student will develop a two- or three-sentence paragraph based on a topic that expresses opinions, information or narration that is based on purpose and audience.

Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example,

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.

Integrated Learning: Application of academic knowledge and skills to school, community and home settings. For example:

- Use skills learned across a variety of settings (order from a menu).
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task (e.g. differentiate between fact and opinion).