

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

GRADE 5

ELA – Grade 5

CCSS Strand: Language		
CCSS Sub-Strand: Knowledge of Language		Page(s): 38
CCSS Code	Grade-Specific Standard	Essence of Standard
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	Use knowledge of language and its conventions when speaking, reading, or listening, including varieties of English used in stories, dramas, or poems.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Recognize the meaning of a phrase(s) from non-standard dialect (e.g., “The Secret Garden” is an example of literary text which includes dialects).	Expand or reduce information in order to interpret the message of the information presented in stories, drama, or poems.	Paraphrase information in order to interpret the message or information presented in stories, dramas, poems, and/or other media.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize the meaning of a phrase(s) from non-standard dialect. The student will restate or paraphrase non-standard dialect in his or her own words. 	<ul style="list-style-type: none"> The student will expand or reduce information in order to interpret the message of the information presented in stories, drama, or poems. The student will expand information in order to interpret the message of information presented in stories, drama, or poems. The student will reduce information in order to interpret the message of information presented in stories, drama, or poems. 	<ul style="list-style-type: none"> The student will paraphrase information in order to interpret the message or information presented in stories, dramas, poems, and/or other media (e.g., advertisements (e.g., circulars, employment ads, commercials) to make an informed decision). The student will communicate paraphrased information to a peer. The student will create a paragraph which paraphrases information from a story, drama, poem, or other media source.

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 (complete interest profile).
- Begin career plan to assist in the transition from school to eventual entry into career option.
- Know the value of work to the individual and society in general.
- Demonstrate an understanding of relationship among personal interests, skills, abilities and career options.

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 appropriate language to interact with others for specific situations (i.e. conversations with peers versus job interviews).
- Use information to make decisions and solve problems to complete a task.

ELA – Grade 5

CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Integration of Knowledge and Ideas		Page(s): two1
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Utilize a variety of sources to collect facts, answer questions, and provide evidence to support particular points.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶	More Complex
Use a variety of informational sources and identify one or more facts from each source.	Use a variety of informational sources to locate answer(s) to question(s).	Use a variety of informational sources to solve a problem and provide evidence to support particular point(s).
Assessment Tasks		
<ul style="list-style-type: none"> The student will use two or more information sources to identify one or more facts on a topic from each resource (e.g., library, technology, media, read or read aloud). The student will use a variety or informational sources and identify facts about job(s) in the community. 	<ul style="list-style-type: none"> The student will use two or more different resources to locate answer(s) to question(s) on a specific topic. The student will indicate a response(s) to a statement after reading or listening to two or more of informational sources (e.g., mountain lions are descended from saber tooth tigers; the Earth is the largest planet in the solar system). 	<ul style="list-style-type: none"> The student will use two or more informational sources to solve a problem and provide evidence to support a particular point(s). The student will use two or more search engines or technology tool(s) to gather information to solve a problem and provide supporting details based on the information.

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 (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:

- Use information to make decisions and solve problems to complete a task.
- Select and communicate information in a variety of formats and media (power point of student's interests and skills).
- Demonstrate the ability to organize information (graphic organizers, story boards).

ELA – Grade 5

CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Craft and Structure		Page(s): 18
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Recognize and determine the meaning of words and phrases including figurative language (e.g., metaphors and similes).
Extensions		
Less Complex	← ← ← → → →	More Complex
Identify the meaning of words or phrases from a literary text(s).	Identify the connotative meaning of one or more words and/or phrases from literary text(s).	Identify instance(s) of figurative language and its meaning in literary text(s).
Assessment Tasks		
<ul style="list-style-type: none"> The student will identify the meaning of words or phrases from a literary text(s). The student will indicate a picture(s) or word(s) that represents the meaning of a highlighted simile within a literary text. The student will indicate a picture(s) or word(s) that represents the meaning of a highlighted metaphor within a literary text. The student will indicate a picture(s) or word(s) that represents the meaning of a highlighted personification within a literary text (e.g., The personification “the clouds cried tears” could be depicted as rain falling from a cloud.). 	<ul style="list-style-type: none"> The student will identify the connotative meaning of one or more words and/or phrases from a literary text(s). The student will identify the connotative meaning of one or more words from a literary text (e.g., the positive or negative connotations of the word “proud”). The student will identify the connotative meaning of one or more phrases from a literary text (e.g., the different connotations associated with “living in a house” versus “living in a home”). 	<ul style="list-style-type: none"> The student will identify instance(s) of figurative language and its meaning in literary text(s). The student will identify they figurative language phrase (personification) from literary text and restate it into their own words. The student will identify the figurative language phrase (metaphor) from literary text and restate it into his or her own words. The student will identify the figurative language phrase (simile) from literary text and restate it into his or her own words (e.g., “The girl ran like a cheetah,” could be restated by the student as “The girl ran fast.”).

