

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

Grade 5

New York State Alternate Assessment

Required Component 1— Key Idea: Reading**Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 39	<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance 	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Read to collect facts and ideas • Develop ability to compare and contrast information • Identify main ideas in informational texts

Required Component 1— Key Idea: Reading

Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 1

Less Complex

More Complex

The student will:

- attend to or read to identify text feature(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes) (11101)
- locate the school library (11102)
- recognize that some texts contain factual information (11103)
- recognize that illustration(s) and/or other text feature(s) contain factual information (11104)
- attend to or read to find fact(s) in informational text(s) (11105)

The student will:

- locate and/or use the school library (11201)
- locate organizational text features in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11208)
- use text feature(s) such as a caption, map and/or chart to gather information (11203)
- recognize facts (11204)
- read to collect facts about a topic (11205)
- recognize main idea(s) in informational text(s) (11206)
- recognize the similarities or differences between two topics (11207)

The student will:

- use the school library resources to find information (11311)
- use the school library to acquire information on two or more related topics (11312)
- locate the public library (11303)
- use text organizational features to locate facts and/or ideas in informational text(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes, etc.) (11313)
- use multiple text features such as captions, maps, charts, and/or tables, to gather similar information on a topic (11314)
- collect facts and/or ideas from two or more texts about a topic (11315)
- recognize statements of opinion (11307)
- re-state or paraphrase collected facts and/or ideas (11308)
- identify main idea(s) in informational texts (11309)
- compare or contrast facts or ideas pertaining to a single topic (11310)

Required Component 1— Key Idea: Reading		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding .		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will attend to or read a text and identify the title of the text when presented with choices of different text features.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to or reading a text and then selecting the title of the book from three text features (e.g. the table of contents and a picture from the text)
SAT11102	The student will locate the school library using a map of the building.	<ul style="list-style-type: none"> Video tape of the student locating the school library Sequenced, captioned, dated photographs of the student following specific steps to locate the school library
SAT11103	The student will recognize a text that contains factual information when presented with a nonfiction text and a fiction text.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance selecting the factual text Sequenced, captioned, dated photographs of the student making choices between two texts to indicate which one contains factual information
SAT11104A	The student will recognize one fact when shown an illustration containing a graph or a chart.	<ul style="list-style-type: none"> Student work product including the illustration and the fact that the student identified (reference sources of illustrations may be newspapers, children's Time magazine, etc.)
SAT11104B	The student will recognize one fact when shown a text feature containing factual information.	<ul style="list-style-type: none"> Student work product showing the text feature with the fact highlighted, marked, or circled
SAT11105	The student will attend to a text read by the teacher or will read to find facts in an informational text by identifying facts in the text as the text is being read.	<ul style="list-style-type: none"> Student work product showing the text with the facts underlined or highlighted Data Collection Sheet recording student performance when identifying facts within a text being read to him/her
SAT11201	The student will select and check-out a book from a library shelf that is appropriate for personal reading or school work.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student going to a certain section of the library, selecting, and checking-out a book
SAT11208	The student will locate two or more organizational text features in a selected text as requested by the teacher.	<ul style="list-style-type: none"> Student work product with the page numbers of different text features listed after each feature Sequenced, captioned, dated photographs of the student locating different text features in a selected text
SAT11203A	The student will use text features on a simple map of the school building or a shopping mall to find exits and restrooms.	<ul style="list-style-type: none"> Student work product of a map of the school where the student marked the exits and restrooms indicated on the map
SAT11203B	The student will use text features to gather information by answering questions based on information provided by the features being addressed. (e.g., maps, charts, illustrations, bus/train schedules, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when gathering information from text features and listing of sources of specific text features that were identified Video tape of the student looking at a map and answering questions based on information on the map, chart, etc.

SAT11204	The student will recognize facts by indicating whether statements provided by the teacher are fact or opinion.	<ul style="list-style-type: none"> Student work product with statements labeled as fact or opinion
SAT11205	The student will collect facts about a topic based on reading or listening to a text read aloud.	<ul style="list-style-type: none"> Student work product that includes a listing of facts collected from different texts relating to one topic
SAT11206A	The student will recognize the main idea in a text that the student has read or has listened to by selecting the sentence strip with the main idea when main idea and supporting details sentence strips are provided. (e.g., directions given to student "What is the main idea of the text we/you just read?")	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the text read and choosing the main idea
SAT11206B	The student will recognize the main idea in an informational text or article by underlining or highlighting the main idea within the text or article read or listened to. (e.g., directions given to student "What is the main idea? Underline or highlight the main idea in the text or article.")	<ul style="list-style-type: none"> Student work product that includes the informational text or article with the main idea underlined or highlighted
SAT11207	The student will recognize the similarities between two different topics. (e.g., topics: dog/cats, forest animals/jungle animals, rain/snow, etc.)	<ul style="list-style-type: none"> Student work product of a Venn Diagram with the similarities between the two topics filled in on the graphic organizer Video tape of the student separating sentence strips about two different topics into groups of similarities or placing the sentence strips on a graphic organizer showing similarities
SAT11311	The student will use a selection of library books to identify information about one topic.	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered from books with sources listed
SAT11312	The student will use the school library references section or computers to acquire information on two or more related topics.	<ul style="list-style-type: none"> Student work product showing the two related topics and the facts or details the student collected from the school library's resources with a notation of the resource(s) used
SAT11303	The student will locate the public library using a map of the city or neighborhood.	<ul style="list-style-type: none"> Video tape of the student locating the public library Sequenced, captioned, dated photographs of the student locating the public library on a map
SAT11313A	The student will use organizational features to locate facts and/or ideas in informational text.	<ul style="list-style-type: none"> Video tape of the student looking at the table of contents and locating specific chapters in the book
SAT11313B	The student will use text features to locate definitions of vocabulary words given by the teacher.	<ul style="list-style-type: none"> Student work product with the words, definitions, and where the definitions were found
SAT11314	The student will use the table of contents, illustrations, and captions in a book to gather information for completing a project.	<ul style="list-style-type: none"> Video tape of the student looking at the table of contents, illustrations, and captions from a book and sequencing the steps for completing a project
SAT11315	The student will collect facts and/or ideas from two or more texts about a topic and record them on a graphic organizer.	<ul style="list-style-type: none"> Student work product of pictures, illustrations, and/or phrases that outline information gathered from two or more texts
SAT11307	The student will recognize statements of opinion in a text read or listened to, containing statements of fact and opinion, by highlighting or underlining the opinion statements in the text.	<ul style="list-style-type: none"> Student work product with opinions highlighted or underlined Data Collection Sheet recording student performance when recognizing statements of opinion

SAT11308	The student will re-state or paraphrase two or more facts or ideas he/she collected from a text read aloud by recording his/her re-stated or paraphrased fact or idea when given the original fact or idea.	<ul style="list-style-type: none"> • Student work product showing the original facts or ideas and the student's restated or paraphrased facts or ideas • Audio tape of student re-stating or paraphrasing facts or ideas from a text
SAT11309	The student will identify main idea(s) in two or more informational texts or articles that are about a similar topic. (Note: vocabulary specific to main idea needs to be used)	<ul style="list-style-type: none"> • Student work product showing the main ideas indicated by the student from different texts relating to animals, sports, etc.
SAT11310	The student will compare facts or ideas relating to a single topic using a graphic organizer.	<ul style="list-style-type: none"> • Student work product of completed graphic organizer comparing facts or ideas for a given topic

Required Component 1— Key Idea: Reading**Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 39	<ul style="list-style-type: none"> • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives 	<ul style="list-style-type: none"> • Select and read literature for understanding • Relate setting, plot, and characters in literature to others' lives and/or to one's own life • Define characteristics of different genres • Record significant details about characters and events in stories • Identify ways in which characters' actions change and develop throughout a story

Required Component 1— Key Idea: Reading

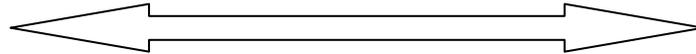
Choice Component 2— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex



The student will:

- attend to or read familiar book(s) (12101)
- recognize literary term(s) (plot, character and/or setting) in literary text(s) (12108)
- recognize plot means the sequence of events or action of a narrative (12103)
- relate text to a personal experience (12104)
- recognize explicit motive(s) of character(s) (12105)
- identify the meaning of the term(s) plot, character and/or setting (12106)
- answer questions about plot, character, and/or setting of text(s) (12107)

The student will:

- select and read literature with fluency (12201)
- describe literary terms (plot character and/or setting) in literary text(s) (12208)
- demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12209)
- relate text to a personal experience (12204)
- identify explicit motive(s) of character(s) (12210)
- identify favorite and/or least favorite part(s) of a story (12206)
- make prediction(s) about the ending of story (12207)

The student will:

- make prediction(s) based on clues in the story (12307)
- relate setting, events, and/or a character to personal experience or the experience of others (12302)
- identify key details about setting, plot, and/or characters (12303)
- identify implicit motives of characters (12304)
- identify change(s) in character(s) in a story (12305)
- identify characteristics of texts to differentiate genres (12306)

Required Component 1— Key Idea: Reading		
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression .		
SAMPLE ASSESSMENT TASKS (SATs) Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read a familiar nonfiction and/or fiction book.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance on the amount of time the student has spent reading or attending to a nonfiction and/or fiction book
SAT12108	The student will recognize literary term(s) in a story (plot, character, and/or setting) when presented with picture(s) from the story that illustrate the term.	<ul style="list-style-type: none"> Video tape of the student selecting plot, character, and/or setting and placing it with a picture from the story that illustrates it (e.g., plot – with a picture depicting events in the story)
SAT12103A	The student will recognize the sequence of events in a plot by using pictures from the book to identify the beginning and ending of the story.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking through the book and then identifying the beginning and the end of the story Student work product with pictures from the story labeled beginning and end
SAT12103B	The student will recognize plot as an action of the narrative by selecting two or more pictures that relate to the plot of the narrative.	<ul style="list-style-type: none"> Student work product indicating the story and the two plot pictures the student chose to represent only the plot
SAT12104	The student will relate an event in the plot to a personal experience by drawing or choosing a picture that shows the event and how it relates to his/her own experience.	<ul style="list-style-type: none"> Student work product of the student's drawings or student-selected pictures that show event from story and similar event from personal experience
SAT12105	The student will recognize explicit motive(s) of a character by selecting an explicit motive given a set of choices.	<ul style="list-style-type: none"> Student work product of selected pictures or words that relate to the explicit motive(s) of a character
SAT12106	The student will identify the meanings of plot, character, and/or setting by selecting a symbol that represents plot, character, and/or setting when given a meaning.	<ul style="list-style-type: none"> Student work product of symbols selected that represent plot, character, and/or setting from a story
SAT12107A	The student will answer questions about plot, character, and/or setting of text after attending to a story by indicating the correct answer from a set of choices. (e.g., questions such as, "Was the plot of the story about going to school or going to the movies?", "Name/Point to two characters from the story.", "What is the setting for this story?"; Note: questions/responses need use the vocabulary of plot, character, setting, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting pictures or phrases to answer questions specific to plot, character, and/or setting Student work product including plot, character, and/or setting questions with student selected responses
SAT12107B	The student will answer questions about plot, character, and/or setting of text(s) by stating, signing, or writing responses to the specific questions. (e.g., questions such as, "How does the story end?", "Who is the character in the story that has a problem?", "Where are the characters and when does __ (event) __ occur?"; Note: questions/responses need use the vocabulary of plot, character, setting, etc.)	<ul style="list-style-type: none"> Student work product including questions and student given responses Video tape of the student answering questions about plot, character, and/or setting

