

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

GRADE 8



## **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 specific post-school training and/or employment interests.
- Describe different workers' actions.

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

- Recognize and respond appropriately to changes in inflection and tone of the speaker across various settings.
- Identify examples of responsible behaviors and actions in school and community.

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

- Listen to and follow verbal directions.
- Use conversational skills.

# ELA – Grade 8

CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Craft and Structure		Page(s): 50
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Identify the author’s purpose (e.g., describe, entertain, inform, or persuade) or point of view in a text.
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶	More Complex
Recognize the author’s purpose in a text(s).	Identify the author’s point of view in a text(s).	Identify the author’s point of view and recognize any conflicting evidence in a text.
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will recognize the author’s purpose in a text(s).</li> <li>The student will match a genre or type of text with a commonly understood purpose (e.g., matches a news article with “inform,” a story with “entertain,” a poem with “describe,” etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify the author’s point of view in a text(s).</li> <li>The student will identify two sentences in a text that help reveal the author’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify the author’s point of view and recognize any conflicting evidence in a text (e.g., The author presents an opinion, but also includes statements to the contrary; in an article arguing in favor of a longer school day, the author also recognizes that some believe the longer school day leaves less time for extra-curricular activities in the afternoon.).</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,

- Follow text directions of a multi-step process
- Identify characteristics of different jobs

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

- Understand authors' points of view about various cultures.
- Collect information about community activities.

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

- Recognize different kinds of text by authors' purposes.
- Express individual points of view to others in a group.

# ELA – Grade 8

CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Integration of Knowledge and Ideas		Page(s): 50
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. <ol style="list-style-type: none"> <li>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</li> </ol>	Compare and contrast conflicting information from two or more texts on the same topic.
Extensions		
Less Complex	← ..... ←··· ..... ←··· ..... →··· ..... →··· →···	More Complex
Recognize similar topics or information in two or more texts.	Identify conflicting information on the same topic in two or more texts.	Analyze conflicting information in two or more texts on the same topic in order to make an informed decision.
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will recognize similar topics or information in two or more texts.</li> <li>The student will recognize similar topics in two or more texts.</li> <li>The student will recognize similar information in two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify conflicting information on the same topics in two or more texts (e.g., comparison on a T-chart or Venn diagram, highlight or mark conflicting information on a copy of the text).</li> </ul>	<ul style="list-style-type: none"> <li>The student will analyze conflicting information in two or more texts on the same topic in order to make an informed decision.</li> <li>The student will analyze conflicting information using two or more advertisements (e.g., using a graphic organizer).</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,

- Analyze and compare specific post-school training and/or employment interests.
- Use print media to develop information.

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).
- Determine importance of information in different texts.

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

- Provide feedback related to information presented.
- Identify conflicting information in text.

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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,

- Attend to a presentation or speaker and respond.
- Answer questions about personal preferences.

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

- Use academic knowledge and skills in an occupational context.
- Use a variety of communication techniques when engaged in a conversation.

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

- Respond appropriately to a classmate or person in the community.
- Transmit information or messages between home and school.

# ELA – Grade 8

CCSS Strand: Writing		
CCSS Sub-Strand: Research to Build and Present Knowledge		Page(s): 57
CCSS Code	Grade-Specific Standard	Essence of Standard
<b>W.8.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>Gather information to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>Analyze themes, patterns of events, and character types</li> <li>Evaluate arguments and specific claims</li> </ul>
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Identify sequence events in a literary text or a claim(s) the author is making in an informational text(s).	Identify a theme or character type in a literary text(s) or identify the details related to a specific claim in an informational text(s).	Produce an analysis of a theme or character type from a work of fiction, using evidence from the text and/or other source(s).
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will identify a sequence events in a literary text or a claim(s) the author is making in an informational text(s).</li> <li>The student will identify a sequence of events in a literary text (e.g. using pictures or sentence strips for the beginning, middle, and end).</li> <li>The student will identify a claim(s) the author is making in an informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify a theme or character type in a text.</li> <li>The student will identify the details related to a specific claim in an informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>The student will produce an analysis of a theme or character type from a work of fiction, using evidence from the text and/or other source(s).</li> <li>Students will analyze the theme in a work of fiction by choosing pictures, objects, or words to complete a graphic organizer.</li> <li>Students will analyze the character type by choosing pictures, objects, or words to complete a graphic organizer.</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 specific post-school training and/or employment interests.
- Name specific tools and describe how they are used for different jobs.

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).

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

- Speaking: Ask for directions and describe skills that are important for success in the workplace.
- Interpersonal Skills: Ask for help when faced with difficult situations and use language to interact with others.

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