

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

GRADE 6

# ELA – Grade 6

CCSS Strand: Language		
CCSS Sub-Strand: Conventions and Standard English		Page(s): 66
CCSS Code	Grade-Specific Standard	Essence of Standard
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>	Demonstrate command of standard English grammar when writing or speaking.
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶	More Complex
Recognize pronouns in writing or speaking.	Identify correct use of pronouns in writing or speaking.	Demonstrate correct use of pronouns when writing or speaking.
Assessment Tasks		
<ul style="list-style-type: none"> <li>Student will recognize pronouns in writing or speaking (e.g., shown as word, picture or symbol).</li> <li>Student will match pronouns with nouns.</li> <li>The student will recognize pronouns while listening (e.g., raising their hand, pointing, hitting a switch).</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify the correct use of pronouns in writing or speaking.</li> <li>The student will identify the correct use of pronouns in a given sentence(s).</li> <li>The student will identify the correct use of pronouns while listening (e.g., raising their hand, pointing, hitting a switch).</li> </ul>	<ul style="list-style-type: none"> <li>Student will demonstrate the correct use of pronouns when writing or speaking.</li> <li>Student will paraphrase, using pronouns.</li> <li>Student will substitute appropriate pronouns for nouns in a writing sample.</li> <li>Student will apply correct pronoun use in a paragraph.</li> </ul>

## **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 language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task.

# ELA – Grade 6

CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Key Ideas and Details		Page(s): 50
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Create a summary using the main idea and supporting details of a text.
Extensions		
Less Complex	◀ ⋯ ⋯ ◀ ⋯ ⋯ ▶ ⋯ ⋯ ▶ ⋯ ⋯ ▶	More Complex
Identify the main idea(s) of a text.	Identify the main idea(s) and supporting details of a text.	Create a summary of a text that includes the main idea(s) and supporting details.
Assessment Tasks		
<ul style="list-style-type: none"> <li>Student will identify main idea(s) of a text (e.g., highlighting, circling, stating, marking with an X).</li> </ul>	<ul style="list-style-type: none"> <li>Student will identify the main idea(s) and supporting details of a text.</li> <li>Student will organize the main idea(s) and supporting details using a graphic organizer (e.g., spider, star, or cloud organizers).</li> </ul>	<ul style="list-style-type: none"> <li>The student will create a summary of a text that includes the main idea(s) and supporting details.</li> <li>The student will paraphrase the main idea(s) and supporting details of a text.</li> <li>The student will illustrate a summary of text including main idea(s) and supporting details.</li> </ul>

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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
- Continue development of a career plan to assist in transition from school to post commencement opportunities

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
- Demonstrate the ability to organize and process information

# ELA – Grade 6

CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Key Ideas and Details		Page(s): 46
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Describe the plot and how the character(s) change(s) throughout the story or drama.
Extensions		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯▶⋯ ⋯⋯▶⋯ ⋯⋯▶	More Complex
Sequence the events of a story or drama.	Identify changes in character(s) throughout a story or drama.	Identify the sequence of a story or drama and how the character(s) change(s) throughout.
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will sequence the events of a story or drama.</li> <li>The student will recall the events of a story or drama in sequence (e.g., retelling, creating on illustrations).</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify changes in a character(s) throughout a story or drama.</li> <li>The student will identify changes in a character's(s') emotions over the course of a story (e.g., Wilber is sad and lonely in the beginning of <i>Charlotte's Web</i>, he's happy and excited in the middle, and sad but hopeful in the end).</li> <li>The student will identify changes in a character's(s') appearance or physical characteristics over the course of a story (e.g., Nanny McPhee, Cinderella).</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify the sequence of a story or drama and how the character(s) change(s) throughout.</li> <li>Student will identify the sequence of the story or drama and the cause and effect of the character's(s') change.</li> </ul>

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

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

- Asks for help when faced with difficult situations.
- Evaluate facts, solve advanced problems and make decisions by applying logic and reasoning skills.
- Select and communicate information in an appropriate format.
- Use information to make decisions and solve problems to complete a task.

# ELA – Grade 6

CCSS Strand: Speaking and Listening		
CCSS Sub-Strand: Comprehension and Collaboration		Page(s): 62
CCSS Code	Grade-Specific Standard	Essence of Standard
SL.6.2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively</p>	Interpret information from diverse media and formats and connect it to a topic or issue.
Extensions		
Less Complex	◀ ⋯⋯ ⋯◀⋯ ⋯⋯◀⋯ ⋯▶⋯ ⋯▶⋯ ▶⋯⋯	More Complex
Identify information from a source relevant to a topic or issue.	Organize information from a source(s) to support a topic or issue.	Present information from a source(s) to advocate and/or persuade about a topic or issue.
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will identify information from a source relevant to the topic or issue.</li> <li>The student will identify safety information from an environmental source.</li> <li>The student will identify behavioral information from a relevant source.</li> </ul>	<ul style="list-style-type: none"> <li>The student will organize information from a source(s) to support a topic or issue.</li> <li>The student will give examples of information from a source(s) to support a topic or issues.</li> <li>The student will organize information from a source(s) to support a topic or issue, using a graphic organizer.</li> <li>The student will organize information from a source(s) to support a topic or issue to prepare an informational presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The student will present information from a source(s) to advocate and/or persuade about a topic or issue.</li> <li>The student will create a product to advocate and/or persuade about a topic or issue using information from a source(s) (e.g., poster).</li> <li>The student will compare and contrast to present information to advocate and/or persuade about a topic or issue (e.g., make a selection based on facts).</li> </ul>

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CCSS Strand: Writing		
CCSS Sub-Strand: Text Types and Purposes		Page(s): 55
CCSS Code	Grade-Specific Standard	Essence of Standard
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multi-media when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p>Convey relevant information and ideas about a topic in an organized written format.</p>

<b>Extensions</b>		
<b>Less Complex</b>	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶	<b>More Complex</b>
<p>Identify concrete details or quotations relevant to a topic.</p>	<p>Use a strategy to organize information relevant to a topic.</p>	<p>Develop an organized written text using relevant information on a topic, and include formatting (e.g., headings), graphics (e.g., charts, tables), and/or multimedia to aide comprehension.</p>
<b>Assessment Tasks</b>		
<ul style="list-style-type: none"> <li>• The student will identify concrete details or a quotation relevant to a topic.</li> <li>• The student will identify concrete details relevant to a topic.</li> <li>• The student will identify quotations relevant to a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will use a strategy to organize information relevant to a topic.</li> <li>• The student will use a graphic organizer to organize information relevant to a topic.</li> <li>• The student will indicate organization of information about a topic by pointing to items and categories.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will develop an organized written text using relevant information on a topic, and including formatting (e.g., headings), graphics (e.g., charts, tables), and/or multi-media to aid comprehension.</li> <li>• The student will organize a story board, which includes written text, with information on a topic including formatting features to aid comprehension</li> <li>• The student will develop an organized written text using relevant information on a topic, and include formatting (e.g., headings) to aide comprehension.</li> <li>• The student will develop an organized written text using relevant information on a topic, and include graphics (e.g., charts, tables), to aid comprehension.</li> <li>• The student will develop an organized written text using relevant information on a topic, and include multi-media to aid comprehension.</li> </ul>

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