

**English Language Arts  
(ELA)  
NYSAA Frameworks**

**Grade 5**

**2014–15**

**New York State Alternate Assessment**

**CCLS and Essence(s)****ELA – Grade 5****CCLS Strand:** Reading Standards for Literature**CCLS Sub-Strand:** Craft and Structure**CCLS Page(s):** 18

<b>CCLS Code</b>	<b>Grade-Specific Standard</b>	<b>Essence(s) of Standard</b>
RL.5.4	4. Determine the meanings of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.	Recognize and determine the meanings of words and phrases, including figurative language (e.g., metaphors and similes).

# Extensions and Assessment Tasks

## ELA – Grade 5 RL.5.4

# Extension 1

Extensions		
Less Complex	◀ ..... ▶	More Complex
<p>Identify the meaning of a word and/or a phrase from text. (51211)</p>	<p>Identify the connotative meaning of one or more words and/or phrases from text. (51221)</p>	<p>Identify an instance of figurative language and its meaning in literary text. (51231)</p>
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will identify the meaning of a word and/or a phrase from text (e.g., given a sentence, the student identifies the meaning of a highlighted word from a set of choices ["Long school days can be tedious," choices: fun, hard, boring]). (AT51211A)</li> <li>The student will identify the meaning of a highlighted simile within text (e.g., given the simile "The girl ran like a cheetah," the student identifies the meaning depicted as a girl running faster than other people behind her, from a set of choices). (AT51211B)</li> <li>The student will identify the meaning of a highlighted metaphor within text (e.g., given the metaphor "The man is a giant," the student identifies the meaning depicted as a tall man standing next to a smaller man with an arrow pointing to the tall man, from a set of choices). (AT51211C)</li> <li>The student will identify the meaning of a personification within text (e.g., given the personification "The clouds cried tears," the student identifies the meaning depicted as rain falling from a cloud, from a set of choices). (AT51211D)</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify the connotative meaning of one or more words and/or phrases from a text. (AT51221A)</li> <li>The student will identify the connotative meaning of one or more words from text (e.g., based on text, the student identifies the positive or negative connotation of the word "proud"). (AT51221B)</li> <li>The student will identify the connotative meaning of one or more phrases from text (e.g., the student identifies that a connotation associated with "The boy was jumping out of his skin," could be "excited"; "Seeing green" could be "jealous"; "Everything is coming up roses" could be "good"; "The sky is falling" could be "overwhelmed"; "Looks green" could be "sick"). (AT51221C)</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify an instance of figurative language and its meaning in literary text. (AT51231A)</li> <li>The student will identify a figurative language phrase (personification) from literary text and restate it in his or her own words (e.g., given text, the student identifies a phrase containing a personification, ["The clouds cried tears"] and restates it in his or her own words ["It is raining"]). (AT51231B)</li> <li>The student will identify a figurative language phrase (metaphor) from literary text and restate it in his or her own words (e.g., given a text, the student identifies a phrase containing a metaphor ["This man is a giant"] and restates it using his or her own words ["The man is tall"]). (AT51231C)</li> <li>The student will identify a figurative language phrase (simile) from literary text and restate it in his or her own words (e.g., given a text, the student identifies a simile ["The woman sings like a bird"] and restates it as ["the woman has a good voice"]; "Eyes twinkled like the stars", "He fights like a lion", "Cute as a kitten", "Busy as a bee"). (AT51231D)</li> </ul>

**THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)**

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

**RL.5.4**

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

- Use language (words, pictures, symbols, sentences) to express interests, aptitudes, and abilities related to various career topics
- Identify specialized language or terms used in various jobs

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

For example:

- Use reading skills to determine the meanings of unknown words across a variety of settings (unknown words on a menu )
- Solve problems that call for applying academic knowledge and skills (identify a metaphor or simile in text)

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

- Interpersonal Skills: Use language (preferred mode of communication) to converse and understand others
- Managing Information: Use information to make decisions, solve problems, and resolve conflict (identify the meanings of unknown words)

**CCLS and Essence(s)****ELA – Grade 5****CCLS Strand:** Reading Standards for Informational Text**CCLS Sub-Strand:** Integration of Knowledge and Ideas**CCLS Page(s):** 21

<b>CCLS Code</b>	<b>Grade-Specific Standards</b>	<b>Essence(s) of Standards</b>
RI.5.7	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	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 and Assessment Tasks