SAT12201	The student will select a book and read aloud with fluency given different literature choices during reading time.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when selecting and reading fluently at an appropriate reading rate
SAT12208	The student will describe literary terms (plot, character, and/or setting) by stating, signing, or pairing cards of literary terms with appropriate examples from literary works.	<ul style="list-style-type: none"> Video tape of the student describing plot, character, and/or setting as they relate to specific texts
SAT12209	The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to an ending. (e.g., drawing or selecting pictures showing the plot, role playing the story through the sequence of events, etc.)	<ul style="list-style-type: none"> Video tape of the student telling the story by drawing pictures, selecting pictures, or role playing Data Collection Sheet (multi-step) recording student performance when responding to questions about the plot
SAT12204	The student will relate a text to a personal experience by indicating the similarities between the text and the student's own personal experience.	<ul style="list-style-type: none"> Student work product of student selected pictures or written text that describes the similarities of items/events from the text and from a personal experience
SAT12210	The student will identify explicit motive(s) of character(s) by completing a chart, diagram, or graphic organizer.	<ul style="list-style-type: none"> Student work product of a graphic organizer using pictures or words to show explicit motives
SAT12206A	The student will identify his/her favorite part of a story read aloud by drawing a picture of the favorite part.	<ul style="list-style-type: none"> Student work product of drawing or pictures identifying his/her favorite part of a story
SAT12206B	The student will identify his/her favorite or least favorite part of a story by selecting a picture that illustrates the part when given three or more pictures illustrating different parts of the story.	<ul style="list-style-type: none"> Student work product of pictures presented with the student's choice marked, circled, highlighted, etc.
SAT12207	The student will make a prediction about a logical ending to a story by selecting a word/picture card that illustrates the prediction.	<ul style="list-style-type: none"> Video tape of the student discussing events that have happened and what is a logical action that will happen next Student work product of word/picture cards selected and pasted on a worksheet about the story
SAT12307A	The student will make predictions based on clues in the story by answering logical prediction questions after reading or listening to the story.	<ul style="list-style-type: none"> Student work product of answered prediction questions
SAT12307B	The student will make a prediction based on clues from the story and list the conclusion and the clues that lead him/her to the conclusion made.	<ul style="list-style-type: none"> Student work product listing the conclusion and the clues from the story that lead to the conclusion.
SAT12302	The student will relate events, characters, and/or setting of a story to personal experience or the experience of a peer by showing the comparisons between the two on a graphic organizer.	<ul style="list-style-type: none"> Student work product of completed graphic organizer with similarities indicated between the story and the personal experience for setting, events, and/or characters
SAT12303	The student will identify key details of how characters resolve problems or conflicts in the story.	<ul style="list-style-type: none"> Audio tape of the student providing the details of how the character resolves the problem or conflict Student work product of a graphic organizer using pictures or words to show characters and how they resolved the problem or conflict
SAT12304	The student will identify the implicit motives of characters in two or more texts by indicating the appropriate answers given a set of choices related to motive.	<ul style="list-style-type: none"> Student work product showing the texts and the characters with the implicit motives selected by the student for each character

SAT12305	The student will identify how a character has changed from the beginning to the end of the story using sentence strips that outline the changes. (Note: choices should include sentence strips that outline changes and some that do not apply)	<ul style="list-style-type: none">• Student work product of sentence strips affixed to a worksheet that list changes the character went through in the story
SAT12306	The student will identify specific characteristics of texts in two different genres that are about the same topic or are the same story. (e.g., Stone Soup in fiction book form and play form-how they are different)	<ul style="list-style-type: none">• Student work product of chart filled in by student with specific characteristics indicated for each type of genre

Required Component 2— Key Idea: Listening

Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 43	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience 	<ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note-taking • Distinguish between fact and opinion

Required Component 2— Key Idea: Listening

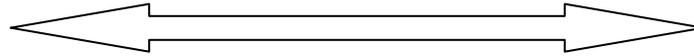
Choice Component 1— Standard 1: Students will read, write, listen, and speak for **information and understanding**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 1

Less Complex

More Complex



The student will:

- follow verbal directions having one step (31101)
- respond to a speaker (e.g., yes or no questions, choices, decisions, etc.) (31102)
- identify factual statements that can be proven true or false (31103)
- identify main idea(s) in informational text (31104)
- take notes (main idea) during a listening activity(s) (31106)

The student will:

- follow two-step verbal directions (31201)
- distinguish between statements of fact and opinion (31207)
- distinguish between main idea(s) and supporting detail(s) in informational text (31208)
- distinguish relevant details from irrelevant details (31204)
- take notes of main idea(s) and supporting detail(s) during a listening activity(s) (31209)
- recognize how details are related to main idea(s) and/or each other (31206)

The student will:

- follow multi-step verbal directions to perform a task or assignment (31301)
- distinguish between implicit fact and opinion (31305)
- identify essential details when note-taking (31303)
- identify how details are related to main ideas and each other (31306)

Required Component 2— Key Idea: Listening		
Choice Component 1— Standard 1: Students will read, write, listen, and speak for information and understanding.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101	The student will follow verbal directions related to a task or assignment that have one step. (e.g., open book to information about ____; show me the picture of the ____ in the book; look at the map of New York, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when responding to verbal directions
SAT31102A	The student will respond to simple yes or no questions related to a text posed by a speaker.	<ul style="list-style-type: none"> Video tape of the student responding to the speaker's questions
SAT31102B	The student will make choices in response to questions posed by a speaker about an article read during the morning routine.	<ul style="list-style-type: none"> Audio tape of the student making choices in response to the speaker's questions
SAT31103	The student will identify factual statements that can be proven true or false from a newspaper (magazine) article or other nonfiction passage by indicating the factual statements from a set of choices (factual and non-factual).	<ul style="list-style-type: none"> Student work product of some article text with the factual statements from the text pasted underneath the text
SAT31104	The student will identify the main idea in an article using cards, symbols, or pictures to indicate a response after listening to the teacher present the informational article. (Note: vocabulary specific to main idea needs to be used)	<ul style="list-style-type: none"> Student work product showing the story title, the choices presented to the student and the main idea of the article marked, circled, etc. by the student
SAT31106A	The student will take notes about the main idea of a text while listening to a book on tape about animals by selecting pictures/words that identify the main idea.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the text, being presented with choices of notes, and then making a selection that represents the main idea of what is being talked about in the book on tape
SAT31106B	The student will demonstrate note-taking while listening to the teacher by completing a graphic organizer using sentence strips or phrase word cards.	<ul style="list-style-type: none"> Student work product of the student's completed notes that are added to a graphic organizer while listening to the teacher
SAT31201	The student will follow a two-step verbal direction in order to perform a task or assignment. (e.g., get your reading materials and come to the table; get out your pencil and write your name on your paper; get out your math book and open to page 10—Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> Video tape of the student following directions given by the teacher Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction
SAT31207	The student will distinguish between simple facts and opinions by sorting statements of each from an article read into categories.	<ul style="list-style-type: none"> Student work product with facts in the article underlined and opinions in the article circled Video tape of the student listening to the text or article and creating two piles: one for facts and one for opinions

SAT31208	The student will distinguish between the main idea and supporting details collected from an informational text read by the teacher by completing or creating a graphic organizer to show the distinction. (Note: vocabulary specific to main idea and supporting details needs to be used)	<ul style="list-style-type: none"> Student work product of a spider graphic organizer that includes the main idea in the middle and the supporting details that go with the main idea as offshoots
SAT31204	The student will distinguish relevant details from irrelevant details by sorting cards, symbols, or pictures into two different piles representing relevant and irrelevant details after listening to a text. (e.g., topic pet care- picture cards showing 1.feeding, 2.grooming, 3.types of pets, 4.places to get pets, and 5. exercising pets, pictures 1,2, and 5 are relevant)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the text, then looking at the cards, symbols, or pictures and sorting them into two different piles: one for relevant details and one for irrelevant details Student work product with a T-chart showing relevant and irrelevant details sorted into the specific categories
SAT31209	The student will take notes of the main idea and supporting details during a listening activity by circling the main idea and underlining the supporting details.	<ul style="list-style-type: none"> Student work product with main idea and supporting details marked on an article that was done while listening to the teacher read it aloud
SAT31206	The student will recognize how details are related to main ideas and/or each other, while listening to weekly current event articles by grouping main idea with its appropriate supporting details.	<ul style="list-style-type: none"> Student work product of grouped main idea and details
SAT31301	The student will listen and follow multi-step verbal directions to perform a task or assignment. (Note: direction must be given as a whole not broken into steps when given)	<ul style="list-style-type: none"> Sequenced captioned, dated photographs of the student using a meter stick to measure the classroom Data Collection Sheet with student performance of each of the steps of the direction indicated and a notation indicating that the direction was given as a whole direction
SAT31305	The student will distinguish between implicit facts and opinions related to the main idea after listening to an informational text.	<ul style="list-style-type: none"> Student work product of a completed graphic organizer showing facts and opinions in separate spots with each relating to the main idea and details of the text
SAT31303	The student will identify essential details when note-taking by selecting the essential details related to an article given a set of essential and non-essential article details.	<ul style="list-style-type: none"> Student work product showing the essential details that the student selected
SAT31306	The student will identify how the supporting details are related to the main idea(s) and the other supporting details in an informational text read by the teacher.	<ul style="list-style-type: none"> Student work product of a supporting detail with a line drawn to the correct main idea and another line drawn to another supporting detail from the text because they both have similar information that may build off of each other and are both still related to the main idea

