English Language Arts (ELA) NYSAA Frameworks

Grade 4

2013–14

New York State Alternate Assessment

CCLS and Essence(s) ELA – Grade 4

CCLS Strand: Reading Standards for Literature		
CCLS Sub-strand: Key Ideas and Details		**CCLS Page(s):** 18
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
RL.4.3	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe a character, setting, or event in a story or drama, using details from the text.

Extensions and Assessment Tasks

ELA – Grade 4 RL.4.3

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀····· ···▶·· ·····▶····· **More Complex**		
Identify a character, setting, and/or event from a story or drama. (41111)	Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)	Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)
Assessment Tasks		
• The student will identify a character, setting, and/or event from a story or drama. (AT41111A) • The student will identify a character related to a story or drama (e.g., after reading or listening to an excerpt from *Charlie and the Chocolate Factory*, the student identifies the main character as Charlie.) (AT41111B) • The student will identify the setting or event of a story or drama (e.g., after reading or listening to an excerpt from *Charlie and the Chocolate Factory*, the student identifies the setting as a chocolate factory or the event as a tour of the factory). (AT41111C)	• The student will describe a character, setting, and/or event from a story or drama, using specific detail from text. (AT41121A) • The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B) • The student will describe an event in a story or drama using specific detail from text. (AT41121C) • The student will describe an event, using specific detail from a story or drama. (AT41121D)	• The student will use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or an event (e.g., after reading or listening to an excerpt from *Charlie and the Chocolate Factory*, the student infers that the character of Willy Wonka likes children better than he likes adults because he selects a child to take over his chocolate factory). (AT41131)

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 to assess students with severe disabilities on the NYSAA. 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.4.3

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
- Expand their preferences for working with a variety of people (select partner for group project)
- Consider a work situation (fire station) and discuss who the characters would be, what the setting would be, and what events might take place

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

- Determine key ideas and details across a variety of settings (community flyer)
- Solve problems that call for applying academic knowledge and skills (answer questions from peers about a book you have read)

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

- Thinking Skills: Select and use key ideas and details to complete a task (book report)
- Reading: Describe an event in detail (community fundraiser)
- Managing Information: Use information from a text to complete a task (graphic organizer)

CCLS and Essence(s) ELA – Grade 4

CCLS Strand: Reading Standards for Literature

CCLS Sub-strand: Integration of Knowledge and Ideas **Page(s):** 18

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RL.4.7	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Identify details that connect a text to the same text in other media.

Extensions and Assessment Tasks

ELA – Grade 4 RL.4.7

Extensions		
Less Complex ◀ ····· ◀ ····· ◀ ····· ▶ ····· ▶ ····· ▶ **More Complex**		
Identify a visual representation of a character in two or more forms (story, drama, visual or oral presentation of text) of the same text. (41311)	Identify a detail that connects a text to another form (story, drama, visual or oral presentation of text) of the same text. (41321)	Compare and contrast details that connect two or more forms of the same text. *(For example, compare and contract characters, settings, or events.)* (41331)
Assessment Tasks		
• The student will identify a visual representation of a character in two or more forms of the same text (e.g., a picture of the boy from the storybook of *Stone Soup* and a picture of the boy from the play *Stone Soup*). (AT41311)	• The student will identify a detail that connects a text to another form of the same text (e.g., an event, setting, or character that is the same between two forms of a text). (AT41321)	• The student will compare and contrast details that connect two or more forms of the same text. (AT41331A) • The student will compare and contrast two different versions of the same text using a graphic organizer (e.g., a Venn diagram that compares and contrasts the play *Cinderella* to the storybook). (AT41331B) • The student will compare and contrast details of the same character found in two or more forms of the same text (e.g., the student compares and contrasts an image of the character of Ramona from the movie with the illustrated character of Ramona in the book *Beezus and Ramona*). (AT41331C)

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RL.4.7

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

- Evaluate career options using a variety of media and text resources
- Use language (words, pictures, 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
- Understand the relationship between decision making and the attainment of future goals

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

- Identify connections to text across a variety of settings (compare/contrast different versions of text seen/read at home and at school)
- Solve problems that call for applying academic knowledge and skills (identify differences between multiple versions of texts)

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

- Interpersonal Skills: Use language (preferred mode of communication) to interact with others (share favorite version of texts)
- Managing Information: Use multiple versions of stories to make decisions (identify probable cause of an accident)
- Reading: Identify details from various versions of texts (find similarities/differences in characters, setting, events)
- Technology: Use variety of media technology (computer, communication tools)