## ELA – Grade 5 RI.5.7 & RI.5.8

# Extension 2

Extensions		
Less Complex	◀ ..... ▶	More Complex
Use an informational source and identify one or more facts from the source. (52311)	Use a variety of informational sources to locate an answer to a question or a response to a statement. (52321)	Use a variety of informational sources to solve a problem and provide evidence to support a particular point. (52331)
Assessment Tasks		
<ul style="list-style-type: none"> <li>The student will use an informational source to identify one or more facts on a topic from the source (e.g., informational sources may include: library, technology, media, newspaper, periodical). (AT52311A)</li> <li>The student will use an informational source to identify a fact about a job in the community. (AT52311B)</li> <li>The student will use a source to identify a fact about his or her community (e.g., the student uses a local newspaper to find the time and place of a community event, such as a parade or an art fair). (AT52311C)</li> <li>The student will use a library source to locate one or more facts on a specific topic (e.g., the student uses the library catalog system to locate a book about tigers, and then uses the book to find one or more facts about tigers). (AT52311D)</li> </ul>	<ul style="list-style-type: none"> <li>The student will use two or more informational sources to locate an answer to a question or a response to a statement. (AT52321A)</li> <li>The student will use two or more informational sources to locate an answer to a question on a specific topic (e.g., given the question “Is Earth the largest planet in the solar system?” the student responds “No,” based on sources: News2You and NASA Web site). (AT52321B)</li> <li>The student will indicate a response to a statement, after reading or listening to two or more informational sources (e.g., given the statement “Mountain lions are descended from saber tooth tigers,” the student responds to yes-or-no choice based on sources such as an encyclopedia and a wild animal magazine). (AT52321C)</li> </ul>	<ul style="list-style-type: none"> <li>The student will use two or more informational sources to solve a problem and provide evidence to support a particular point. (AT52331A)</li> <li>The student will use two or more search engines or technology tools to gather information to solve a problem and provide supporting detail based on the information (e.g., problem: wants to feel better, solution: eating healthfully, source: internet search, Healthy Living magazine, evidence: menu suggestions, statistics for improved health). (AT52331B)</li> </ul>

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RI.5.7 & RI.5.8

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

- Use language (words, pictures, symbols, sentences) to express interests, aptitudes, and abilities
- Identify various sources of information

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

- Use information gathered from multiple sources to make decisions across a variety of settings (managing a healthful diet)
- Collect facts and respond to questions about various community occupations
- Solve problems that call for applying academic knowledge and skills (use multiple sources to determine the best price for a game)

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

- Managing Information: Use multiple sources of information to make decisions and solve problems
- Technology: Use technology tools to research and collect facts about work and career topics
- Managing Resources: Demonstrate the ability to organize information (graphic organizers, storyboard)

**CCLS and Essence(s)****ELA – Grade 5****CCLS Strand:** Writing**CCLS Sub-Strand:** Research to Build and Present Knowledge**CCLS Page(s):** 29

<b>CCLS Code</b>	<b>Grade-Specific Standard</b>	<b>Essence(s) of Standard</b>
W.5.9	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. <i>Apply grade 5 Reading standards to literature</i> (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]”).</p> <p>b. <i>Apply grade 5 Reading standards to informational texts</i> (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>	<p>Use details from literary or informational texts to analyze, reflect, and research.</p> <ul style="list-style-type: none"> <li>• Develop the ability to compare and contrast.</li> <li>• Relate setting, event, or character in a text to others’ lives or to one’s own life.</li> <li>• Distinguish between relevant/irrelevant information.</li> </ul>