Required Component 2— Key Idea: Listening

Choice Component 2— Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 43	<ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character’s motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in the presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance 	<ul style="list-style-type: none"> • Respond to text from different genres and authors • Listen to small group and classroom discussions to comprehend literary text • Recognize the use of literary devices such as simile, personification, rhythm, and rhyme in the presentation of literary texts

Required Component 2— Key Idea: Listening

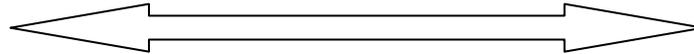
Choice Component 2— Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 2

Less Complex

More Complex



The student will :

- attend to literary text(s) read in a small group (32101)
- identify story elements (e.g., character, plot, setting, etc.) (32108)
- recognize rhyme or rhythm in poetry (32109)
- recognize different genres shared in small group discussions (32110)
- recognize simile(s) or personification (32111)
- respond appropriately to unfamiliar story(s) and/or poem(s) to show comprehension (32112)
- recognize the author's message (32113)

The student will:

- respond to different genres read aloud (32201)
- discuss different genres read aloud to enhance comprehension and/or appreciation (32202)
- identify the author's message (32206)
- identify use of rhyme and/or rhythm in poetry (32207)
- identify similes and personification (32208)

The student will:

- respond to different genres and authors' works read aloud (32305)
- take part in small group and/or classroom literary discussions to explore details related to the author's purpose or message (32306)
- recognize that the author's message may be implied or explicit (32307)
- recognize the use of literary devices (e.g., rhyme, rhythm, personification, simile, etc.) to enhance appreciation of literature (32308)

Required Component 2— Key Idea: Listening		
Choice Component 2— Standard 2: Students will read, write, listen, and speak for literary response and expression.		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32101A	The student will attend to an oral reading of literary texts in a small group.	<ul style="list-style-type: none"> Video tape of the student attending to an oral reading in a small group
SAT32101B	The student will quietly attend to a story during library class.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording student performance of the amount of time student attended to the story
SAT32108	The student will identify story elements (e.g., plot, setting, characters, etc.) from a literary text that has been read aloud. (Note: vocabulary specific to story elements such as character, plot, setting, etc. needs to be used)	<ul style="list-style-type: none"> Video tape or audio tape of the student using oral language, pictures, or speech output devices to indicate plot, setting, and/or characters from a literary text
SAT32109	The student will listen to recognize rhythm in poetry and clap his/her hands in time (using a switch, making a sound, etc.) to indicate when he/she hears rhythm in the poem.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating rhythm
SAT32110	The student will recognize different genres that are read and discussed within a small group by categorizing texts into different genre groups.	<ul style="list-style-type: none"> Student work product of a graphic organizer showing categories of different genres
SAT32111	The student will recognize a simile or personification within a literary text by selecting it from a set of choices.	<ul style="list-style-type: none"> Student work product showing text title, choices presented, and student indicated choice
SAT32112A	The student will respond appropriately to show comprehension of an unfamiliar story or poem by indicating a feeling or emotion after listening to the new story or poem.	<ul style="list-style-type: none"> Student work product showing the picture that represents the student's emotion or feeling after reading or listening to an unfamiliar story
SAT32112B	The student will respond appropriately to an unfamiliar story or poem by answering comprehension questions after listening to the story or poem.	<ul style="list-style-type: none"> Student work product of answered comprehension questions related to the unfamiliar text
SAT32113	The student will recognize the author's message from oral reading of literary texts by indicating which author's message goes with different stories read.	<ul style="list-style-type: none"> Student work product with lines drawn from each book title or picture representing the book title of each of the stories to the author's message for the particular story
SAT32201	The student will respond to different genres read aloud. (e.g., drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.)	<ul style="list-style-type: none"> Video tape of the student responding appropriately to various genres: drama – looking from character to character; poetry - beating the rhythm or expecting rhyme; story – anticipating the next event or the ending, laughing at humor, etc.
SAT32202	The student will discuss different genres read aloud to enhance comprehension by working with a peer to create a project which documents the genres and discussion points.	<ul style="list-style-type: none"> Student work product of the project completed by the student and the peer depicting the genres and the discussion points

SAT32206	The student will identify the author's message from the oral reading of literary text when given a set of choices.	<ul style="list-style-type: none"> Student work product of the student's choices of the author's message from the set of various message choices for the appropriate text that was read aloud
SAT32207A	The student will listen to identify the use of rhyme in poetry by pointing to or stamping the piece to indicate that he/she hears a rhyme in the poem.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the poem, then indicating when the rhyme was heard by marking with a stamper the specific spot in the poem
SAT32207B	The student will identify the use of rhymes in poetry read aloud by highlighting the rhyming words.	<ul style="list-style-type: none"> Student work product of a poem with student highlights on each of the rhyming words
SAT32208	The student will identify similes and personification in literary text.	<ul style="list-style-type: none"> Video tape of the student using speech output devices or responding physically (e.g., clapping, pointing, raising hand, etc.) in order to indicate the similes and the personification in the text
SAT32305	The student will respond to different genres and authors' works read aloud by writing or creating two or more statements about things he/she liked or disliked.	<ul style="list-style-type: none"> Student work product of different genres and authors' works listed and the like or dislike statements created by the student for each work and genre
SAT32306A	The student will identify the author's purpose and indicate the details that helped him/her identify it, while in a small group setting. (e.g., did it persuade, entertain, instruct, etc.)	<ul style="list-style-type: none"> Video tape or audio tape of the student using natural speech, a speech generating device, or a physical response to indicate the author's purpose and the details that helped convey this purpose in the story
SAT32306B	The student will identify details related to the author's message in a small group setting by answering questions such as "how did the author get you to understand his message?" and sharing it with the group.	<ul style="list-style-type: none"> Video tape or audio tape of the student using natural speech, a speech generating device, or a physical response to indicate details about the author's message by answering questions and sharing his/her answer with the group
SAT32307	The student will recognize that an author's message may be implied or explicit by labeling given messages as implied or explicit.	<ul style="list-style-type: none"> Student work product showing the given author's messages labeled with implicit and explicit
SAT32308	The student will recognize the use of literary devices by listening to a poem and circling and/or underlining two or more examples of rhyme, personification, simile, etc.	<ul style="list-style-type: none"> Student work product of the literary devices circled or underlined

Mathematics NYSAA Frameworks

Grade 5

New York State Alternate Assessment

Required Component 1— Strand: Number Sense and Operations

Choice Component 1— Band: Number Systems

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 55	5.N.1	Read and write whole numbers to millions	<ul style="list-style-type: none"> • Read and write, group, compare, and order whole numbers to millions • Compare and order decimals (to thousandths) and fractions (including those with unlike denominators) and create equivalent fractions • Understand the concept of ratio and express ratios in different forms • Understand that percent means part of 100, and write percents as fractions and decimals
	5.N.2	Compare and order numbers to millions	
	5.N.3	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 millions	
	5.N.4	Create equivalent fractions, given a fraction	
	5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) <i>Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.</i>	
	5.N.6	Understand the concept of ratio	
	5.N.7	Express ratios in different forms	
	5.N.8	Read, write, and order decimals to thousandths	
	5.N.9	Compare fractions using $<$, $>$, or $=$	
	5.N.10	Compare decimals using $<$, $>$, or $=$	
	5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	

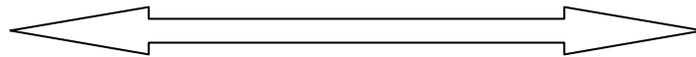
Required Component 1— Strand: Number Sense and Operations

Choice Component 1— Band: Number Systems

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems

Less Complex



More Complex

The student will:

- recognize the first digit of a number already rounded to the nearest million and compare two of these numbers (11109)
- recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers (11110)
- compare two unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and/or $\frac{1}{3}$ using concrete objects (11111)
- order three or more unit fractions, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ using concrete objects (11112)
- compare two decimals to the nearest tenth (11113)
- compare three or more decimals to the nearest tenth (11114)
- group objects into equal sets (11107)
- order whole numerals (11108)
- identify whole numbers (11115)

The student will:

- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and compare two or more of these numbers (11207)
- identify the first two digits of a seven-digit number already rounded to the nearest hundred thousand and order three or more of these numbers (11208)
- compare two fractions that have the same denominator (11203)
- order three or more fractions that have the same denominator (11204)
- compare two decimals to the nearest hundredth (11209)
- order three or more decimals to the nearest hundredth (11210)

The student will:

- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand (11306)
- identify the first three digits of a seven-digit number already rounded to the nearest ten thousand and order three or more of these numbers (11307)
- demonstrate the concept of ratio (11303)
- demonstrate an understanding that percent means part of 100 (11304)
- order percents (11308)

Required Component 1— Strand: Number Sense and Operations		
Choice Component 1— Band: Number Systems		
SAMPLE ASSESSMENT TASKS (SATs) Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11109	The student will recognize the first digit of two numbers and compare the numbers (e.g., 1,000,000 and 3,000,000) by finding or indicating the largest number.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the number in the rounded number and indicating the largest number Student work product with the first digit circled and the largest number highlighted
SAT11110	The student will recognize the first digit of a number already rounded to the nearest million and order three or more of these numbers by smallest to largest.	<ul style="list-style-type: none"> Student work product showing the first digit in the rounded numbers highlighted by the student and the order in which the student placed them
SAT11111	The student will compare the fractions $\frac{1}{2}$ and $\frac{1}{4}$ when presented with a circle or square that has been cut into two and four equal pieces and fractions given on the pieces of the circle, by indicating which one takes up the most or the greater amount of the whole.	<ul style="list-style-type: none"> Student work product illustrating that the student indicated that $\frac{1}{2}$ is greater than $\frac{1}{4}$ of a whole object
SAT11112	The student will order three unit fractions using Cuisenaire rods.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering the unit fractions
SAT11113	The student will compare two decimals by indicating which item costs more. (e.g., a cupcake marked \$0.30 or a bag of chips marked \$0.50)	<ul style="list-style-type: none"> Student work product showing the item cost to the tenths decimal and a mark on the item that costs more
SAT11114	The student will compare the prices of three items and place them in order from least to greatest cost. (e.g., a ball marked \$0.50, jacks marked \$0.40, a toy car marked \$0.90)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering three items from least to greatest cost Student work product of the items placed in order from least to greatest cost
SAT11107A	The student will create two equal sets of objects from an even number of objects by placing one set of objects on one tray and the same amount of objects on a second tray.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student grouping different sets of objects into two equal sets
SAT11107B	The student will divide a set of six objects into three equal groups of two or two equal groups of three.	<ul style="list-style-type: none"> Video tape of the student grouping the object into two equal sets
SAT11108A	The student will order whole numerals by placing three or more number cards in the correct counting order. (e.g., on a blank number line, order number cards one through five; on a worksheet, place number cards 10 through 20 in order; etc.; Note – cards should be presented out of order)	<ul style="list-style-type: none"> Student work product of sets of number cards placed in correct counting order