CCLS and Essence(s) ELA – Grade 4

CCLS Strand: Writing		
CCLS Sub-strand: Production and Distribution of Writing		**CCLS Page(s):** 29
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
W.4.4	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing appropriate to task, purpose, and audience. (i.e., opinion, narrative, or informative)

Extensions and Assessment Tasks

ELA – Grade 4 W.4.4

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic. (43211)	Indicate the purpose and the audience for a piece of writing. (43221)	Produce a clear paragraph on a topic that is based on a specific purpose and audience. (43231)
Assessment Tasks		
• The student will recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic. (AT43211A) • The student will label a sentence as opinion, informative, or narrative (e.g., given the sentence "I went to the park yesterday to ride my bike, and had a picnic," the student identifies the sentence as narrative). (AT43211B)	• The student will recognize the type of writing and why it was written, including audience (e.g., What is the purpose and audience of a party invitation or an advertisement for shaving cream?). (AT43221)	• The student will develop a two- or three- sentence paragraph that is based on a topic, that expresses opinion, information, or narration based on a specific audience (e.g., words, pictures, symbols). (AT43231A) • The student will produce a two- or three- sentence paragraph as a journal entry that describes his or her day to a parent (e.g., words, pictures, symbols). (AT43231B)

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W.4.4

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, pictures, symbols, sentences) to express interests, aptitudes, and abilities for specific audiences or purpose
- Explore preferences for working with a variety of people

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

- Use learned writing skills across a variety of settings (birthday party invitation, diary, school journal)
- Identify occupations that require production and distribution of writing (retail sales flyer, newspaper reporter)
- Solve problems that call for applying academic knowledge and skills (write an opinion letter to the principal regarding the quality of the school lunch program)

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

- Writing: Produce clear, purposeful writing
- Thinking Skills: Understand and produce purposeful writing to complete a task (letter to a pen pal)
- Technology: Identify technology that can be used to create clear and purposeful writing (computer, tablet)

CCLS and Essence(s) ELA – Grade 4

CCLS Strand: Speaking and Listening

CCLS Sub-strand: Presentation of Knowledge and Ideas | **CCLS Page(s):** 34

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
SL.4.6	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 38 for specific expectations.)	Use appropriate communication and social skills in a variety of situations.

Extensions and Assessment Tasks

ELA – Grade 4 SL.4.6

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Show appropriate behavior in a social situation. (44211)	Provide an appropriate salutation or response for social situations. (44221)	Engage in appropriate conversation in a formal and an informal situation. (44231)
Assessment Tasks		
• The student will show appropriate behavior in a social situation (e.g., the student shows an appropriate salutation, listening, taking turns speaking, proximity, etc.). (AT44211A) • The student will respond to a greeting appropriately in a social situation (e.g., eye contact, waving, verbal response). (AT44211B) • The student will demonstrate an appropriate way to initiate an interaction in a social situation (e.g., eye contact, verbal or non-verbal greeting, etc.). (AT44211C)	• The student will provide an appropriate salutation or response for two or more social situations (e.g., the student indicates appropriate salutations, role-playing, etc.). (AT44221A) • The student will greet others, using an appropriate volume, and appropriate generational or collegial expression in two or more social or role-play situations (e.g., saying “sir” or “ma’am” if you don’t know someone’s name). (AT44221B) • The student will provide an appropriate response to verbal or non-verbal social cues in two or more scenarios (e.g., responding to questions, hand held up means wait/stop). (AT44221C)	• The student will take turns in conversations using appropriate discourse and physicality in a formal and an informal situation or role-play opportunity (e.g., one formal, such as speaking with a teacher, and one informal, such as speaking with a friend). (AT44231)

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SL.4.6

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 (speak to adults and peers appropriately)
- Expand their preferences for working with a variety of people
- Demonstrate an awareness of aptitudes, interests, and abilities (complete interest profile)
- 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:

- Use a salutation in a community setting (greet a waiter)
- Identify appropriate communication skills (eye contact, greetings, turn-taking, volume) required in community occupations
- Solve problems that call for applying academic knowledge and skills (identify proper and improper communication skills in role-playing situations)

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

- Interpersonal Skills: Use language (appropriate mode of communication) to initiate and interact with others
- Personal Qualities: Use appropriate communication skills to interact with peers (eye contact, turn taking)
- Managing Information: Use information to make decisions and solve problems (know when to conduct an informal and formal discourse)
- Speaking/Listening: Use communication skills in various settings

CCLS and Essence(s) ELA – Grade 4

CCLS Strand: Language		
CCLS Sub-strand: Vocabulary Acquisition and Use		**CCLS Page(s):** 39
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
L.4.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., *definitions, examples, or restatements in text*) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph). c. Consult reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Define the meaning of unknown and multiple-meaning words using multiple strategies (i.e., context clues, affixes, and roots) to determine meaning.