Extensions and Assessment Tasks		ELA – Grade 5 W.5.9	Extension 3
Extensions			
Less Complex		More Complex	
Recognize a similarity or a difference between two or more story elements in literary text (e.g., character, event, setting), or information presented in informational text. (53311)	Identify a similarity and a difference in text. (53321)	Produce a paragraph by using evidence in text to support a point or analyze a text. (53331)	
Assessment Tasks			
<ul style="list-style-type: none"> <li>The student will recognize a similarity or a difference between two or more story elements, or information presented in informational text. (AT53311A)</li> <li>The student will indicate a similarity between two or more elements in literary text (e.g., a similar trait between two characters in a story). (AT53311B)</li> <li>The student will indicate a difference between two or more elements in literary text (e.g., student compares the setting at the beginning of a story, to the setting at the end of a story). (AT53311C)</li> <li>The student will recognize a similarity or a difference between information presented in informational text (e.g., recognize a similarity or a difference between alligators and other reptiles from an informational text about reptiles). (AT53311D)</li> </ul>	<ul style="list-style-type: none"> <li>The student will identify a similarity and a difference in text. (AT53321A)</li> <li>The student will identify a similarity and a difference within a single text (e.g., using a text about cameras, the student identifies a similarity and a difference between different kinds of cameras). (AT53321B)</li> <li>The student will identify a similarity and a difference between two or more texts (e.g., the student identifies a similarity and a difference between two books in a series [Which characters are the same in the two books read?, How are the settings different in the two books listened to?]).(AT53321C)</li> </ul>	<ul style="list-style-type: none"> <li>The student will produce a paragraph by using evidence in a text to support a point or analyze a text. (AT53331A)</li> <li>The student will produce a paragraph by using evidence in a text to support a claim or argument (e.g., given the topic “Sunblock keeps skin safe in sun,” the student produces a paragraph to support the claim using evidence from a specified text). (AT53331B)</li> <li>The student will produce a paragraph by identifying detail about how a character solves a problem or resolves a conflict in a text (e.g., after listening to or reading <i>Where the Mountain Meets the Moon</i>, the student produces a paragraph that includes key detail about how Minli solved a problem [set out on a journey to help her family]). (AT53331C)</li> <li>The student will produce a paragraph that explains a characteristic of a main character, using evidence from a text (e.g., after listening to or reading “Casey at the Bat,” the student produces a paragraph explaining that Casey is confident because he goes to bat with a smile on his face). (AT53331D)</li> </ul>	

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**W.5.9**

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

- Use skills learned to explore literary or informational texts to analyze, reflect, and research work-related topics
- Use language (words, pictures, symbols, sentences) to express interests, aptitudes, and abilities

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

For example:

- Compare writing- across a variety of settings (community newsletter, Web sites)
- Solve problems that call for applying academic knowledge and skills (determine irrelevant information in an advertisement)

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

- Managing Information: Use information from texts to write a letter in support of a claim, or promote a program or product
- Writing: Analyze details from texts
- Technology: Identify technology that can be used to create written work (computer, tablet)
- Personal Qualities: Support an argument that one identifies as personally important (a longer lunch period)

<b>CCLS and Essence(s)</b>		<b>ELA – Grade 5</b>
<b>CCLS Strand:</b> Speaking and Listening		
<b>CCLS Sub-Strand:</b> Comprehension and Collaboration		<b>CCLS Page(s):</b> 33
<b>CCLS Code</b>	<b>Grade-Specific Standard</b>	<b>Essence(s) of Standard</b>
SL.5.1	<p>1. 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"> <li>a. 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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> <li>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</li> <li>f. 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>	<p>Be an active participant in a collaborative discussion.</p> <ul style="list-style-type: none"> <li>• Make prediction(s) based on a discussion(s).</li> <li>• Answer key detail questions from a discussion(s).</li> <li>• Summarize information from a discussion.</li> </ul>

# Extensions and Assessment Tasks

## ELA – Grade 5 SL.5.1\*

# Extension

# 4

### Extensions

Less Complex



More Complex

Demonstrate understanding of a discussion. (54111)

Respond to questions during a discussion. (54121)

Pose a question on a given topic, allow for a response, and then respond appropriately. (54131)

### Assessment Tasks

- The student will demonstrate understanding of a discussion (e.g., the student demonstrates understanding of a discussion by contributing relevant information to the discussion; after listening to a discussion, the student selects a phrase or sentence, that continues the discussion, from a set of choices; the student demonstrates understanding answering a question about a discussion). (AT54111A)
- The student will attend to a discussion and identify the main idea and/or a detail of the discussion (e.g., after listening to a discussion between two people about how much they like to paint, the student identifies “painting” as the main idea from a set of choices). (AT54111B)
- The student will sequence the events of a discussion (e.g., after listening to a discussion, the student sequences the words or phrases from the discussion using words, symbols, etc.). (AT54111C)
- The student will make a prediction based on a discussion (e.g., the student work product showing discussion topic and prediction: after a discussion between classmates about being tired, the student selects a prediction that the classmate should get more sleep, from a set of choices). (AT54111D)

- The student will respond to two or more questions during a discussion (e.g., during group time the student responds to two or more questions posed by peer(s)). (AT54121A)
- The student will answer two or more who, what, where, when, why, and/or how questions during a discussion (e.g., during a discussion about movies, the student responds to questions “Who went to the movies with you?” “What movie did you see?” “How long was the movie?”). (AT54121B)