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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 (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 5

CCSS Strand: Speaking and Listening		
CCSS Sub-Strand: Comprehension and Collaboration		Page(s): 33
CCSS Code	Grade-Specific Standard	Essence of Standard
SL.5.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. 	<p>Be an active participant in a collaborative discussion.</p> <ul style="list-style-type: none"> Make prediction(s) based on a discussion(s). Answer key detail questions from a discussion(s) Summarize information from a discussion.
Extensions		
Less Complex		More Complex
Demonstrate understanding of a discussion.	Respond to questions during discussion.	Pose questions on a given topic, allow for response and then respond appropriately.
Assessment Tasks		

<ul style="list-style-type: none"> • The student will demonstrate understanding of a discussion. • The student will attend to a discussion and identify the main idea or a detail of the discussion. • The student will sequence the events of a discussion (e.g., words, pictures). • The student will make a prediction(s) based on a discussion. 	<ul style="list-style-type: none"> • The student will respond to questions during a discussion. • The student will answer who, what, where, when, why, and/or how questions during a discussion. • The student will respond to prediction questions during a discussion. 	<ul style="list-style-type: none"> • The student will pose questions on a given topic, allow for response and then respond appropriately. • The student will pose questions on a given topic, allow for a response, and then respond with a summary or opinion based on the answer. • The student will pose questions on a given topic, allow for a response, and then respond with a prediction based on the information he or she received.
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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.
- 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 information to make decisions and solve problems to complete a task.
- Listen to and read the ideas of others.

ELA – Grade 5

CCSS Strand: Writing		
CCSS Sub-Strand: Research to Build and Present Knowledge		Page(s): 29
CCSS Code	Grade-Specific Standard	Essence of Standard
W.5.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). 	<p>Use details from literary or informational texts to analyze, reflect, and research.</p> <ul style="list-style-type: none"> Develop ability to compare and contrast. Relate setting, event or character in text to others’ lives or to one’s own life. Distinguish between relevant/irrelevant information.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Recognize similarity(s) or difference(s) between two story elements (e.g., character, event, setting) or information presented in a text.	Use writing, drawing, dictation, or other methods to communicate the similarity(s) or difference(s) in text(s).	Produce a paragraph by using evidence in text(s) to support a point or analyze a text(s).
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize similarity(s) or difference(s) between two story elements or information presented in a text. The student will indicate similarity(s) between two elements of a text. The student will indicate difference(s) between two elements of a text (e.g., difference between an event at the beginning of story and end of story). The student will recognize similarity(s) or difference(s) between information presented in a text. 	<ul style="list-style-type: none"> The student will use writing, drawing, dictation, or other methods to communicate the similarity(s) or difference(s) in a text(s). The student will use writing, drawing, dictation, or other methods to communicate the similarity(s) in a text(s). The student will use writing, drawing, dictation, or other methods to summarize or paraphrase the difference(s) in a text(s). 	<ul style="list-style-type: none"> The student will produce a paragraph by using evidence in text(s) to support a point or analyze a text(s). The student will produce a paragraph by using evidence in a text(s) to support a claim or argument. The student will produce a paragraph by identifying key detail(s) about how character(s) solve problem(s) or resolve conflict(s) in a text. The student will produce a paragraph that explains characteristics of a main character, using evidence from a text(s), as compared to his or her own life or to that of another character.

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- 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 (follows a shopping list).
- 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.
- Communicate information in appropriate written format.