Extensions and Assessment Tasks

ELA – Grade 4 L.4.4

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Use a visual cue to understand the meaning of a word. (45311)	Use context to understand meaning. (45321)	Use context clues in a single paragraph or multi-paragraph text to define multiple-meaning words. (45331)
Assessment Tasks		
• The student will use a visual cue to understand the meaning of a word (e.g., given a word from a text, the student uses a picture in the text to show meaning of the word). (AT45311A) • The student will use a picture from text to illustrate targeted vocabulary during reading time (e.g., given a picture, the student selects the word representing the meaning of the picture). (AT45311B)	• The student will use context to understand meaning (e.g., given "He showers" the student selects a picture that represents the meaning of the word in context). (AT45321A) • The student will indicate the multi-meaning word that completes a sentence using the context (e.g., "The weatherman said there would be an afternoon _____. I take a _____ when I am dirty."). (AT45321B)	• The student will use text-specific information to define two or more multi-meaning words (e.g., given the text, "My father wears a suit to work every day. One thing he never forgets to put on is his watch. I like his watch." The student defines "watch" by selecting a response from a set of choices representing a "wristwatch" or "watch TV"). (AT45331)

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L.4.4

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

- Use context clues to solve task, classroom job-or chore-related questions
- Understand multiple meaning words or phrases that might be helpful in communicating with peers
- Evaluate words and phrases that are specific to different work and career settings

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

- Use learned strategies to solve unknown words across a variety of settings

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

- Interpersonal Skills: Ask for help when faced with difficult situations; uses language to interact with others
- Thinking Skills: Use information from a text to complete a task (use pictures and words from texts to identify community recreation programs)
- Language: Determine the meanings of unknown words (using context clues, roots, affixes)
- Technology: Use technology to communicate key information

Mathematics
NYSAA Frameworks

Grade 4

2013–14

New York State Alternate Assessment

CCLS and Essence(s) Mathematics – Grade 4

CCLS Domain: Operations and Algebraic Thinking		**CCLS Page(s):** 26
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
4.OA	**Generate and analyze patterns.** 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	Recognize a pattern, given a sequence of shapes or numbers. Determine (figure out) the next item (shape or number) in a sequence (pattern).

Extensions and Assessment Tasks

Mathematics – Grade 4 4.OA

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ····▶· ·····▶ **More Complex**		
Determine the next number or shape in a pattern. (40111)	Generate a pattern from a given rule. *(For example, count by odd and/or even numbers.)* (40121)	Determine the rule for a given pattern. (40131)
Assessment Tasks		
• The student will determine the next number or shape in a pattern. (AT40111A) • The student will determine the next number in a pattern (e.g., 1, 2, 1, 2, ___). (AT40111B) • The student will determine the next shape in a pattern (e.g., triangle, triangle, circle, triangle, triangle, ___). (AT40111C)	• The student will generate a pattern from a given rule. (AT40121A) • The student will generate a pattern from a given rule by adding and/or subtracting (e.g., rule: +2, pattern: 5, 7, 9…; rule: -4, pattern: 12, 8, 4…). (AT40121B) • The student will generate a pattern from a given rule by multiplying and/or dividing (e.g., rule: x3, pattern: 3, 9, 27…; rule: ÷5, pattern: 100, 20, 4…). (AT40121C)	• The student will determine the rule for a given pattern (e.g., given the pattern: 2, 4, 6, 8; the student determines the rule is +2). (AT40131)

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4.OA

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

- Use skills to perform personal skills independently
- Use skills to follow daily/weekly and monthly schedules

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

- Use skills to complete repetitive tasks (recycling, going through the lunch line)
- Use knowledge of repeating patterns to solve real-life issues (determine products that are recyclable)

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

- Personal Skills: Complete a task using knowledge of repetitive patterns, including actions (brushing teeth, getting dressed, meal planning)
- Thinking Skills: Use information to investigate weather patterns in different regions
- Managing Resources: Use knowledge of patterns to identify resources consistently needed to complete a task (preparing a meal)

CCLS and Essence(s) Mathematics – Grade 4

CCLS Domain: Number and Operations in Base Ten		**CCLS Page(s):** 27
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
4.NBT	**Generalize place value understanding for multi-digit whole numbers.** 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 3. Use place value understanding to round multi-digit whole numbers to any place.	Understand place value of any digit in a multi-digit base-ten number. Be able to compare two multi-digit numbers.