- The student will pose a question on a given topic, allow for response, and then respond appropriately (e.g., the student asks, “Did you have a nice weekend?” waits for a response, and then responds appropriately). (AT54131A)
- The student will pose a question on a given topic, allow for a response, and then respond with a summary or opinion based on the answer to the question (e.g., the student asks, “Did you like the painting at the museum?” attends to the response, and then summarizes the response back to the speaker). (AT54131B)
- The student will pose a question on a given topic, allow for a response, and then respond with a prediction based on the information he or she received (e.g., the student asks a friend a question about a basketball team, and, based on the friend’s response, predicts whether the basketball team will win the game). (AT54131C)

\*For the Speaking and Listening standards, students may demonstrate these standards in various ways; especially for those students whose disabilities limit verbal communication and listening.

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**SL.5.1**

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

- Use language (words, pictures, symbols, sentences) to express interests, aptitudes, and abilities
- Expand their preferences for working with a variety of people (interview professionals to gain knowledge about jobs)
- Engage in discussions about community professions

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

- Be an active participant in activities across a variety of social settings (recreational activities, book clubs)
- Identify speaking and listening skills required in community occupations (receptionists and/or nurses need to listen and ask questions of clients/patients)
- Solve problems that call for applying academic knowledge and skills (make a prediction about a job-related outcome)

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

- **Interpersonal Skills:** Listen to others, ask others questions, and understand the perspectives of others
- **Speaking/Listening:** Actively participate in collaborative discussions
- **Personal Qualities:** Positively interact with others about a particular topic

**CCLS and Essence(s)****ELA – Grade 5****CCLS Strand:** Language**CCLS Sub-Strand:** Knowledge of Language**CCLS Page(s):** 38

<b>CCLS Code</b>	<b>Grade-Specific Standard</b>	<b>Essence(s) of Standard</b>
L.5.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	Use knowledge of language and its conventions when speaking, reading, or listening, including varieties of English used in stories, dramas, poems, or other media.

Extensions and Assessment Tasks		ELA – Grade 5 L.5.3	Extension 5
Extensions			
Less Complex		More Complex	
Recognize the meaning of a phrase from a non-standard dialect (e.g., “The Secret Garden” is an example of a literary text that includes dialects). (55211)	Expand or reduce information in order to interpret the message or the information presented in a story, drama, and/or poem. (55221)	Paraphrase information in order to interpret the message or information presented in an informational text or media. (55231)	
Assessment Tasks			
<ul style="list-style-type: none"> <li>The student will recognize the meaning of a phrase from a non-standard dialect (e.g., student recognizes the meaning of the phrase “moola” [money]). (AT55211A)</li> <li>The student will restate or paraphrase non-standard dialect in his or her own words (e.g., the student restates or paraphrases what is meant by the speaker’s words after reading or attending to a piece of dialogue from <i>The Secret Garden</i>). (AT55211B)</li> </ul>	<ul style="list-style-type: none"> <li>The student will expand or reduce information in order to interpret the message or the information presented in a story, drama, and/or poem. (AT55221A)</li> <li>The student will expand information in order to interpret the message or information presented in a story, drama, and/or poem (e.g., given a piece of text, the student adds a word or sentence from a list of options in order to clarify the message of the text). (AT55221B)</li> <li>The student will reduce information in order to interpret the message or information presented in the story, drama, and/or poem (e.g., given a piece of text, the student eliminates an unnecessary word or sentence in order to clarify the message). (AT55221C)</li> </ul>	<ul style="list-style-type: none"> <li>The student will paraphrase information in order to interpret the message or information presented in an informational text or media (e.g., given advertisement [circular, employment ad, commercial] the student paraphrases information to interpret the message to make an informed decision). (AT55231A)</li> <li>The student will communicate paraphrased information about a text or media to a peer (e.g., after listening to or reading a text, the student paraphrases the information to a peer [verbal, written, signed]). (AT55231B)</li> <li>The student will create a paragraph that paraphrases information from an informational text or media (e.g., after listening to or reading an informational text or media, the student creates a paragraph, using his or her own words to paraphrase the information). (AT55231C)</li> </ul>	

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**L.5.3**

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

- Use language (words, pictures, symbols, sentences) to express interests, aptitudes, and abilities (complete interest profile)
- Identify how language varies across different environments
- Be aware of the role of global competition and advancing technology and its effect on the work environment

