

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

GRADE 3

ELA – Grade 3

CCSS Strand: Language		
CCSS Sub-Strand: Conventions and Standard English		Page(s): 38
CCSS Code	Grade-Specific Standard	Essence of Standard
L.3.1	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Extensions		
Less Complex		More Complex
Recognize nouns and verbs.	Produce a simple sentence, using words, symbols, or pictures.	Combine two simple sentences to create a compound sentence.
Assessment Tasks		

<ul style="list-style-type: none"> • The student will recognize nouns and verbs. • The student will select pictures that represent nouns and select pictures that represent verbs. • The student will select symbols that represent nouns and select symbols that represent verbs. • The student will select words that are nouns and select words that are verbs. 	<ul style="list-style-type: none"> • The student will produce a simple sentence using words, symbols, or pictures. • The student will arrange pictures to create a simple sentence. • The student will arrange symbols to create a simple sentence. • The student will arrange words to create a simple sentence. 	<ul style="list-style-type: none"> • The student will combine two simple sentences to create a compound sentence. • The student will select two sentences to be combined to create a single compound sentence that describes a picture, object, or activity. • The student will choose one sentence from a list of simple sentences and choose a second sentence from an additional list of sentences to be combined to create a single compound sentence.
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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 language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.

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

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings (read simple directions using PECS).
- Identify skills required in community occupations (community helpers).

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

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task.

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CCSS Strand: Reading Standards for Informational Text		
CCSS Sub-Strand: Craft and Structure		Page(s): 21
CCSS Code	Grade-Specific Standard	Essence of Standard
RI.3.5	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.
Extensions		
Less Complex		More Complex
Recognize a text feature used to locate information.	Identify a text feature and how it can be used to provide information.	Use a text feature and/or search tool to locate relevant information and generate information on a given topic.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize a text feature to locate information. The student will recognize a text feature when given examples of text features(s) and non-text feature(s) used to locate information. 	<ul style="list-style-type: none"> The student will identify a text feature and indicate how it can be used to provide information (e.g., indicate a text feature (e.g., illustration, chart, graph, etc.) on a page of text and tell how it provides information). The student will match a text feature with an explanation of how it can be used to provide information. When given the information required, the student will select from a list of text features that which will provide the necessary information. 	<ul style="list-style-type: none"> The student will use a text feature (e.g., bold-faced word, italics, caption, illustration, chart, graph, etc.) to locate relevant information and indicate information on a given topic. The student will use a search tool (e.g., search engine, hyperlink, etc.) to locate relevant information and indicate information on a given topic. The student will use a text feature and a search tool to locate relevant information and indicate information on a given topic.

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

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

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.

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

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings (orders from a menu).
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

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

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use ideas and information to make decisions.

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CCSS Strand: Reading Standards for Literature		
CCSS Sub-Strand: Responding to Literature		Page(s): 19
CCSS Code	Grade-Specific Standard	Essence of Standard
RL.3.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.	Select and respond to narratives, poetry, and other literary texts by making text-to-self, text-to-text and/or text-to-world connections.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Identify a text-to-self connection from a narrative, poem, or other literary text.	Select two narratives, poems, or other literary texts and identify a text-to-text connection.	Select a narrative, poem, or other literary text and identify a text-to-world connection.
Assessment Tasks		
<ul style="list-style-type: none"> The student will identify a text-to-self connection from a narrative, poem, or other literary text read or read aloud (e.g., After reading a story about horses, select an illustration(s) of themselves on a horse from a set of choices.). 	<ul style="list-style-type: none"> The student will select two narratives, poems, or other literary texts and identify a text-to-text connection (e.g., use a graphic organizer to identify common traits between Little Red Riding Hood and Three Little Pigs). 	<ul style="list-style-type: none"> The student will select a text (narrative, poem or other literary text) from two or more given texts and identify a text-to-world connection (e.g., Students can read a fairy tale and explain that the text reflects reality by showing that good and bad things happen to people in the world or that the text differs from reality in that magical events occur only in the story.). The student will select the text that best matches a given real-world scenario.

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- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.

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

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings.
- Solve problems that call for applying academic knowledge and skills.

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

- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions.

ELA – Grade 3

CCSS Strand: Speaking and Listening		
CCSS Sub-Strand: Comprehension and Collaboration		Page(s): 33
CCSS Code	Grade-Specific Standard	Essence of Standard
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Determine the main ideas and supporting details of a variety of materials presented in diverse formats.
Extensions		
Less Complex	◀ ⋯ ⋯ ⋯ ▶	More Complex
Listen to presented information and identify a key detail(s).	Listen to presented information and identify the main idea.	Listen to presented information and determine the main idea and one or more supporting detail(s).
Assessment Tasks		
<ul style="list-style-type: none"> The student will listen to a text or other diverse media and indicate a key detail(s). The student will listen to a short paragraph or main idea and relay a key detail(s) from/to a classmate (e.g., similar to a game of telephone). 	<ul style="list-style-type: none"> The student will listen to a text or other diverse media and indicate the main idea. The student will listen to several supporting details and then select the main idea from a list. 	<ul style="list-style-type: none"> The student will listen to a text or other diverse media and choose the main idea and one or more supporting detail(s). The student will select a main idea from a list to match one or more supporting details.

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

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

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings.
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

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

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CCSS Strand: Writing		
CCSS Sub-Strand: Text Types and Purposes		Page(s): 28
CCSS Code	Grade-Specific Standard	Essence of Standard
W.3.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 	Write an organized, informative/explanatory text to examine a topic and convey ideas clearly.
Extensions		
Less Complex	◀ ◯ ◯ ◯ ◯ ◯ ▶ ◯ ◯ ◯ ◯ ◯ ▶	More Complex
Recognize information that is related to a topic.	Use writing, drawing, dictation, or other methods to organize information on a topic.	Use writing, drawing, dictation, or other methods to create simple sentences on a topic.
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize information that is related to a topic. The student will select a picture that is related to a given topic. The student will state one or more words related to a given topic. The student will recognize materials needed to perform a classroom job (e.g., cleaning the interactive boards, collecting lunch tickets, etc.). 	<ul style="list-style-type: none"> The student will use writing, drawing, dictation, or other methods to organize information on a topic (e.g., create a poster, announcement, etc. about a school event). The student will write, draw, or use other methods to complete a graphic organizer about a topic. 	<ul style="list-style-type: none"> The student will use writing, drawing, dictation, or other methods to create simple sentences on a topic (e.g., clothing drive, recycling program, community helpers, etc.).

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 written language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Use written language to communicate information.
- Expand their preferences for working with a variety of people.

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

- Demonstrate the difference between learning a skill and the application of a skill.
- Use skills learned across a variety of settings.
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

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

- Ask for help when faced with difficult situations.