Extensions and Assessment Tasks

Mathematics – Grade 4 4.NBT

Extensions		
Less Complex ◀ ···· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Identify place-value of a digit in a number containing three or more digits. *(For example, present the student with the number 123. Ask the student to identify the number in the tens place. Correct work example would be that the student identifies "2" as being in the tens place.)* (40211)	Round a multi-digit whole number to any place. *(For example, 123 rounded to the tens or hundreds.)* (40221)	Compare two or more multi-digit whole numbers using words and/or symbols to identify greater than (>), less than (<), or equal to (=). (40231)
Assessment Tasks		
• The student will identify the place value of a digit, given a number containing three or more digits (e.g., what is the value of 5 in 154?). (AT40211A) • The student will break a three-or-more-digit number into its expanded form (e.g., 376 = 3 hundreds, 7 tens and 6 ones; 376 = 300 ones, 70 ones and 6 ones). (AT40211B) • The student will indicate the requested digit for a given three-or-more-digit number (e.g., in the number 154, what digit is in the tens place?). (AT40211C)	• The student will round a multi-digit whole number to any place. (AT40221A) • The student will round a given multi-digit number to the nearest tens place (e.g., rounding 236 to the nearest tens place, 240). (AT40221B) • The student will round a given multi-digit number to the nearest hundreds place (e.g., rounding 451 to the nearest 100s place, 500). (AT40221C)	• The student will compare two or more multi-digit whole numbers using a word and/or a symbol to identify greater than (>), less than (<), or equal to (=). (AT40231A) • The student will compare two multi-digit whole numbers using a word and/or a symbol to identify greater than (>), less than (<), or equal to (=) (e.g., using a symbol to complete the statement, 24 __ 25 [answer 24 < 25]; using a word to complete the statement 30__ 41 [answer: less than]. (AT40231B) • The student will compare at least three multi-digit numbers using a word and/or a symbol to identify greater than (>), less than (<), or equal to (=) (e.g., completing the following: 16 __ 17 __ 17 [answer is 16 < 17 = 17]). (AT40231C)

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4.NBT

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

- Compare employment preferences to availability of careers in the community
- Compare possible earnings to the cost of a life-style

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

- Read price and dollar values across settings (price tag on clothing in a store, cost of items from the school store)
- Use knowledge of place value to perform comparison shopping
- Perform simple budgeting

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

- Managing Information: Use information from a graph to make decisions (identify higher-and lower-priced items)
- Math: Understand place value in multi-digit numbers (greater/less than)

CCLS and Essence(s) Mathematics – Grade 4

CCLS Domain: Number and Operations – Fractions		**CCLS Page(s):** 28
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
4.NF	**Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.** 3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions; e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators; e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators; e.g., by using visual fraction models and equations to represent the problem. 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* b. Understand a multiple of *a/b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* c. Solve word problems involving multiplication of a fraction by a whole number; e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	Apply knowledge of operating with whole numbers to operating with fractions and mixed numbers.

Extensions and Assessment Tasks

Mathematics – Grade 4 4.NF

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ····▶· ·····▶ **More Complex**		
Recognize and/or model a unit fraction from a whole. (40311)	Add and/or subtract unit fractions. (40321)	Multiply unit fractions (e.g., 1/2, 1/5, etc.). (40331)
Assessment Tasks		
• The student will recognize and/or model a unit fraction from a whole. (AT40311A) • The student will recognize fractional parts of a given whole (e.g., given a set of choices, which part is 1/4 of this rectangle?). (AT40311B) • The student will model a unit fraction, using concrete materials (e.g., fraction blocks, puzzles). (AT40311C)	• The student will add and/or subtract fractions. (AT40321A) • The student will add unit fractions (e.g., 2/5 + 1/5; 3/5 + 1/4). (AT40321B) • The student will subtract unit fractions (e.g., 2/8 – 1/8). (AT40321C)	• The student will multiply unit fractions and/or mixed numbers. (AT40331A) • The student will multiply fractions and mixed numbers (e.g., what is 1/4 x 1/4? what is 1 1/4 x 1/8?). (AT40331B)

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4.NF

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

- Understand the differences between full-time/ part-time work
- Use skills to calculate hours worked

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

- Use fractions to solve real-life problems (managing money, cooking)
- Use skills to manage physical space (create a floor plan, garden)

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

- Math: Understand concepts of quantity (whole and parts)
- Personal Qualities: Use knowledge of fractions to manage personal activities/daily living skills (taking medication)
- Thinking Skills: Use knowledge of fractions to solve a problem (determine how much pizza is needed for each person to receive 1/4 of a pizza)

CCLS and Essence(s) Mathematics – Grade 4

CCLS Domain: Measurement and Data		**CCLS Page(s):** 28
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
4.MD	**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...* 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	Solve problems involving measurement and conversions of larger units to smaller units.