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

- Use knowledge of language across a variety of settings (paraphrase an event to a friend/parent )
- Identify language skills required in community occupations (repairmen and doctors need to paraphrase information so others may understand)
- Solve problems that call for applying academic knowledge and language skills (determine the meaning of a commercial)

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

- Basic Skills: Use knowledge of language to follow simple directions
- Interpersonal Skills: Use appropriate language to interact with others in specific situations (i.e., conversations with peers vs. job interviews)
- Managing Information: Use information to make decisions and solve problems to complete a task
- Language: Recognize and interpret messages
- Technology: Use technology to assist with language skills and communication

# **Mathematics NYSAA Frameworks**

## **Grade 5**

### **2014–15**

**New York State Alternate Assessment**

**CCLS and Essence(s)****Mathematics – Grade 5**

CCLS Domain: Operations and Algebraic Thinking

CCLS Page(s): 31

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
5.OA	<p><b>Write and interpret numerical expressions.</b></p> <ol style="list-style-type: none"> <li>1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</li> <li>2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i></li> </ol>	Understand how to read, write, interpret, and evaluate numerical expressions.

<b>Extensions and Assessment Tasks</b>		<b>Mathematics – Grade 5</b>		<b>Extension 1</b>	
		<b>5.OA</b>			
<b>Extensions</b>					
<b>Less Complex</b>		◀ ..... ◀ ..... ◀ ..... ▶ ..... ▶ ..... ▶		<b>More Complex</b>	
Identify a numerical expression. (50111)		Create a numerical expression for a given situation. (50121)		Evaluate an expression that represents a situation. (50131)	
<b>Assessment Tasks</b>					
<ul style="list-style-type: none"> <li>The student will identify a numerical expression (e.g., which is a numerical expression: <math>7</math>, <math>7 +</math>, or <math>7 + 2</math>? Which is a numerical expression: <math>3 + 4</math>, or <math>3 + 4 = 7</math>?). (AT50111A)</li> <li>The student will identify a numerical expression from a given set of numerical expressions and equations (e.g., which represents 5 minus 3: <math>4 + 2 = 6</math>, <math>7 - 4</math>, or <math>5 - 3</math>?). (AT50111B)</li> </ul>		<ul style="list-style-type: none"> <li>The student will create a numerical expression for a given situation (e.g., Sue works 6 hours and earns \$10 for each hour. Write an expression for this situation [<math>6 \times 10</math>]; Lisa has five stickers and Jon gives her two more. Write a numeric expression for this story [<math>5 + 2</math>]. Note: the student can write the expression by hand or use an assistive device, use manipulatives, number or picture cards, etc.). (AT50121)</li> </ul>		<ul style="list-style-type: none"> <li>The student will evaluate an expression that represents a given situation (e.g., which expression represents combining 4 apples and 5 oranges to find the total number of pieces of fruit? Choices: <math>4 + 5 = 9</math>, <math>4 - 5 = 9</math>, <math>4 = 5</math>). (AT50131)</li> </ul>	

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**5.OA**

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

- Use numerical expressions to compare the hourly wages of various occupations
- Relate the benefits of work to its value to society

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

- Identify occupations that rely on the use of mathematical expressions (construction, building)
- Use numerical expressions to explain or quantify numbers in real-life situations (determine distance between two places on a map)

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

- Thinking Skills: Use numerical expressions to make decisions and solve problems related to accomplishing a task (helping with grocery shopping; making a purchase of an item on sale)
- Math: Understand and use numerical expressions

**CCLS and Essences****Mathematics – Grade 5**

CCLS Domain: Number and Operations in Base Ten

CCLS Page(s): 31-32

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
5.NBT	<p><b>Perform operations with multi-digit whole numbers and with decimals to the hundredths.</b></p> <p>5. Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>7. Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Know how to add, subtract, multiply, and/or divide multi-digit whole numbers and decimals to the hundredths.</p>