SAT11108B	The student will order whole numerals by placing or writing three or more consecutive numbers in proper sequence on a number line with missing sequences of numbers. (e.g., 1,2,_____, 6-student fills in 3, 4, and 5; 10,_____,15-student fills in 11, 12, 13, and 14; etc.)	<ul style="list-style-type: none"> Student work product including the student placed or written numbers (three or more) in the appropriate sequence
SAT11108C	The student will order three or more non-consecutive numbers by placing number cards in order or reordering the numbers from smallest to largest.	<ul style="list-style-type: none"> Student work product showing the student reordered numbers or number cards in the correct sequence from smallest to largest number
SAT11115A	The student will identify whole numbers by naming numbers upon request. (e.g., teacher points to the number, student verbalizes, signs, or hits the appropriate switch to name the requested number)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when naming the requested numbers
SAT11115B	The student will identify whole numbers by indicating the whole numbers in a group of fractions and whole numbers.	<ul style="list-style-type: none"> Student work product showing the whole numbers highlighted, circled, underlined, etc. by the student
SAT11207	The student will identify by highlighting the two first digits of a millions number rounded to the nearest hundred thousand and then compare to find the largest number by indicating the largest of two or more numbers. (e.g., 1,100,000, 1,200,000 and 1,300,000)	<ul style="list-style-type: none"> Student work product where the student highlighted the first two digits in a rounded number and circled the largest of the three numbers
SAT11208	The student will identify by circling the first two digits of a seven-digit number already rounded to the nearest hundred thousand and then order three or more of these numbers by placing them in order from least to greatest.	<ul style="list-style-type: none"> Student work product showing the first two digits in a rounded number circled by the student and in the order in which the student placed them
SAT11203A	The student will compare two fractions that have the same denominator and indicate the smaller of the two.	<ul style="list-style-type: none"> Student work product indicating the student's choice of the smallest fraction
SAT11203B	Given two fractions that have the same denominator, the student will compare the fractions and write or place cards <, >, or = to indicate greater than, less than, or equal to.	<ul style="list-style-type: none"> Student work product showing the fractions with the <, >, or = written in or cards placed in between the two fractions
SAT11204A	The student will order representations of three or more fractions with the same denominator from least to greatest and then write the fractions in ascending order.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering the fractions and then writing them in order on the board
SAT11204B	The student will order fractions by taking a pizza divided into eight pieces and order $\frac{1}{8}$, $\frac{3}{8}$, and $\frac{4}{8}$ in increasing order.	<ul style="list-style-type: none"> Video tape of the student dividing the pizza into eight pieces and ordering the fractions in increasing order
SAT11209	The student will compare two decimals to the nearest hundredth by indicating the larger (or smaller) of the two decimals.	<ul style="list-style-type: none"> Student work product indicating either the larger or smaller decimals depending on what is requested
SAT11210	The student will order three or more decimals to the nearest hundredth by listing prices (given to the nearest cent and written using \$0.00 format) of items from an advertisement(s) in order from least to greatest cost. (e.g., decimals to the nearest hundredth: \$.75, \$.73, \$.79, etc.)	<ul style="list-style-type: none"> Student work product of a scrapbook including pictures of items and their prices put in order from the least to greatest cost

SAT11306	The student will identify the first three numbers in a rounded number. (e.g., rounded numbers: 2,420,000; 2,810,000; 2,440,000; etc.)	<ul style="list-style-type: none"> Video tape or audio tape of the student being presented with an already rounded number and the student stating, signing, etc. the first three digits in the number
SAT11307	The student will identify the first three digits of a seven-digit number already rounded to the nearest ten thousand by circling them and then ordering three or more of these numbers from smallest to largest.	<ul style="list-style-type: none"> Student work product showing the first three digits in a rounded number circled by the student and then ordered smallest to largest
SAT11303	The student will demonstrate the concept of ratio during a physical education class by indicating a classmate's total number of baskets to the number of attempts to make a basket during a five-minute practice session in basketball.	<ul style="list-style-type: none"> Student work product of a worksheet including the ratio that the student indicated for "total baskets made" listed next to "total attempts at making baskets"
SAT11304	The student will demonstrate an understanding of percent by finding samples of an advertisement(s) using percents and will shade hundredths charts to represent the value of the percent.	<ul style="list-style-type: none"> Student work product showing matches between the percents that the student found in the advertisement(s) and a representative hundredths chart correctly shaded
SAT11308A	The student will order percents by cutting out three different percentages of coupons from a newspaper flyer and placing them in order from least to greatest.	<ul style="list-style-type: none"> Student work product showing the percents of coupons that the student cut out and placed in order from least to greatest percent
SAT11308B	The student will order the percentages of his/her last three grades (e.g., 70, 80, 90) from greatest to lowest.	<ul style="list-style-type: none"> Video tape or audio tape of the student being presented with his/her last three percentages on a test or worksheet and indicating the order from greatest percentage to lowest percentage

**GLIs and Essences
Grade 5 – Mathematics**
5
Required Component 1— Strand: Number Sense and Operations

Choice Component 2— Band: Operations

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 56	5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers <i>Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology</i>	<ul style="list-style-type: none"> • Use a variety of strategies to multiply and divide one-, two- and three-digit numbers • Use a variety of strategies to add and subtract improper fractions and mixed numbers with like denominators and to add, subtract, multiply, and divide decimals to thousandths
	5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers <i>Note: Division by anything greater than a two-digit divisor should be done using technology</i>	
	5.N.18	Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parenthesis	
	5.N.19	Simplify fractions to lowest terms	
	5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	
	5.N.21	Use a variety of strategies to add and subtract fractions with like denominators	
	5.N.22	Add and subtract mixed numbers with like denominators	
	5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	

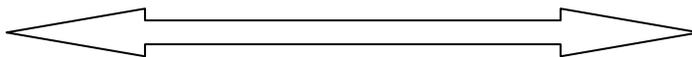
Required Component 1— Strand: Number Sense and Operations

Choice Component 2— Band: Operations

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations

Less Complex



More Complex

The student will:

- add, subtract, and/or multiply whole numbers using one or more strategies (13104)
- add decimals to tenths using one or more strategies (13105)
- recognize a whole and/or its parts (13106)

The student will:

- add, subtract, multiply, and/or divide whole numbers using two or more strategies (13204)
- add and/or subtract decimals to tenths using two or more strategies (13205)
- connect written and/or pictorial representations of fractions with denominators up to two (13203)
- identify a whole and its parts (13206)

The student will:

- add and/or subtract fractions using one or more strategies (13303)
- add, subtract, multiply, and/or divide decimals to tenths using one or more strategies (13304)

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13104	The student will solve addition, subtraction, and/or multiplication problems using one or more strategies. (e.g., possible strategies: calculator, multiplication table, number line, Touch Math, manipulatives, memory strategies, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding, subtracting, and/or multiplying using a calculator to help figure out the answer Student work product with the strategy(s) used indicated on the work product or listed next to the solved problems
SAT13105	The student will show addition of decimals to tenths using a number line.	<ul style="list-style-type: none"> Student work product showing a number line used to add decimals as a strategy to figure out the answer
SAT13106	The student will recognize a whole and/or its parts by matching two parts of broken objects together to make a whole. (e.g., two halves of a circle to make a whole circle)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object
SAT13204A	The student will add and subtract whole numbers using two or more strategies. (e.g., possible strategies: concrete objects, tally marks, fact tables, mental math, number line, calculator, etc.)	<ul style="list-style-type: none"> Video tape of the student using a number line to solve a problem and then entering the same problem into a calculator to check his/her answer
SAT13204B	The student will solve addition and subtraction problems using concrete objects and reversing the problem to check the answer.	<ul style="list-style-type: none"> Student work product illustrating that the student solved addition and subtraction problems using two different strategies to check the answer
SAT13205	The student will show addition and/or subtraction of decimals to tenths using two different strategies. (e.g., possible strategies: hundredths chart, Cuisenaire rods, calculator, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when adding and/or subtracting decimals to tenths using two different strategies
SAT13203	The student will connect written and/or pictorial representations of fractions with denominators up to two by matching pictures of or written fractions with appropriate denominators to the given fractions.	<ul style="list-style-type: none"> Student work product including lines drawn from pictures of fractions to the written fractions with the appropriate denominators up to two Student work product including pictures of fractions with appropriate denominators up to two written or pasted next to the specific fraction picture
SAT13206	The student will identify a whole object upon request and match parts of the broken object together to make the whole object. (e.g., three thirds of a circle to make a whole circle)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the whole from a group then looking at a set of objects divided into thirds and matching the three parts together to make the whole object
SAT13303A	The student will add and subtract fractions using one or more strategies. (e.g., possible strategies: fraction models, pictorial display, calculators, etc.)	<ul style="list-style-type: none"> Student work product of addition and subtraction fraction problems with student solutions and a teacher notation of the strategy(s) that the student used

SAT13303B	The student will add and/or subtract fractions involving halves and fourths using a ruler showing halves and fourths of an inch.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student drawing line segments, such as $2\frac{1}{2}$ inches long and adding another segment $\frac{1}{4}$ inches long to get the segment $2\frac{3}{4}$ inches long
SAT13303C	The student will measure two different lengths of ribbon (e.g., $1\frac{1}{2}$ feet and $\frac{1}{2}$ foot) and will state or sign how long the ribbon is when added together by using a yardstick.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student measuring the pieces of ribbon, adding them together to form a longer segment by using a yardstick, and stating or signing how long the ribbon is
SAT13304	The student will add, subtract, multiply, and/or divide decimals to tenths using one or more strategies.	<ul style="list-style-type: none"> Student work product of the student solving addition, subtraction, multiplication, and/or division problems with decimals to tenths and a teacher notation of the strategy(s) that the student used