Extensions and Assessment Tasks

Mathematics – Grade 4 4.MD

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Identify a standard and/or a non-standard tool for measurement. (40411)	Identify the appropriate unit of measurement for an object. (40421)	Compare objects with different units of measurement according to the attribute of mass, weight, time, and/or length. (40431)
Assessment Tasks		
• The student will identify a standard and/or a non-standard tool for measurement (e.g., given a set of standard and non-standard tools for measuring, ask student "Which of these is a standard tool for measuring?"). (AT40411A) • The student will identify an appropriate tool to measure an object (e.g., how would you measure time? [choices: scale, ruler, clock]; how would you measure height? [choices: scale measuring tape, clock]) (AT40411B) • The student will identify a standard and a non-standard tool to measure an object (e.g., using a ruler and then paperclips to measure a laptop). (AT40411C)	• The student will identify the appropriate unit of measurement for an object (e.g., measure liquid = ounces; measure flour = tablespoon). (AT40421A) • The student will identify an object that is best measured by a given unit of measure (e.g., miles = road trip; inches = pencil, book, hairbrush; feet = boat, school hallway, cafeteria line). (AT40421B) • The student will identify the appropriate unit of measurement based on the size of an object (e.g., which is more appropriate to measure the length of a paperclip? feet or inches). (AT40421C)	• The student will compare objects with different units of measurement according to the attribute of mass, weight, time, and/or length. (AT40431A) • The student will compare objects with different units of measurement according to the attribute of mass or weight (e.g., which has more mass, a 2-kilogram object or a 25-gram object?; which is heavier, a 2-pound block or a 16 ounce block?). (AT40431B) • The student will compare objects with different units of measurement according to the attribute of time (e.g., John finished his homework in 2 hours. Kelly finished her homework in 45 minutes. Who finished their homework faster?). (AT40431C) • The student will compare objects with different units of measurement according to the attribute of length (e.g., one stick is 5 feet long, and another stick is 45 inches long. Which stick is longer?). (AT40431D)

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 to assess students with severe disabilities on the NYSAA. 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.

4.MD

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

- Understand the differences between full-time/ work and part-time work and the relationship to wages earned
- Manage time in relation to personal and professional obligations
- Identify types of measurement used in career opportunities

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

- Use measurement skills across a variety of settings (cooking, purchasing, schedules, construction)
- Determine appropriate measurement tool for specific task and demonstrate its use
- Be able to determine how measurement is used in various occupations

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

- Thinking Skills: Use measurement to solve problems related to cooking, construction, personal safety, etc.
- Personal Qualities: Use measurement to manage health and well-being (weight management, medication schedules)
- Math: Identify measurement tools used in various settings (thermometer, clock, ruler)

CCLS and Essence(s) Mathematics – Grade 4

CCLS Domain: Geometry		**CCLS Page(s):** 29
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
4.G	**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Create and classify lines and figures based on their properties. Distinguish between a line, ray, and line segment. Classify angles by size and distinguish between perpendicular and parallel lines.

Extensions and Assessment Tasks

Mathematics – Grade 4
4.G

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ····▶· ·····▶ **More Complex**		
Sort figures according to a geometrical attribute. *(For example, number of sides, shape of sides, angles, etc.)* (40511)	Identify and/or create a figure based on a geometric property. *(For example, parallel or perpendicular lines.)* (40521)	Identify and/or create a matching part of a symmetrical figure. (40531)
Assessment Tasks		
• The student will sort two or more figures according to a geometrical attribute (e.g., sort based on the number of sides, the number of angles, the length of sides). (AT40511A) • The student will sort two or more figures by the number of sides (e.g., squares and triangles). (AT40511B) • The student will sort two or more figures according to straight or curved-only sides (e.g., the student sorts straight-sided figures [triangles and squares] from a set of mixed shapes; the student sorts curved-sided shapes [circles] from a set of mixed shapes). (AT40511C) • The student will sort two or more figures according to an angle (e.g., number of angles [triangles or quadrilaterals], type of angle [right triangle or equilateral]). (AT40511D)	• The student will identify and/or create a figure based on a geometric property. (AT40521A) • The student will identify the specified figure, based on a geometric property (e.g., Which shape has exactly two parallel sides?). (AT40521B) • The student will create a figure that is based on a given geometric property (e.g., create a shape that has four sides that are the same length). (AT40521C)	• The student will identify and/or create a matching part of a symmetrical figure. (AT40531A) • The student will identify the other half of an already identified shape (e.g., given half a symmetrical figure, the student selects the remaining half from a set of choices). (AT40531B) • The student will complete the other half, given half of a symmetrical figure (e.g., given half a circle, the student completes the missing half). (AT40531C)

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 to assess students with severe disabilities on the NYSAA. 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.