<b>Extensions and Assessment Tasks</b>		<b>Mathematics – Grade 5 5.NBT</b>		<b>Extension 2</b>	
<b>Extensions</b>					
<b>Less Complex</b>		◀ ..... ▶		<b>More Complex</b>	
Add, subtract, multiply, and/or divide single-digit whole numbers. (50211)		Add, subtract, multiply, and/or divide decimals to the tenths. (50221)		Add, subtract, multiply, and/or divide whole numbers and decimals to the hundredths. (50231)	
<b>Assessment Tasks</b>					
<ul style="list-style-type: none"> <li>The student will add, subtract, multiply and/or divide single-digit whole numbers (e.g., <math>8 + 9</math>; <math>9 - 7</math>; <math>7 \times 6</math>; <math>9 \div 3</math>). (AT50211A)</li> <li>The student will add single-digit whole numbers (e.g., <math>8 + 9</math>; <math>2 + 2</math>). (AT50211B)</li> <li>The student will subtract single-digit whole numbers (e.g., <math>9 - 7</math>; <math>3 - 0</math>). (AT50211C)</li> <li>The student will multiply single-digit whole numbers (e.g., <math>7 \times 6</math>; <math>1 \times 1</math>). (AT50211D)</li> <li>The student will divide single-digit whole numbers (e.g., <math>9 \div 3</math>; <math>2 \div 1</math>). (AT50211E)</li> </ul>		<ul style="list-style-type: none"> <li>The student will add, subtract, multiply, and/or divide decimals to the tenths. (AT50221A)</li> <li>The student will add decimals to the tenths (e.g., <math>.2 + .3</math>; <math>.7 + 4.5</math>; <math>4.5 + 7.3</math>). (AT50221B)</li> <li>The student will subtract decimals to the tenths (e.g., <math>.7 - .2</math>; <math>5.8 - 2.6</math>; <math>5.5 - 4.5</math>). (AT50221C)</li> <li>The student will multiply decimals to the tenths (e.g., <math>.1 \times .6</math>; <math>.1 \times 10.5</math>; <math>2.5 \times .1</math>). (AT50221D)</li> <li>The student will divide decimals to the tenths (e.g., <math>.8 \div .2</math>; <math>4.5 \div .2</math>; <math>.5 \div .1</math>). (AT50221E)</li> </ul>		<ul style="list-style-type: none"> <li>The student will add, subtract, multiply, and/or divide whole numbers and decimals to the hundredths. (AT50231A)</li> <li>The student will add whole numbers and decimals to the hundredths (e.g., <math>6 + 5.75</math>; <math>3.48 + 2</math>). (AT50231B)</li> <li>The student will subtract whole numbers and decimals to the hundredths (e.g., <math>9 - .33</math>; <math>1.75 - 1</math>). (AT50231C)</li> <li>The student will multiply whole numbers and decimals to the hundredths (e.g., <math>5 \times 2.25</math>; <math>1.05 \times 10</math>). (AT50231D)</li> <li>The student will divide whole numbers and decimals to the hundredths (e.g., <math>5.75 \div 3</math>; <math>33.33 \div 11</math>). (AT50231E)</li> </ul>	

**THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)**

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

**5.NBT**

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

- Determine how mathematical calculations are used in various occupations (cashier)

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

- Use calculation skills across a variety of settings (purchasing multiple items increases cost)
- Integrate mathematical concepts into decision making when completing a task or project (managing a savings account, making change)

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

- Personal Qualities: Demonstrate the personal skills of money management (debit/credit)
- Technology: Use appropriate technology for completing computations (calculator)
- Thinking Skills: Use data and computational skills to solve real-life problems (counting money and paying for items)
- Basic Skills: Understand and use computational skills

**CCLS and Essence(s)****Mathematics – Grade 5**

CCLS Domain: Number and Operations – Fractions		CCLS Page(s): 32
CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
5.NF	<p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b></p> <p>3. Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers; e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p>4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>5. Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> <p>6. Solve real world problems involving multiplication of fractions and mixed numbers; e.g., by using visual fraction models or equations to represent the problem.</p> <p>7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions; e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</i></p> <p><sup>1</sup> <i>Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.</i></p>	<p>Extend knowledge of multiplication and division of whole numbers to multiplication and division of fractions.</p> <p>Use this knowledge in solving problems.</p>