Required Component 2— Strand: Geometry

Choice Component 1— Band: Geometric Relationships

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 57-58	5.G.2	Identify pairs of similar triangles	<ul style="list-style-type: none"> • Identify pairs of similar triangles and the ratio of their corresponding sides • Classify triangles and quadrilaterals by properties of their angles and sides • Know that the sum of the angles of a triangle is 180 degrees and the sum of the angles of a quadrilateral is 360 degrees • Identify pairs of congruent triangles and their corresponding parts
	5.G.3	Identify the ratio of corresponding sides of similar triangles	
	5.G.4	Classify quadrilaterals by properties of their angles and sides	
	5.G.5	Know that the sum of the interior angles of a quadrilateral is 360 degrees	
	5.G.6	Classify triangles by properties of their angles and sides	
	5.G.7	Know that the sum of the interior angles of a triangle is 180 degrees	
	5.G.8	Find a missing angle when given two angles of a triangle	
	5.G.9	Identify pairs of congruent triangles	
	5.G.10	Identify corresponding parts of congruent triangles	

Required Component 2— Strand: Geometry

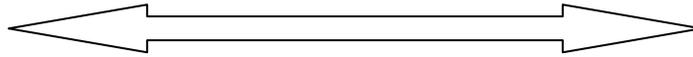
Choice Component 1— Band: Geometric Relationships

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Geometry-Geometric Relationships

Less Complex

More Complex



The student will:

- sort triangles from quadrilaterals (31101)
- count the number of sides and/or angles of triangles and/or quadrilaterals (31102)
- identify geometric shapes (31103)

The student will:

- classify quadrilaterals by properties of their angles and/or sides (31201)
- recognize, name, draw, compare, and/or sort congruent (same shape and size) figures (31204)
- recognize that the sum of the interior angles of a quadrilateral is 360 degrees (31205)

The student will:

- classify triangles by properties of their angles and/or sides (31301)
- sort quadrilaterals by properties of their angles and/or sides (31306)
- recognize, name, draw, compare, and/or sort similar triangles and identify their corresponding parts (31307)
- recognize that the sum of the angles of a triangle is 180 degrees (31308)
- recognize, name, draw, compare, and/or sort congruent (same shape and size) quadrilaterals and identify their corresponding parts (31309)

Required Component 2— Strand: Geometry		
Choice Component 1— Band: Geometric Relationships		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31101A	The student will sort triangles from quadrilaterals when given a variety of shapes. (Note – variety of shapes should include other shapes in addition to the triangles and quadrilaterals or a variety of different types of triangles and quadrilaterals)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting quadrilaterals into one pile and triangles into another pile and a third pile with the remainder of the shapes, if applicable
SAT31101B	The student will sort triangles from quadrilaterals on a worksheet by following directions on how to mark each shape (e.g., circle quadrilaterals and underline triangles, etc.).	<ul style="list-style-type: none"> Student work product showing quadrilaterals that were circled and triangles that were underlined by the student
SAT31102A	The student will count the number of sides of a variety of quadrilaterals.	<ul style="list-style-type: none"> Video tape or audio tape of the student counting the number of sides on a variety of quadrilaterals
SAT31102B	The student will count how many sides each shape has from a variety of triangles and quadrilaterals and label each shape with the correct number.	<ul style="list-style-type: none"> Student work product showing the number of sides the student counted for each quadrilateral and triangle on the worksheet
SAT31103A	The student will identify geometric shapes upon request from a choice of different shapes. (e.g., show me the ___ [circle, square, triangle, etc.]; give me the ___; mark the ___; etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to the teacher's request and showing, pointing, or eye gazing to the requested shape from a set of choices
SAT31103B	The student will identify geometric shapes by drawing a line to the correct name or by correctly labeling them.	<ul style="list-style-type: none"> Student work product showing a variety of geometric shapes with lines drawn to each name or names written or pasted next to the corresponding shapes
SAT31201A	The student will classify quadrilaterals by property of side length by sorting them into two groups when given a set of quadrilaterals. (e.g., four equal side lengths=squares, two equal sides lengths on top and bottom and two equal sides lengths on each side=rectangle, etc.)	<ul style="list-style-type: none"> Student work product with the two classifications of quadrilaterals and the shapes sorted under the correct heading (e.g., four equal sides, parallel sides are equal, etc.)
SAT31201B	The student will classify quadrilaterals by properties of their angles and sides (square, rhombus, rectangle, parallelogram, etc.) by gluing the shapes in correct column.	<ul style="list-style-type: none"> Student work product of a table with the quadrilaterals sorted into their appropriate columns by angles and side properties (e.g., four equal angles and sides)
SAT31204A	The student will recognize a shape from a set of three or more shapes that is congruent to a given shape.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating from a collection of triangles, squares and/or rectangles, the shape that is congruent to one presented by the teacher
SAT31204B	The student will compare sets of figures and answer whether they are congruent (yes), or not congruent (no).	<ul style="list-style-type: none"> Student work product of sets of figures with student indicate yes or no next to each set to indicate congruent or not
SAT31205	The student will recognize that the sum of the interior angles of a quadrilateral is 360 degrees by adding the interior angles to find the sum.	<ul style="list-style-type: none"> Student work product where the student shows the addition of the four angles and the sum of 360 degrees

SAT31301A	The student will classify triangles by properties by grouping pictures of triangles within the school and/or community according to similar properties of side length or angles. (e.g., equilateral triangle, isosceles triangle, etc.)	<ul style="list-style-type: none"> Student work product of a scrapbook of pictures of triangles found within the school or community grouped according to their similarities of side length or angles
SAT31301B	The student will classify triangles by sorting a variety of triangles into right triangles and acute triangles.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sorting right triangles into one pile and acute triangles into another pile
SAT31306	The student will sort cut-out paper quadrilaterals by properties of the angles or sides using a t-chart.	<ul style="list-style-type: none"> Student work product of a t-chart with different quadrilaterals pasted into the appropriate categories
SAT31307A	The student will sort similar triangles and identify their corresponding angles by circling, highlighting, etc. the angles that are the same degree(s).	<ul style="list-style-type: none"> Student work product including a variety of triangles sorted by the student with student's identification of corresponding angles
SAT31307B	The student will compare similar triangles and identify by marking the corresponding parts that match (e.g., length of side, similar angles, etc.).	<ul style="list-style-type: none"> Student work product indicating the student's identification of the corresponding parts that match
SAT31308	The student will recognize that the sum of the angles of a triangle is 180 degrees by adding up the angles of different triangles then responding to a question about the sum of the triangles. (e.g., question such as, "What do you know about the sum of the angles?", "What is the common sum for the different triangles?", "Each of these triangles is different, but what is the sum of the angles regardless of the type of triangle?")	<ul style="list-style-type: none"> Student work product including various triangles, the addition problems that show the sum of interior angles to be 180 degrees, and the student response that all sum to 180 degrees
SAT31309	The student will name and draw or create congruent quadrilaterals and identify their corresponding sides and/or angles.	<ul style="list-style-type: none"> Student work product showing the named and drawn or created congruent quadrilaterals and the student's indication of the corresponding sides and/or angles

**GLIs and Essences
Grade 5 – Mathematics**
5
Required Component 2— Strand: Geometry
Choice Component 2— Band: Coordinate Geometry

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 58	5.G.12	Identify and plot points in the first quadrant	<ul style="list-style-type: none"> • Identify and plot points in the first quadrant • Plot points to form basic geometric shapes and calculate their perimeters (rectangles, shapes composed of rectangles having sides with integer length and parallel to the axes)
	5.G.13	Plot points to form basic geometric shapes (identify and classify)	
	5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	

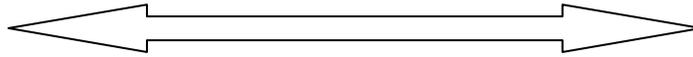
Required Component 2— Strand: Geometry

Choice Component 2— Band: Coordinate Geometry

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Geometry-Coordinate Geometry

Less Complex



More Complex

The student will:

- use single-digit whole numbers to locate a position on a number line (33101)

The student will:

- use a letter and a number to locate areas on a map (33202)

The student will:

- identify and plot points in the first quadrant of a coordinate plane (33303)
- locate and plot points on a coordinate plane to form rectangles (33304)

Required Component 2— Strand: Geometry
Choice Component 2— Band: Coordinate Geometry
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT33101A	The student will locate positions on a number line by identifying the numbers that name the positions of objects placed on the number line. (e.g., first, tenth, fourth, etc.)	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when identifying the correct number that represents the position on a number line of objects placed on it
SAT33101B	The student will use a whole number to locate a position on a number line by taking a large, cut-out numeral one and giving it to the first student standing in a straight line (locating a position on a student number line).	<ul style="list-style-type: none"> Video tape of the student taking the number one to the first student in the student number line
SAT33101C	The student will locate a position for whole numbers on a number line by pasting the numbers in order and/or by locating the positions of objects placed on a number line.	<ul style="list-style-type: none"> Student work product showing the ordered numbers on a number line and the answered questions about the position of the objects placed on the number line
SAT33202A	The student will locate, by coordinates, the cafeteria and the gymnasium on a map of the school building with letters across the top and numbers down the side.	<ul style="list-style-type: none"> Student work product of a grid with coordinates and locations of school rooms with student-indicated locations
SAT33202B	The student will place a marker on the coordinates of a position (letter and number) on a Battleship game board to identify a given position.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating a position on a Battleship game board when given the coordinates
SAT33202C	The student will identify, place, or draw an object on a grid using the coordinates (letter and number) of that object on a grid that has scale letters along the horizontal axis and numbers along the vertical axis. (e.g., A 5 by 5 grid with a house at (B,1); a bear at (A,5); a star at (D,2), etc.)	<ul style="list-style-type: none"> Student work product with questions about locations of objects answered with the letter and number for each object
SAT33303	The student will identify and plot markers in the first quadrant on a checkerboard grid to identify a given position.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student locating and plotting a position in the first quadrant when given specific coordinates
SAT33304	The student will locate and plot four points on a coordinate plane and connect the points to create a rectangle.	<ul style="list-style-type: none"> Video tape or audio tape of the student locating and plotting four points on a large bulletin board plane using push pins and connecting them with yarn to create a rectangle