4.G

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

- Understand the connection between task completion and the attainment of a goal
- Match preferences with possible career choices

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

- Recognize signs based on geometric properties
- Know the size and shape of a container to use when storing or packing items
- Identify shapes in the environment

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

- Thinking Skills: Construct structures, taking geometric properties into consideration (marble ramp, birdhouse)
- Interpersonal Skills: Work cooperatively with others to create models based on specific criteria (designing a garden)
- Math: Identify properties of two-dimensional figures (line of symmetry, parallel/perpendicular lines)

Science
NYSAA Frameworks

Grade 4

2013-14

New York State Alternate Assessment

Standard and Essence(s) Science – Grade 4

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 6	S2.1 Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate. S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature and time. S2.3a Use appropriate “inquiry and process skills” to collect data S2.3b Record observations accurately and concisely	• Plan and develop procedures for exploration • Identify materials needed for exploration • Implement an exploration • Report observations

Alternate Grade Level Indicators (AGLIs)

Science – Grade 4

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*

Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···· ▶ **More Complex**		
The student will: • recognize a scientific tool used in a scientific investigation (41111) • attend to someone conducting a single step for a scientific investigation (41112) • complete a single step of a scientific investigation (41113) • recognize the general outcome of the procedure (41114)	The student will: • identify the purpose of a scientific tool and/or material needed for an investigation (41121) • complete two steps of a scientific investigation (41122) • recognize the planning steps of a scientific investigation (41123) • identify a quantitative result of a scientific investigation (41124) • sequence the steps of a scientific investigation (41125)	The student will: • gather scientific tools and materials that will be needed for a scientific investigation (41131) • plan a scientific investigation (41132) • implement the steps of a scientific investigation (41133) • report specific results of a scientific investigation (41134)

Assessment Tasks SCI – Grade 4

Standard 1: Analysis, Inquiry, and Design (Scientific Inquiry)

Key Idea 2: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

ASSESSMENT TASKS (ATs)

Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written and cannot be modified and no original tasks can be used for assessment.

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT41111A	The student will recognize a scientific tool by indicating the tool appropriate for the given scientific investigation. (e.g., tool choices for a scientific investigation of air temperature at various times in a day: pencil vs. thermometer; tool choices for a scientific investigation of distance traveled by an object: chalk vs. yardstick)	• Student work product with the student-circled scientific tool for a specific investigation (e.g., the thermometer for the temperature investigation, the yardstick for the distance investigation) • Data Collection Sheet (multi-step) of student performance when selecting scientific tool, with an indication of the associated scientific investigation
AT41111B	The student will recognize a scientific tool that was used, after observing a scientific investigation.	• Student work product with pictures of tools, some used and some not used, where the student circles the scientific tool(s) that was used in the investigation
AT41111C	Given a thermometer and a popsicle stick, the student will recognize the tool used to investigate the temperature of water by pointing to the thermometer.	• Digital video of the student selecting the tool to investigate water temperature
AT41112	The student will attend by watching the teacher complete a single step of a scientific investigation.	• Data Collection Sheet (time-segment) of student performance in attending to the teacher completing a single step of a scientific investigation
AT41113	The student will complete a single step of a scientific investigation that involves two or more steps.	• Sequenced, captioned, and dated photographs of the student placing salt in a tin can after the teacher placed ice in the tin can to discover how dew or frost is formed
AT41114	The student will recognize the general outcome of an investigation once it is complete by selecting a picture or symbol representing the result.	• Student work product where the student selects the correct picture or symbol depicting the general outcome of a scientific investigation and glues it onto the worksheet • Data Collection Sheet of student performance of selecting the appropriate outcome when given a set of choices
AT41121A	The student will identify the purpose of a tool and/or material needed in a scientific investigation.	• Digital video of the student selecting one purpose of a thermometer for an investigation of water temperature • Student work product showing a tool/material and purpose related to a given scientific investigation with a line drawn by the student to match them up