Extensions and Assessment Tasks		Mathematics – Grade 5 5.NF	Extension 3
<b>Extensions</b>			
Less Complex		◀ ..... ▶	More Complex
<p>Represent a fraction as a division problem. (For example, Given the statement, “If 1 apple is shared equally by 2 people each person will get <math>\frac{1}{2}</math> of the apple” the student is asked, “how this situation would be represented as a fraction?” [<math>1 \div 2</math>]). (50311)</p>	<p>Multiply a fraction and a whole number less than 10. (50321)</p>	<p>Divide a fraction and a whole number. (50331)</p>	
<b>Assessment Tasks</b>			
<ul style="list-style-type: none"> <li>The student will represent a fraction as a division problem (e.g., how is the fraction “<math>\frac{1}{4}</math>” represented as a division problem? The student selects “<math>1 \div 4</math>” from set of choices). (AT50311A)</li> <li>The student will represent a fraction as a division problem using a model (e.g., if 1 pie is shared equally between 2 people, each person eats <math>\frac{1}{2}</math> of the pie. Using the pie model, how is this represented as a division problem? [<math>1 \div 2</math>]). (AT50311B)</li> </ul>	<ul style="list-style-type: none"> <li>The student will multiply a fraction and a whole number less than 10. (AT50321A)</li> <li>The student will multiply a unit fraction by a number less than 10 (e.g., <math>\frac{1}{2}(4)</math>, <math>\frac{1}{4}(2)</math>). (AT50321B)</li> <li>The student will multiply a proper fraction by a whole number less than 10 (e.g., <math>\frac{3}{4}(7)</math>, <math>\frac{5}{10}(4)</math>). (AT50321C)</li> </ul>	<ul style="list-style-type: none"> <li>The student will divide a fraction and a whole number (e.g., <math>1 \div \frac{1}{2}</math>). (AT50331A)</li> <li>The student will divide a fraction by a whole number, using a word problem representing a real-world situation (e.g., there are 2 students in a relay race. The total length of the relay race is <math>\frac{1}{2}</math> mile. Each student will run the same distance in the relay. What fraction of a mile will each student run? [<math>\frac{1}{8}</math>, <math>\frac{1}{4}</math>]). (AT50331B)</li> <li>The student will divide a whole number by a fraction using a word problem representing a real-world situation (e.g., a bucket can hold 5 gallons of water. A scoop holds <math>\frac{1}{2}</math> gallon of water. How many scoops will be needed to completely fill the bucket? [5, 10]). (AT50331C)</li> </ul>	

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5.NF

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

- Identify occupations that incorporate the use of fractions (baker, carpenter)

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

- Use learned skills across a variety of settings (use hourly wage and weekly schedule to determine pay for a specified period of time)

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

- Math: Understand concepts of quantity (multiplying/dividing fractions in order to complete a task or make a recipe)
- Manage Resources: Apply the concepts of fractions to complete a task efficiently
- Thinking Skills: Use understanding of the manipulation of fractions to determine task success and completion (determine when a project is  $\frac{1}{2}$  complete)

**CCLS and Essence(s)****Mathematics – Grade 5**

CCLS Domain: Measurement and Data

Page(s): 33

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
5.MD	<p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b></p> <p>3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p>4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>	<p>Understand concepts of volume and/or relate volume to multiplication and/or addition.</p> <p>Understand the concept of volume of a solid figure.</p>

Extensions and Assessment Tasks		Mathematics – Grade 5 5.MD	Extension 4
Extensions			
Less Complex	◀ ..... ▶		More Complex
<p>Identify an object that can have volume. <i>(For example, the student is asked which object can have volume; choices presented to the student include a right rectangular prism and a rectangle. Correct student response is the right rectangular prism.)</i> (50411)</p>	<p>Recognize the number of unit cubes in a solid figure and relate that to the corresponding mathematically calculated volume. (50421)</p>	<p>Determine the volume of a solid figure with or without manipulatives. <i>(For example, <math>V = l \times w \times h</math>; the volume of the fish tank is 42 unit cubes; volume of a truck bed; volume of a room.)</i> (50431)</p>	
Assessment Tasks			
<ul style="list-style-type: none"> <li>The student will identify an object that can have volume from a selection of two- and three-dimensional objects (e.g., the student identifies an object that has volume from a set of choices [right rectangular prism and a rectangle]). (AT50411A)</li> <li>The student will sort two or more objects into those that have volume and those that do not (e.g., the student identifies an object that has volume by sorting shapes with volume from shapes without volume [a cardboard box versus a piece of paper, cylinder/circle, orange/circle, pyramid/triangle]). (AT50411B)</li> </ul>	<ul style="list-style-type: none"> <li>The student will recognize the number of unit cubes in a solid figure (e.g., given a set of unit cubes arranged to form a rectangular prism that is 2 by 3 by 2, the student recognizes the total number of unit cubes by counting the cubes). (AT50421A)</li> <li>The student will recognize the figure, given the volume, using unit cubes (e.g., using unit cubes, the student recognizes a figure with a volume of 10, given a choice of figures). (AT50421B)</li> </ul>	<ul style="list-style-type: none"> <li>The student will determine the volume of a solid figure, with or without manipulatives (e.g., given length (<math>l</math>), width (<math>w</math>), and height (<math>h</math>) of the figure, the student answers the question, “What is the volume of a shape with a length of 10, a width of 3, and a height of 7?”). (AT50431A)</li> <li>The student will measure to determine length (<math>l</math>), width (<math>w</math>), and height (<math>h</math>) and will determine the volume of a solid figure. (AT50431B)</li> </ul>	