Social Studies NYSAA Frameworks

Grade 5

New York State Alternate Assessment

Required Component 1—Standard: 1-US and NY History		
Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 28	<p>Colonial and Revolutionary periods</p> <ul style="list-style-type: none"> - Dutch, English, and French influences in New York State - Lifestyles in the colonies– comparisons during different time periods - Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious - Ways that colonists depended on and modified their physical environments - Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State - Colonial governments - Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them? - Ways of making a living in our local region and State - Causes for revolution: social, political, economic - Important accomplishments of individuals and groups living in our community and region <p>The Revolutionary War in New York State</p> <ul style="list-style-type: none"> - Location of New York State - The significance of New York State's location and its relationship to the locations of other people and places - Geographic features that influenced the War - Native American Indians in New York State influenced the War - The war strategy: Saratoga and other local battles - Loyalists and patriots in New York State - Leaders of the Revolution - Effects of the Revolutionary War 	<ul style="list-style-type: none"> • Discuss cultural similarities and differences (including folklore, ideas and other cultural contributions) that helped shape our community, local region, and State • Compare and contrast different types of daily activities including ways of making a living that took place during the colonial and Revolutionary periods • Understand the location and geographical features of New York State and its relation to other places • Recognize leaders of the Revolution • Discuss causes of the Revolutionary War • Describe the role of Native American Indians in New York State during the Revolutionary War • Understand the effects of Revolutionary War

Required Component 1—Standard: 1-US and NY History

Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for US and NY History-Unit 6

Less Complex

More Complex

The student will:

- identify their personal location in the classroom, school, home, community, county, or state (12106)
- identify on a map or model their classroom, school, home, community, county or state (12107)
- identify New York as his/her state of residence (12101)
- locate on a New York map where he/she lives (12102)
- recognize pictures or objects that show colonial life in New York (12108)
- identify at least one difference between colonial life and ways of life today (12104)
- explore the lifestyles, cultural environment and/or needs/wants of people during the colonial and/or Revolutionary period (12105)

The student will:

- locate his/her community of residence on a New York map (12201)
- identify reasons why Europeans came to New York long ago (12206)
- identify where the Dutch or English settled in New York State (12207)
- compare one aspect of colonial life to life today, e.g., school, transportation, shelter (12208)
- identify at least one important event that occurred in New York during the American Revolution (12209)

The student will:

- name and locate his/her community of residence on a New York map (12301)
- describe reasons why Europeans came to New York long ago (12307)
- describe cultural features of the European colonists who settled New York State (e.g., jobs, religion, shelter, family life) (12308)
- compare colonial cultural features to those of today (12309)
- recognize that New York State's location and/or New York leaders played an important role in the American Revolution (12305)
- explore the significance of at least one American Revolutionary War leader and/or battle (12310)

Required Component 1—Standard: 1-US and NY History		
Choice Component 1— Unit 6-Colonial Life and the Revolutionary War in NY State		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12106	The student will identify his/her desk and/or work area in the classroom.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student entering the classroom, moving to the desk, and/or work area, and positioning him/herself in the location(s)
SAT12107	The student will indicate on a school map the location of his/her classroom.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student circling, marking, pointing to, etc., the location of his/her classroom on a school map Student work product of map with classroom marked
SAT12101A	The student will select a map of New York State from a set of two unlabeled states when asked, “In which of these states do you live?” or “Which is your state of residence?”	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying the New York map as his/her state of residence
SAT12101B	The student will respond ‘New York’ when asked what state does he/she live in.	<ul style="list-style-type: none"> Video tape or audio tape of the student indicating New York using his/her communication device
SAT12102	The student will locate on a New York map the town/city where he/she lives. (e.g., Albany, Rochester, New York City, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when locating where he/she lives on a map of New York State Student work product of New York State with town/city clearly marked
SAT12108	The student will select the pictures, photographs, or objects that represent colonial life in New York.	<ul style="list-style-type: none"> Student work product of appropriately grouped, circled, etc., pictures or objects showing or representing colonial life in New York.
SAT12104A	The student will identify a person dressed in colonial clothing when given a set of pictures that depict both colonial clothing and clothing worn today. (e.g., George Washington and George Bush)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying clothing differences from a set of pictures
SAT12104B	The student will create a contrast chart by selecting pictures that depict the differences between colonial times and life today. (e.g., heat with fireplace vs. furnace, various clothing, smoke house vs. refrigerator, push plow vs. tractor)	<ul style="list-style-type: none"> Student work product of pictures selected by the student and affixed to a worksheet that illustrates the differences in life now and in colonial times
SAT12105A	The student will explore the lifestyles of colonial New Yorkers by reviewing pictures/ images of colonial life on a computer. (e.g., housing, clothing, transportation, ways of making a living, etc.)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance in reviewing pictures/images on a computer
SAT12105B	The student will explore the needs/wants of Native American Indians during the colonial period in New York by participating in a trading activity.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student engaged in trading various objects associated with Native American Indians in colonial New York, e.g., beads, shells, food, clothing, etc.

SAT12201	The student will locate where he/she lives on a New York State map and name in which New York State region it is located. (e.g., Central, Long Island, etc.)	<ul style="list-style-type: none"> Student work product of a sticker or circle appropriately placed on a map locating his/her place of residence and a label with the New York State region placed appropriately
SAT12206	The student will listen to and answer questions about an account that describes reasons why Europeans came to New York long ago.	<ul style="list-style-type: none"> Student work product illustrating the student's selection of the appropriate sentence strip answers to questions
SAT12207	The student will locate on a New York State map where the Dutch or English first settled in the 1600s. (e.g., present-day lower Manhattan and parts of Brooklyn)	<ul style="list-style-type: none"> Student work product of a sticker or circle appropriately placed on a map locating the first Dutch or English settlements
SAT12208	The student will select two pictures from an array of pictures that appropriately compare life in colonial times to present-day life. (e.g., a log cabin and an apartment building or people walking on a dirt road and driving cars, etc.)	<ul style="list-style-type: none"> Student work product of two appropriately grouped or circled pictures that compare life in colonial times to present-day life
SAT12209	The student will select from a group of pictures those that depict an important event that happened in New York during the Revolutionary War. (e.g., Brooklyn, Saratoga, etc.; Note – pictures should include events that happened outside of New York)	<ul style="list-style-type: none"> Student work product showing pictures selected that depict important events in New York during the Revolutionary War
SAT12301	The student will name the town he/she lives in using his/her talker and locate it on a New York State map.	<ul style="list-style-type: none"> Video tape of the student naming his/her town and then placing his/her own picture of the town of residence on the classroom map
SAT12307	The student will create a list that describes reasons why Europeans came to New York in the 1600s and 1700s.	<ul style="list-style-type: none"> Student work product of a list describing the two or three reasons Europeans came to New York in the 1600s and 1700s
SAT12308	The student will listen to a story or watch a video about European colonists in New York and answer questions about their life, either orally or in writing.	<ul style="list-style-type: none"> Audio tape of the student's answers to questions about the video or story about European colonists
SAT12309	The student will compare cultural differences between colonial and modern day American life by differentiating between pictures or photographs of life during the two time periods. (e.g., Venn diagram: transportation modes in middle—colonial times on one side with pictures pasted under it and modern times on other side with pictures pasted under it; list with two columns of jobs one for pictures of colonial jobs and one for pictures of modern day jobs and a third column for the student to indicate a difference)	<ul style="list-style-type: none"> Student work product differentiating the pictures or photographs that depict colonial American life and those that depict present-day American life
SAT12305	The student will write a paragraph or create a visual display about the role of at least two New York leaders in the Revolutionary War.	<ul style="list-style-type: none"> Student work product of a written paragraph or created collage documenting a New Yorker's role in the Revolutionary War
SAT12310	The student will answer questions orally or in writing about texts or stories that they have read or listened to pertaining to a significant Revolutionary War American patriot or battle. (e.g., Paul Revere's ride, the Battle of Saratoga, etc.)	<ul style="list-style-type: none"> Video tape or audio tape of the student answering questions about a significant Revolutionary War patriot or battle

Required Component 1—Standard: 1-US and NY History		
Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 29	<p>Industrial growth and expansion</p> <ul style="list-style-type: none"> - Transportation, inventions, communication, and technology (e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer) - Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State) - The important contributions of immigrants to New York State - Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors <p>Urbanization: economic, political, and social impacts</p> <ul style="list-style-type: none"> - Rural to urban to suburban migration - Economic interdependence (e.g., resource use: from farm to market) - Ways of learning and public education in our community and State - The labor movement and child labor 	<ul style="list-style-type: none"> • Understand that improved transportation, new inventions and technology, better/faster communication, and available natural resources were critical elements needed for industrial growth and expansion • Explain how patterns of immigration and migration of people helped America to grow and expand • Discuss reasons why America’s population shifted from mostly rural to urban and suburban places • Recognize how the labor system in America underwent major changes • Recognize why the economic system evolved from an agriculturally based system to an industrial society • Understand the reasons that public education was extended to all children and made mandatory to age 16

Required Component 1—Standard: 1-US and NY History

Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for US and NY History-Unit 8

Less Complex

More Complex

The student will:

- identify modern means of transportation and/or communication, e.g., cars, airplanes, bus, wheelchair, telephones, television, computers (15107)
- identify means of transportation or communication in 18th or 19th century New York State, e.g., horses, carriages, walking, telegraph, telephone, letters, newspapers (15108)
- compare modern and former means of transportation and/or communication (15109)
- locate the route of the Erie Canal on a map (15104)
- locate cities in New York on a map in relation to the Erie Canal (15105)
- recognize immigrant groups that came to New York State in the 19th century (15106)

The student will:

- explore daily life in 19th century New York State with special attention to jobs, means of transportation, or communication (15208)
- identify reasons why immigrants came to New York State in the 19th century (15209)
- describe the contributions immigrants made to New York State (15203)
- explore how New York State's location, natural features, or transportation systems contributed to the growth of its cities (15210)
- describe the importance of the Erie Canal (15205)
- describe what life was like for immigrant groups that came to live in New York State (15206)
- describe the importance of Ellis Island to immigration (15211)

The student will:

- investigate how advances in transportation or communication and the effects of industrialization led to the growth of New York State's cities in the 19th century (15306)
- examine the significance of the Erie Canal to New York State's 19th century economy (15302)
- describe a group that immigrated to New York State and the group's contribution(s) to the state (15307)
- examine factory working conditions in New York State (15308)
- examine the role of child labor in the 19th century (15309)
- identify reasons New York State enacted compulsory education laws in the 19th century (15305)

