

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

HIGH SCHOOL

ELA – High School

CCSS Strand: Language		
CCSS Sub-Strand: Conventions and Standard English		Page(s): 68
CCSS Code	Grade-Specific Standard	Essence of Standard
L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly. 	Demonstrate conventions of standard English capitalization, punctuation, and spelling when using text.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Identify punctuation, capitalization, or spelling used in language.	Edit words and/or phrases that require capitalization, punctuation, and spelling.	Compose a complete sentence(s) using correct capitalization, punctuation, and spelling.
Assessment Tasks		
<ul style="list-style-type: none"> The student will identify punctuation, capitalization, or spelling used in language. The student will identify punctuation, used in language. The student will identify capitalization used in language. The student will identify correct spelling used in language. 	<ul style="list-style-type: none"> The student will edit words and/or phrases that require capitalization, punctuation, and spelling. The student will identify and correct error(s) in capitalization, punctuation, and spelling in words. The student will identify and correct error(s) in capitalization, punctuation, and spelling in phrases. 	<ul style="list-style-type: none"> The student will compose a complete sentence(s), using correct capitalization, punctuation, and spelling. The student will compose a complete sentence(s) that answer literal questions about a text, using correct capitalization, punctuation, and spelling. The student will compose a complete sentence(s) to present information using correct capitalization, punctuation, and spelling.

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 answer questions about post-school training and/or employment interests.
- Communicate about workers and employment settings.
- Use language to interact with co-workers.

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

- Use skills learned to complete a job application.
- Correct/edit own written work.
- Make an appointment at a community agency.

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

- Interpret text that is important for success in the workplace.
- Compose an application letter.

ELA – High School

CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Key Ideas and Details		Page(s): 52
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.11.1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	Cite relevant textual evidence to support the explicit or inferred claims in a text and determine areas of further exploration.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Recognize explicit claim(s) in a text(s).	Identify an inferred claim(s) in a text(s).	Cite facts and inferences in the text as evidence to determine an area for further exploration.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize explicit claim(s) in a text(s). The student reviews a text and selects, from a list of options the part of the text that contains a claim (e.g., review an advertisement and select from three choices the part of the advertisement that contains a claim). 	<ul style="list-style-type: none"> The student will identify an inferred claim(s) in a text(s) (e.g., read a text about the habits of happy people and identify the inferred claim that if the reader develops the same habits, he or she will also be happy). The student will select the symbol, picture, or words that allow them to infer an opinion, or fact (e.g., read a text about vitamins and identify the picture of the woman walking and smiling as support of the inference that vitamins will give people energy and happiness). 	<ul style="list-style-type: none"> The student will cite facts and inferences in the text to determine an area for further exploration (e.g., cite key points in an editorial that prompted interest to become more involved in a cause). The student will select a sentence from the text that could be made clearer with further exploration and specifies what additional information would be helpful (e.g., recognize that the author makes an unsupported inference and suggest an online search that could provide further evidence to support the inference).

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 text information to take action or make decisions.
- Name specific jobs and the qualifications needed for each based on text 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.
- Prepare a report following an employment experience.
- Develop a sequential plan for a school, home, or community experience.
- Use appropriate technology to create a presentation.

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

- Participate in a group using claims and arguments to support a position.
- Listen to a presentation and then summarize information included.

ELA – High School

CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Key Ideas and Details		Page(s): 48
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.11.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Determine themes or central ideas and how they develop over the course of the text; provide an objective summary of the text.
Extensions		
Less Complex ◀ ◀◀ ◀◀◀ ▶▶ ▶▶▶ ▶▶▶▶		
Recognize the central idea of a text.	Identify a sequence of events and the central idea of a text.	Create an objective summary of a text that includes one or more themes.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize the central idea of a text. 	<ul style="list-style-type: none"> The student will identify a sequence of events by arranging three or more pictures or symbols in chronological order and identifying the one that represents the central idea. The student will identify the beginning, middle, and end of a story and communicate the central idea. 	<ul style="list-style-type: none"> The student will attend to or read a story and create an objective (logical/fact based) summary that includes one theme. The student will read a text and create an objective summary, using a graphic organizer that includes two or more themes.

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.
- 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:

- Summarize information from materials presented.

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.

DRAFT

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.
- 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.

DRAFT

ELA – High School

CCSS Strand: Writing		
CCSS Sub-Strand: Test Types and Purposes		Page(s): 58
CCSS Code	Grade-Specific Standard	Essence of Standard
W.11.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	Explore and inquire into areas of interest to formulate an argument.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Recognize relevant ideas about an area of interest.	Identify sources and gather relevant evidence about an area of interest.	Select and explore an area of interest, and compose a written argument with supporting details.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize relevant ideas about an area of interest (e.g., indicating symbol(s), word(s), picture(s) representing ideas). The student will recognize relevant and irrelevant ideas about an area of interest (e.g., using a T-chart). 	<ul style="list-style-type: none"> The student will identify sources and gather relevant evidence about an area of interest (e.g., using a graphic organizer by displaying facts and their source). The student will identify sources and gather relevant evidence about an area of interest by taking notes, listing facts, and source (e.g., text, newspapers, lectures, personal interviews). 	<ul style="list-style-type: none"> The student will select and explore an area of interest and compose a written argument with supporting details. The student will select and explore an area of interest and compose a written argument with supporting details based on notes.

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.
- 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.

DRAFT