AT41121B	The student will identify the purpose of a scientific tool, when given the tool and a set of purposes to select from. (e.g., when given "scale," student selects "tells which is heavier")	• Student work product where the student circles or places a thumbprint on the correct purpose for a given scientific tool
AT41122A	The student will complete two steps of a scientific investigation. (e.g., in an investigation of objects sinking and floating—step 1: identify the objects to use, step 2: put the objects in a bucket with water, and step 3: observe the results)	• Digital video of the student completing two steps of a three-step investigation
AT41122B	The student will complete two steps of a scientific investigation by following visual or oral directions.	• Data Collection Sheet (multi-step) of student performance when completing two steps of a scientific investigation • Sequenced, captioned, and dated photographs of a snowfall investigation showing (1) the student getting a yardstick (gathering material), (2) the student placing the yardstick in the snow, and (3) the student observing the teacher placing a red mark on the yardstick at snow level
AT41123	The student will recognize two or more planning steps for a scientific investigation. (e.g., the student indicates from a sequence of photos the ones that show the planning steps; given a list of investigation steps, student circles the planning steps)	• Student work product of the student-selected photo(s) of planning steps of an investigation • Data Collection Sheet of student performance when indicating the planning steps of a scientific investigation
AT41124	The student will identify a quantitative result from a scientific investigation.	• Student work sample with picture cards representing quantitative result(s) glued in the result space • Data Collection Sheet of student performance when identifying the quantitative result(s) of a scientific investigation
AT41125	The student will sequence two or more steps of a scientific investigation by placing photographs or sentence strips of the investigation steps in the correct order.	• Student work product of photographs or sentence strips sequenced to show the steps of a scientific investigation
AT41131	The student will gather scientific tools and materials needed to conduct a given investigation by placing them in a bin.	• Data Collection Sheet (multi-step) where the student-gathered scientific tools and materials needed for the steps of an investigation • Digital video of the student gathering scientific tools and materials needed to conduct the investigation
AT41132	The student will plan a scientific investigation by determining the steps needed to test a given hypothesis (e.g., the object will sink).	• Student work product showing student drawings of steps of the investigation

AT41133	The student will implement steps of a scientific investigation by performing an experiment. (e.g., the student tests if ice melts in the refrigerator; or which objects are magnetic)	• Digital video of the student performing the steps of the scientific investigation • Data Collection Sheet (multi-step) where each step of the investigation is a step on the chart and describes the student implementing the investigation
AT41134A	The student will report the results of a scientific investigation by creating a scientific data table/graph. (e.g., by using a scientific tally to illustrate results, by placing objects on a bar graph according to results)	• Student work product that contains student-created pictures that illustrate the results of the experiment
AT41134B	The student will report the results of an investigation at its conclusion.	• Digital video of the student activating a voice output device, given two choices to report the results of an investigation to the class

Standard and Essence(s) Science – Grade 4

Standard 4: The Living Environment

Key Idea 3: Individual organisms and species change over time.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 18–19	**3.1 Describe how the structures of plants and animals complement the environment of the plant or animal.** 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction. • wings, legs, or fins enable some animals to seek shelter and escape predators • the mouth, including teeth, jaws and tongue, enables some animals to eat and drink • eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings • claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food • some animals have parts that are used to produce sounds and smells to help the animal meet its needs • the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change) 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction. • roots help support the plant and take in water and nutrients • leaves help plants utilize sunlight to make food for the plant • stems, stalks, trunks, and other • similar structures provide support for the plant • some plants have flowers • flowers are reproductive structures of plants that produce fruit, which contains seeds • seeds contain stored food that aids in germination and the growth of young plants 3.1c In order to survive in their environment, plants and animals must be adapted to that environment. • seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals • leaf, flower, stem, and root adaptations may include variations in size, shape, thickness, color, smell, and texture • animal adaptations include coloration for warning or attraction, camouflage, defense mechanisms, movement, hibernation, and migration **3.2 Observe that differences within a species may give individuals an advantage in surviving and reproducing.** 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment. 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing.	• Understand that animals and plants have different structures that are essential for growth, reproduction, and survival • Understand that animals and plants adapt to their environment

Alternate Grade Level Indicators (AGLIs)

Science – Grade 4

Standard 4: The Living Environment

Key Idea 3: Individual organisms and species change over time.