Required Component 1—Standard: 1-US and NY History		
Choice Component 2— Unit 8-Industrial Growth and Expansion in NY State		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT15107A	The student will identify pictures of modern means of transportation and will assemble them to make a collage or chart. (e.g., cars cut out from newspaper ad, train pictures from the Internet, airplane pictures from magazines, etc., possible choices should include some non-choice/inappropriate responses for modern means of transportation, such as a Model T car, a horse and buggy, etc.)	<ul style="list-style-type: none"> Student work product of a collage or chart with identified modern means of transportation pasted to it
SAT15107B	The student will identify a modern form of transportation used to travel to school by using eye gaze to select the model from models of a horse with a cart and a bus.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the school bus as modern transportation
SAT15108	The student will identify types of transportation from 18 th or 19 th century New York when presented with pictures or objects.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student indicating yes or no or pointing to appropriate pictures/objects
SAT15109	The student will create a list that compares pictures of horses and automobiles as means of transportation. (e.g., list includes former, 18 th century, slow, animal written under horse column and today, modern, long distance travel, machine written under automobile column)	<ul style="list-style-type: none"> Student work product of a list that compares a horse and a car as a means of transportation
SAT15104	The student will locate by tracing the route of the Erie Canal in the 1840s on a New York State map.	<ul style="list-style-type: none"> Video tape of the student tracing or pointing to the route of the Erie Canal in the 1840s on a New York State map
SAT15105	The student will locate his/her place of residence and a nearby city then indicate their proximity to the route of the Erie Canal in the 1840s. (e.g., right next to, very far from, etc.)	<ul style="list-style-type: none"> Student work product with the city/town of residence marked and a line connecting the Erie Canal to his/her town Data Collection Sheet recording student performance when locating his/her place of residence, a nearby city, and indicated proximity to the Erie Canal
SAT15106	The student will recognize immigrant groups that came to New York State in the 19 th century by viewing pictures and/or listening to music representing that group	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when listening to music from specific immigrant groups
SAT15208	The student will tell two facts contained in a story or text after listening to a story or text about life in New York State during the 19 th century.	<ul style="list-style-type: none"> Video tape or audio tape of the student using a switch to identify two facts about daily life in New York State during the 19th century
SAT15209	The student will identify three reasons immigrants came to New York State in the 19 th century by selecting sentence strips.	<ul style="list-style-type: none"> Student work product of sentence strips that the student chose to appropriately identify three reasons for immigration to New York State in the 19th century

SAT15203	The student will create a descriptive list, graphic organizer, or collage that describes or shows contributions immigrants made to New York State in the 19 th century.	<ul style="list-style-type: none"> • Student work product of a list, graphic organizer, or collage that describes or shows immigrant contributions to New York State in the 19th century
SAT15210	The student will explore the growth of New York cities by writing a short paragraph about why cities grew in New York State during the 19 th century. (e.g., specifically indicating location, natural features, or transportation systems in or around cities)	<ul style="list-style-type: none"> • Student work product that contains a paragraph that presents reasons why cities grew in New York State during the 19th century
SAT15205	The student will describe the importance of the Erie Canal by stating two ways it brought about change in New York State.	<ul style="list-style-type: none"> • Video tape or audio tape of the student stating two ways the Erie Canal brought about change in New York State during the 19th century
SAT15206	The student will describe what life was like by answering questions about immigrant life in New York State during the 19 th century after listening to a story or watching a video.	<ul style="list-style-type: none"> • Student work product of questions about immigrant life in New York State
SAT15211	The student will research through pictures, photographs, and/or texts the importance of Ellis Island to immigration in the 19 th century and write a paragraph or create a graphic organizer about it. (e.g., how immigrants might have felt when passing through Ellis Island; listing of different groups and some of the numbers of people that passed through)	<ul style="list-style-type: none"> • Student work product that contains a paragraph describing how immigrants might have felt when passing through Ellis Island in the 19th century
SAT15306	The student will investigate what caused cities to grow in New York State during the 19 th century by selecting pictures that relate to industrialization and transportation advances that led to faster or better production and movement of goods and create a picture document. (e.g., people working in automobile factories, railroads, etc.)	<ul style="list-style-type: none"> • Student work product of selected pictures of people working in a factory and the type of transportation advance that was used to move those goods
SAT15302	The student will examine the significance of the Erie Canal by stating or listing ways the construction and use of the Erie Canal affected New York State's economy in the 19 th century. (e.g., rapid growth of New York City, lowered prices of wheat in New York City, manufactured goods going west, shipping became cheaper, farmers were able to ship farm products for profit, New York State became an agricultural state, people traveled west to find more farm land, etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student stating ways the construction and use of the Erie Canal affected New York State's economy in the 19th century
SAT15307	The student will identify an immigrant group to research and present to the class a cultural contribution the selected immigrant group made. (e.g., Groups from Poland and perogies, Groups from Ireland and Celtic music, Groups brought over holiday traditions to USA: Dutch-Christmas Stocking, Germans-Advent Wreath, English-Sending Christmas Cards, Asia-New Year's Celebrations, Latin America-Cinco De Mayo, etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student presenting to the class the immigrant group they chose and the cultural contribution the group made by hitting their talkers at the appropriate times during their presentation

SAT15308	The student will investigate factory working conditions in New York State for immigrants during the late 19 th century by circling working conditions that only apply to New York State immigrants working during this time period. (e.g., low pay, unsafe working conditions, long hours, etc.)	<ul style="list-style-type: none"> • Student work product of selected working conditions applied to the most appropriate factory workers in the late 19th century
SAT15309	The student will examine child labor in the 19 th century by selecting sentence strips that describe why children often worked, the conditions they worked in and/or how it impacted the labor force.	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting sentence strips that describe child labor during the 19th century
SAT15305	The student will identify reasons why New York State enacted compulsory education laws in the 19 th century by creating a list or writing a paragraph after reading or listening to information about compulsory education laws.	<ul style="list-style-type: none"> • Student work product of a list or paragraph describing reasons why New York State enacted compulsory education laws in the 19th century

**GLIs and Essences
Grade 5 – Social Studies**
5
Required Component 2—Standard: 5-Civics, Citizenship, and Government
Choice Component 1— Unit 4-Government of World Communities

Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 27	<p>Symbols of citizenship in world communities</p> <ul style="list-style-type: none"> - People in world communities celebrate various holidays and festivals - People in world communities use monuments and memorials to represent symbols of their nations <p>Governments around the world</p> <ul style="list-style-type: none"> - Governments in world communities organize to provide functions people cannot provide as individuals - Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them - Governments in world communities develop rules and laws - Governments in world communities plan, organize, and make decisions 	<ul style="list-style-type: none"> • Understand that people in world communities celebrate various holidays and festivals • Understand how people in world communities use monuments and memorials to represent symbols of their nation • Understand that world communities develop rules and laws • Discuss reasons why world communities organize to provide functions people cannot provide as individuals

Required Component 2—Standard: 5-Civics, Citizenship, and Government

Choice Component 1— Unit 4-Government of World Communities

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 4

Less Complex

More Complex

The student will:

- identify one major U.S. holiday, e.g., Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, etc. (31106)
- identify one major holiday celebrated in communities around the world (31107)
- recognize a reason why a national holiday is celebrated (31108)
- recognize an activity that might take place on the national holiday (31109)
- recognize one important symbol of a community around the world, e.g., Great Wall of China, Eiffel Tower, national flags, etc. (31110)
- recognize that all communities (school, local, national, and world) need rules and laws (31111)

The student will:

- identify at least two national holidays celebrated in communities around the world (31208)
- identify reasons why national holidays are celebrated in communities around the world (31209)
- identify activities that take place on national holidays (31203)
- identify national holidays or symbols associated with a foreign country (31210)
- list and describe the importance of school and classroom rules (31211)
- identify the similar purposes of school rules and government laws (31212)
- recognize at least one difference between school rules and government laws (31213)
- recognize the importance of obeying laws (31214)

The student will:

- identify national holidays and symbols in communities around the world (31309)
- describe the origins/reasons national holidays or symbols were established (31310)
- explain what or how a national symbol represents a community around the world (31311)
- compare holidays and/or symbols associated with a foreign country to American holidays and/or symbols (31312)
- compare school rules and governmental laws (31305)
- recognize that all nations have organized governments (31306)
- explain why governments pass laws (31307)
- describe services citizens receive from their government, e.g., schools, public libraries, police and fire protection, public transportation, road construction, national defense, etc. (31313)

Required Component 2—Standard: 5-Civics, Citizenship, and Government		
Choice Component 1— Unit 4-Government of World Communities		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT31106	The student will identify the picture of (or an item that represents) a United States national holiday when asked, “which is a U.S. holiday?” from choices including other countries holidays. (e.g., Thanksgiving, Independence Day, Cinco De Mayo, Boxing Day, Lantern Festival, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying one United States holiday from multiple choices of pictures (or other items) presented to the student on a velcro board
SAT31107	The student will identify one national holiday in a foreign country. (e.g., Chinese New Year, Bastille Day, etc.)	<ul style="list-style-type: none"> Student work product showing the country and name and/or picture representing the national holiday of that country next to it Data Collection Sheet recording student performance when identifying one national holiday in the foreign country
SAT31108	The student will recognize one reason a United States national holiday is celebrated by selecting a written statement of the reason given a picture of a national holiday. (e.g., Memorial Day to honor soldiers killed in wars, etc.)	<ul style="list-style-type: none"> Student work product with picture(s) of the national holiday and the sentence strip of the reason or student statement of reason for the celebration
SAT31109	The student will recognize an activity of one national holiday by participating in an activity that represents what might have happened in a colonial Thanksgiving.	<ul style="list-style-type: none"> Video tape of the student interacting with classmates, teachers, and others during a Thanksgiving feast
SAT31110A	The student will recognize a symbol of a community around the world by selecting a symbol or structure of that nation when given the community. (e.g., Eiffel Tower and France, Great Wall and China, United States Flag and United States, Big Ben clock tower and England, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student touching, pointing to, or using eye gaze to recognize a symbol or structure and the nation where it is located
SAT31110B	The student will recognize one important symbol representing the United States when given several objects that represent symbols from around the world by selecting a model of the Liberty Bell.	<ul style="list-style-type: none"> Video tape of the student viewing choices and recognizing the Liberty Bell as the symbol that represents the United States Student work product with symbols from various nations and the Liberty Bell circled as the United States national symbol
SAT31111	The student will recognize the need for rules and laws by selecting an example of when people should obey rules and laws. (e.g., in school, when driving a car, etc.)	<ul style="list-style-type: none"> Student work product that contains a list of locations where and/or situations when it is important to obey rules and laws Student work product of pictures that depict rules and laws and where they are important
SAT31208	After selecting two foreign countries, the student will identify a familiar national holiday for each country. (e.g., France and Bastille Day, Mexico and Cinco De Mayo, China and Chinese New Year, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the foreign countries and their national holiday

