

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

GRADE 7

- The student will recognize synonyms or antonyms of words or phrases.
- The student will recognize synonyms of words or phrases, using objects, pictures or words.
- The student will recognize antonyms of words or phrases, using objects, pictures or words.

- The student will identify inferred meanings of words or phrases in context.
- The student will select an object, picture, word or phrase for the inferred meaning of given words in context (e.g., The word “trip” or “spring” can have different meanings in different contexts, and the word “scream” can be used in anger or fear depending on the context.).
- The student will select an object, picture word or phrase for the inferred meaning of given phrases in context (e.g., There are nuanced differences in meaning between the phrase “getting a lecture,” meaning being scolded for poor behavior; “listening to a lecture,” meaning receiving a lesson from a teacher.).
- The student will identify the inferred meaning of words or phrases from a text read or read aloud.

- The student will interpret words and/or phrases that contain figurative speech, idioms, or analogies.
- The student will explain the meaning of figurative speech, idioms, or analogies.
- The student will draw or choose a visual representation that illustrates the literal and figurative meaning of figurative speech or idioms.
- The student will complete analogies using objects, pictures, or words.

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.
- Uses vocabulary to explore personal interests and options for post school opportunities.
- Identify characteristics of career options by interpreting information presented.

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

- Use skills learned across a variety of settings (school clubs, community recreation environments, community service opportunities).

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

- Ask for directions; describe skills that are important for success in the workplace.
- Interpersonal Skills: ask for help when faced with difficult situations.
- Interact with others in groups, listen to other’s points of view, respect other opinions.
- Recognize inferred meaning of symbols, words or pictures in varied contexts.

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ELA – Grade 7

CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Key Ideas and Details & Integration of Knowledge and Ideas		Page(s): 50
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Recognize the argument and specific claims in a text, and cite relevant textual evidence to support the explicit or inferred claims in a text.
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
Extensions		
Less Complex	← ← ← → → →	More Complex
Recognize text that contains an argument or claim.	Identify pieces of relevant textual evidence to support an argument or claim in a text.	Evaluate textual evidence to determine whether sufficient and relevant information is present to make a decision or take action.
Assessment Tasks		

<ul style="list-style-type: none"> • The student will recognize text that contains an argument or claim. • The student will recognize text that contains an argument (e.g., political cartoon). • The student will recognize text that contains a claim (e.g., advertisement). 	<ul style="list-style-type: none"> • The student will identify pieces of relevant textual evidence to support an argument or claim in a text. • The student will select two or more pieces of relevant evidence to support an argument or claim in a text (e.g., from a list which includes both evidence and non-evidence). 	<ul style="list-style-type: none"> • The student will determine if they have enough information to make a decision or take action based on text read or read aloud. • The student will determine which text contains sufficient and relevant information to make a decision or take action when given two or more pieces of text (e.g., cloudy/cloudy with a 90% chance of rain – which provides enough information to decide whether to wear rain boots?; buy “Sudsy Soap”/ buy “Sudsy Soap” because it gets clothes cleaner and is safer for the environment. Which provides information to help a consumer make a decision?).
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Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

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

- Use text (words, picture symbols, sentences) to evaluate information needed to take action or make decisions.
- Name specific jobs and the qualifications needed for each.

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 a community experience.
- Develop a sequential plan for a school, home or community activity.
- Use appropriate technology to create a presentation.

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

- Work in a group using claims and arguments to support a position, or to change a process or procedure.
- Listen to a presentation and then summarize information included.

ELA – Grade 7

CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Integration of Knowledge and Ideas		Page(s): 47
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Use compare and contrast to demonstrate an understanding of how authors of fiction use or alter history in terms of time, place, or character.
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ▶	More Complex
Recognize time, place, or character type in a fictional portrayal that is set in a true historical period.	Compare a fictional portrayal of a time, place, or character to a true historical account of the same period.	Compare and contrast a fictional portrayal of time, place, or character with a true historical account of the same time period.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize time, place, or character type in a fictional portrayal that is based on a true historical account of the same period. The student will indicate a character type(s) in a fictional portrayal of an historical period (e.g., recognizing an early American settler or Indian chief in an excerpt from Elizabeth George Speare’s <i>The Sign of the Beaver</i>). The student will indicate a time(s) in a fictional portrayal of an historical period (e.g., recognizing that an excerpt from Stephen Crane’s <i>The Red Badge of Courage</i> is set during the time of the American Civil War). The student will indicate a place(s) in a fictional portrayal of an historical period. 	<ul style="list-style-type: none"> The student will compare a fictional portrayal of a time, place or character to a true historical account of the same period. The student will indicate similarity(s) between the fictional character and the real character. The student will indicate similarity(s) between a fictional place and the real place (e.g., comparing an excerpt about the setting of Laura Ingalls Wilder’s <i>Little House on the Prairie</i> to an informational piece about the American Midwest during the late 1800s). 	<ul style="list-style-type: none"> The student will compare and contrast a fictional portrayal of time, place, or character with a true historical account. The student will compare and contrast a fictional portrayal of a character with a true historical account, using a graphic organizer (e.g., a Venn diagram comparing Henry Wadsworth Longfellow’s <i>Paul Revere’s Ride</i> to an informational account of the same event). The student will compare and contrast a fictional portrayal of a place with a true historical account, using a graphic organizer (e.g., Venn diagram).

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,

- Attend to or read text about historical figures and their work.
- Recognize different work characteristics of various eras and environments.

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

- Use skills learned across a variety of settings.
- Compare home environments of various cultures.

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

- Provide examples of appropriate and non-appropriate behavior in group activities.
- Display skills needed to resolve conflicts.

ELA – Grade 7

CCSS Strand: Speaking and Listening		
CCSS Sub-Strand: Comprehension and Collaboration		Page(s): 62
CCSS Code	Grade-Specific Standard	Essence of Standard
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively	Analyze the main idea and supporting details in diverse media and formats.
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ▶ ◯ ◯ ◯ ◯ ▶ ◯ ◯ ◯ ◯ ▶	More Complex
Recognize the main idea in diverse media and formats.	Identify the main idea and supporting detail(s) in diverse media and formats.	Use experience and knowledge of language to explain how supporting details support and/or clarify the main idea(s).
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize the main idea in diverse media when presented with two or more formats (e.g., story, news article, poem, drama, advertisements, oral presentation or speech, etc.) 	<ul style="list-style-type: none"> The student will identify the main idea and supporting detail(s) in diverse media and formats (e.g., radio, television, and print advertisements). 	<ul style="list-style-type: none"> The student will explain how the details support and/or clarify the main idea (e.g., Given a list of foods (details) bought at a grocery store, students will state how the details help clarify what a grocery store is.). The student will explain how the details presented support the main idea after attending to a format of media, (audio, video, etc.) on a topic (e.g., video about Martin Luther King, student will explain how the given details support a stated main idea).

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 to convey main idea and supporting ideas related to personal likes and dislikes.
- Express preferences and choices.

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

- Use skills learned across a variety of media.
- Make an appropriate choice of media to obtain needed information.

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

- Demonstrate how to interact effectively and sensitively with others.
- Work with other students on a group project.

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Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

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

- Explore personal interests and abilities.
- Gather information about options for secondary school opportunities.

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

- Create text to report about various cultures.
- Recognize points of view of others.

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

- Interacts with others in groups, listens to other's points of view, respects other opinions.
- Express individual points of view of others in a group.