ALTERNATE GRADE LEVEL INDICAATORS (AGLIs)

Less Complex ◀ ◀ ◀ ▶ ▶ ▶ **More Complex**		
The student will: • distinguish between a plant and an animal (42211) • identify a basic plant or animal structure (e.g., fin, wing, leg, arm, mouth, nose, eye, ear, root, stem, leaf, flower, seed, etc.) (42212) • identify a plant or an animal found in a given place (42213) • recognize the environment in which an organism is typically found (42214)	The student will: • identify the function of a basic plant or animal structure (42221) • identify the part that is missing from a specific plant or animal (42222)	The student will: • identify that an animal or plant has different structures that are essential for growth, reproduction, and/or survival (42231) • recognize how animals or plants adapt to their environment (42232)

Assessment Tasks SCI – Grade 4

Standard 4: The Living Environment

Key Idea 3: Individual organisms and species change over time.

ASSESSMENT TASKS (ATs)
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written and cannot be modified and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT42211A	The student will distinguish between a plant and an animal. (e.g., given pictures of a flower and a cat, student asked to identify the plant (chooses flower)	• Student work product of a scrapbook where student has placed pictures of on pages labeled plant and animal
AT42211B	The student will distinguish between a plant and an animal by sorting a group of pictures into categories.	• Student work product in which the student glues pictures of plants on one side of the page and labels them “plants” and glues pictures of animals on the other side of the page and labels them “animals” • Sequenced, captioned, and dated photographs of the student showing (1) the student with one pile of pictures of plants and animals all together, (2) the student with some of the pictures sorted into the categories, (3) the final two piles of pictures under the categories of “plants” and “animals”
AT42212A	The student will identify a basic structure of a plant (or an animal) by selecting appropriate structure from a group of different structures.	• Digital video of the student selecting a structure from a group when the structures are named
AT42212B	The student will identify a basic plant (or animal) structure by labeling a diagram of a plant (or an animal) with the basic structure.	• Student work product with labels placed on basic structures
AT42213	The student will identify a plant or animal found in a given environment. (e.g., given water, student selects an animal [fish]; given woods, student selects an animal [bear]; given desert, student selects a plant [cactus]; given ocean, student selects plant [seaweed])	• Student work product with given environment, student pastes image(s) of an animal or plant associated with that environment
AT42214A	The student will recognize the environment in which a given animal or plant is typically found. (e.g., Where is this plant found [cactus]), student recognizes environment]desert]; Where is this animal found]penguin], student recognizes environment]Antarctica])	• Sequenced, captioned, and dated photographs of the student completing a diorama of the environment in which a given animal or plant lives
AT42214B	Given representations of a tree and a fishbowl, the student will recognize the environment in which a bird is found by placing the bird in the tree.	• Digital video of the student placing a bird into the appropriate environment of the tree

AT42221	The student will identify the function of a plant or animal structure. (e.g., given the structure of wings—student identifies "for flying"; given the structure of roots—the student identifies "for taking in water")	• Student work product where the student glues pictures or symbols to fill in the blanks (e.g., birds have wings in order to fly; plants have roots in order to take in water) or matches function to the structures (by drawing lines) • Digital video or audio of the student providing answers (using words, sign language, augmentative communication, etc.) to questions regarding the function of plant or animal structures
AT42222	The student will identify the part that is missing on a diagram of a specific plant or animal.	• Sequenced, captioned, and dated photographs of the student selecting the correct picture card to complete a diagram • Student work product with the missing part drawn or glued onto the worksheet
AT42231	The student will identify two or more structures that an animal or a plant uses for growth, reproduction, and/or survival.	• Student work product with reproductive or growth parts of a plant or animal labeled • Digital video of the student naming (using words, sign language, augmentative communication, etc.) the structures essential for survival using a model or a poster of a plant or animal
AT42232A	The student will recognize how two or more animals or plants adapt to their environment by selecting an adaptation that occurs during a certain time of year. (e.g., animals get thicker fur in winter; bears hibernate; birds fly south; some plants go into a resting period; some trees drop their leaves; in spring the crocus plant detects lengthening days [more light] and warmer soil [temperature increase] by starting to flower and pushing out shoots; a forsythia plant releases a chemical that makes buds and causes shoots to start growing again)	• Student work product where the student glues pictures or symbols to partially completed sentences on a worksheet, such as: When the weather gets cold (in winter): 1. Animal fur gets _____ (thicker/thinner) 2. Birds _____(fly south/ hibernate) 3. Bears ____ (hibernate/fly south) 4. Forsythias have a _____ (resting period/growth period) 5. Red Maple trees _____ (flower/drop leaves)
AT42232B	The student will recognize how two or more animals or plants adapt to their environment by indicating an adaptation or survival technique. (e.g., a chameleon changes color to match its environment, some insects look like a stick or dead leaf to match their environment, some desert plants have an oily coating that traps moisture.)	• Student work product showing two or more animals or plants and their adaptations or survival techniques