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**5.MD**

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

- Identify occupations that must consider volume and describe how it affects work done (baker, concrete worker)

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

- Solve real-life problems involving volume (choosing the correct bowl for cooking)
- Use understanding of volume in purchasing (buying the right size of clothing, amount of produce for a meal)
- Use understanding of volume to assist in determining capacity (packing a lunch box or suitcase, loading a washer)

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

- Math: Understand the concept of quantity as it relates to volume (amount of milk in a cup, portions for meals)
- Managing Resources: Understand types of tools used in measuring volume (ruler, beaker)
- Managing Information: Recognize the measures of volume used in different occupations (bagging groceries, stocking shelves)

**CCLS and Essence(s)****Mathematics – Grade 5**

CCLS Domain: Geometry

CCLS Page(s): 34

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
5.G	<p><b>Classify two-dimensional figures into categories based on their properties.</b></p> <p>3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p>4. Classify two-dimensional figures in a hierarchy based on properties.</p>	Classify two-dimensional figures into categories. based on their properties.

Extensions and Assessment Tasks		Mathematics – Grade 5 5.G	Extension 5
Extensions			
Less Complex		More Complex	
Identify a two-dimensional shape, based on a property. (50511)	Sort two-dimensional shapes, based on a property, such as the number of sides, number of angles, or types of angles. (50521)	Compare a similarity and a difference between two or more two-dimensional shapes based on a property. (50531)	
Assessment Tasks			
<ul style="list-style-type: none"> <li>The student will identify a two-dimensional shape, based on a property. (AT50511A)</li> <li>The student will identify a two-dimensional shape according to the number of sides (e.g., the student identifies a shape with four sides). (AT50511B)</li> <li>The student will identify a two-dimensional shape according to the number of angles (e.g., which shape has three angles). (AT50511C)</li> <li>The student will identify a two-dimensional shape according to lines (e.g., which shape has a set of parallel lines?; what shape has one set of perpendicular lines?). (AT50511D)</li> </ul>	<ul style="list-style-type: none"> <li>The student will sort two-dimensional shapes based on a property, such as the number of sides, number of angles or types of angles. (e.g., given a set of manipulatives, the student sorts them into two piles based on a property; on a worksheet, the student underlines shapes, with four sides and crosses out shapes with three sides). (AT50521A)</li> <li>The student will sort two-dimensional shapes based on the number of sides (e.g., the student sorts four-sided shapes from three-sided shapes; the student colors shapes with four sides red and shapes with five sides blue). (AT50521B)</li> <li>The student will sort two-dimensional shapes, based on number of angles (e.g., using a chart, the student sorts cut-out shapes with three angles, four angles, five angles, etc.; the student colors the shapes with three angles yellow and the shapes with four angles pink). (AT50521C)</li> <li>The student will sort two-dimensional shapes, based on the type of angles (e.g., sort shapes with right angles, with only acute angles, etc.). (AT50521D)</li> </ul>	<ul style="list-style-type: none"> <li>The student will compare a similarity and a difference between two or more two-dimensional shapes, based on a property (e.g., given a rectangle and a square, and the property of “sides,” the student identifies that the shapes are similar because they both have four sides and that the shapes are different because the rectangle has two sides that are longer). (AT50531)</li> </ul>	

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**5.G**

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

- Use knowledge of aptitude to evaluate whether or not a career/position is appropriate

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

- Use knowledge of geometrical shapes to complete a task (stock shelves, assembly work, recycling)
- Use skills learned to design a layout/floor plan (garden, room, workspace)
- Know the size and shape container to use when storing or shipping items
- Identify shapes in the environment

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

- **Basic Skills:** Use knowledge of area to calculate material needed to complete a task (paint needed to cover a wall)
- **Thinking Skills:** Use knowledge of two-dimensional shapes to interpret maps and graphs (parallel/perpendicular lines)
- **Math:** Understand and classify two-dimensional shapes, based on their properties (number of sides/angles, types of angles)