SAT31209	The student will name at least two reasons countries celebrate holidays. (e.g., independence, religion, honor war dead, honor past leaders, etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student stating two reasons countries celebrate holidays
SAT31203	The student will identify activities that are commonly associated with Thanksgiving and Christmas by creating a collage of pictures or selecting the activities from various choices.	<ul style="list-style-type: none"> • Student work product of two selected activities commonly associated with each of the holidays from a list of four various activities
SAT31210	The student will identify symbols of a given nation from a field of choices. (e.g., Arc de Triomphe and the French tricolor flag—France, Mt. Fuji and the cherry blossom tree—Japan, etc.)	<ul style="list-style-type: none"> • Student work product of appropriately identified pictures of symbols for a given nation
SAT31211	From a list of rules, the student will mark those that are part of classroom rules and then paste the card indicating the importance of following each rule next to the marked classroom rules.	<ul style="list-style-type: none"> • Video tape of the student marking or indicating to the teacher the rules that are part of his/her classroom rules and then selecting and pasting cards that indicate the importance of the rule being followed • Student work product of the rules matched with reasons for rules pasted on them
SAT31212	The student will identify similarities of purpose for rules and laws by matching school rules and government laws to pictures or photographs that depict reasons for rules and laws. (e.g., keeping people safe to include rules like “hands to yourself” and obeying all traffic signals, etc.)	<ul style="list-style-type: none"> • Student work product of pictures of rules with reasons for rules (similarities)
SAT31213	The student will recognize the difference between school and government laws by listing who must follow the rules and what the consequences are if they are not followed. (e.g., school rules followed by students could result in detention or loss of privilege, government laws followed by all citizens could result in jail time, etc.)	<ul style="list-style-type: none"> • Video tape of the student stating who needs to follow rules and what the consequences could be for not obeying them • Student work product with pictures representing groups that must follow rules and the consequences for not following them
SAT 31214	The student will recognize the importance of obeying laws by listing positive and negative outcomes for following or not following rules.	<ul style="list-style-type: none"> • Student work product of a graphic organizer with outcomes for obeying or not obeying laws
SAT31309	Given two different countries, the student will identify a symbol and a holiday of each specific country.	<ul style="list-style-type: none"> • Student work product with three sections filled in with the country, a symbol that represents that country (e.g., national flag) and a holiday that is celebrated in that country
SAT31310	The student will describe at least two reasons two national holidays were established by completing an informational chart	<ul style="list-style-type: none"> • Student work product of a chart with pasted pictures or word phrases that show the reasons two national holidays were established
SAT31311	The student will tell why a specific symbol or monument represents a country around the world. (e.g., the Lincoln Memorial, the Taj Mahal, etc.)	<ul style="list-style-type: none"> • Audio tape of the student stating a reason(s) why a specific symbol or monument is associated with a country, when the symbol or monument is stated by the teacher
SAT31312	The student will compare Independence Day and Memorial Day celebrations in the United States to similar holidays in a foreign country.	<ul style="list-style-type: none"> • Student work product of a list or chart that compares Independence Day and Memorial Day in the two countries

SAT31305	The student will compare school rules and governmental laws by creating a Venn diagram that depicts why and to whom school rules and government laws apply.	<ul style="list-style-type: none"> • Student work product of a Venn diagram that shows the student-indicated why and to whom school rules and government laws apply
SAT31306A	The student will create a chart or list of governments around the world and the countries they are associated with. (e.g., Democracy-US, France, Communism-China, etc.)	<ul style="list-style-type: none"> • Student work product showing governments and countries associated with them
SAT31306B	The student will create a chart that includes at least one similarity and one difference regarding how the governments of two countries are organized. (e.g., United States and China – Representative Democracy versus Communist System, Australia and United States both have elected House of Representatives and Senate but Australia is run by a Queen and United States is run by a President, etc.)	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student selecting pictures of two countries and then selecting sentence strips that indicate a similarity and a difference for each of the identified national governments • Student work product of a Venn diagram with countries listed and sentence strips with similarities and differences pasted in the correct areas on the diagram
SAT31307	The student will write a paragraph or create a list that explains why governments pass laws.	<ul style="list-style-type: none"> • Student work product that contains a list or paragraph that explains why governments pass laws
SAT31313	The student will describe government services by indicating services and selecting the appropriate way it applies to them. (e.g., police—protection; school—learning/education; public transportation—access to different locations; etc.)	<ul style="list-style-type: none"> • Video tape or audio tape of the student indicating a specific service and then how they use that service or what that service provides

Required Component 2—Standard: 5-Civics, Citizenship, and Government		
Choice Component 2— Unit 9-Government: Local, State, and National		
Social Studies Core Curriculum	Content Understandings	Essence of Content Understandings
Pg. 29	<p>Government</p> <ul style="list-style-type: none"> - Basic democratic values (Taken from: National Standards for Civics and Government) - The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism - The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories <p>Local and State governments</p> <ul style="list-style-type: none"> - An introduction to the probable consequences of the absence of government - The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches - The meaning of key terms and concepts related to government, including democracy, power, and citizenship - The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties - Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office - People elect and/or appoint leaders who make, enforce, and interpret laws -Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community -Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use -Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community -Citizens can participate in political decision making and problem solving at the local, State, and national levels 	<ul style="list-style-type: none"> • Discuss the basic values of American democracy • Explain fundamental values and principles of American democracy as expressed in key historic documents, songs, speeches, and stories • Explore the roles of citizens: what are the roles and responsibilities of citizens? • Demonstrate how leaders are chosen to serve in a community (classroom, local, state, and national) • Understand that governments (classroom, local, state, and national) have specific roles to play

Required Component 2—Standard: 5-Civics, Citizenship, and Government

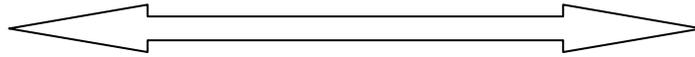
Choice Component 2— Unit 9-Government: Local, State, and National

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Civics, Citizenship, and Government-Unit 9

Less Complex

More Complex



The student will:

- recognize examples of inappropriate behaviors, e.g., fighting, stealing, lying, etc. (33105)
- recognize examples of appropriate behaviors, e.g., honesty, cooperation, respect for others, etc. (33106)
- recognize that voting or volunteering are duties of a citizen (33107)
- recognize The Pledge of Allegiance or *The Star Spangled Banner* (33108)

The student will:

- identify the importance of obeying classroom or school rules and/or governmental laws (33206)
- match leaders/roles to each level of state and/or national government (33202)
- recognize one purpose written constitutions have in New York State and/or United States governmental organization (33207)
- identify the Pledge of Allegiance or *The Star Spangled Banner* as patriotic United States symbols (33208)
- identify why the right to elect political leaders is essential in a democracy (33209)
- recognize the three branches of government (33205)
- recognize the roles/powers of the three branches of government (33210)

The student will:

- explain the importance of obeying classroom/school rules and/or governmental laws (33307)
- identify similarities and/or differences between school rules and laws enacted by governments (33301)
- describe the rights and responsibilities of citizens living in a democratic society (33308)
- identify the significance of The Declaration of Independence and the United States Constitution (33309)
- explain that the Pledge of Allegiance and/or *The Star Spangled Banner* are examples of American democratic ideals and principles (33310)
- identify how individuals can participate in government (33305)
- identify and/or use terms related to government, e.g., citizen, state, vote, branch of government, representation, tax, etc. (33311)

Required Component 2—Standard: 5-Civics, Citizenship, and Government		
Choice Component 2— Unit 9-Government: Local, State, and National		
SAMPLE ASSESSMENT TASKS (SATs)		
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.		
SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT33105	The student will recognize examples of inappropriate behaviors by responding when presented with images of such behaviors.	<ul style="list-style-type: none"> Student work product with pictures of various behaviors (appropriate and inappropriate) with inappropriate behaviors crossed out Data Collection Sheet recording student performance when responding to various images of inappropriate behaviors
SAT33106A	The student will recognize the photographs or pictures that depict appropriate behaviors from a group of behaviors by marking them with a stamper.	<ul style="list-style-type: none"> Student work product that contains pictures depicting appropriate behaviors marked
SAT33106B	The student will select behaviors that illustrate self-control and respect when given images of people demonstrating appropriate and inappropriate behaviors.	<ul style="list-style-type: none"> Video tape of the student looking at choices and indicating the ones that show appropriate behaviors
SAT33107A	The student will recognize that volunteering at a community or school site is an important civic duty by participating in an activity.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student volunteering with tasks at a local animal shelter
SAT33107B	The student will participate in a voting activity to demonstrate that choosing to vote is an important civic activity.	<ul style="list-style-type: none"> Student work product containing a voting result produced by the student
SAT33108A	The student will recognize The Pledge of Allegiance or <i>The Star Spangled Banner</i> by responding correctly.	<ul style="list-style-type: none"> Video tape of the student when listening to or reciting The Pledge of Allegiance or listening to or singing <i>The Star Spangled Banner</i>
SAT33108B	The student will select <i>The Star Spangled Banner</i> when given three national anthems to listen to.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of student listening to anthems and selecting the correct one
SAT33206	The student will identify the importance of obeying rules by indicating the benefits that come from following classroom rules and/or the consequences that occur from not following them. (e.g., benefits: rewarded for following rules, able to follow directions; consequences: getting in trouble, hard to hear the teacher, miss directions; etc.)	<ul style="list-style-type: none"> Student work product that contains a list, chart, or graphic organizer that indicates how following classroom rules is beneficial to all while not following classroom rules makes it difficult to learn and can result in punishment
SAT33202A	The student will match a leader to his/her role at the local, state, or national level. (e.g., governor leads a state; judge leads a courtroom; president leads a country, etc.)	<ul style="list-style-type: none"> Student work product of a leader and the role they are in at the local, state, or national level
SAT33202B	The student will match a role to the level of government at which it occurs, local, state, or national. (e.g., mayor – local; governor – state; president – national, etc.)	<ul style="list-style-type: none"> Student work product indicating the role and the level of government at which it occurs
SAT33207	The student will recognize one purpose written constitutions have in a New York State government organization from a choice of two. (e.g., separating branches of government, listing the powers of the governor/legislature, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting one purpose of New York State's constitution from a choice of two choice cards or objects (e.g., to run businesses or to describe the powers of the governor)

SAT33208	The student will identify the significance of The Pledge of Allegiance and <i>The Star Spangled Banner</i> to United States citizens by indicating one reason they are recited or sung.	<ul style="list-style-type: none"> Student work product of identified reason Americans recite The Pledge of Allegiance and reason they sing <i>The Star Spangled Banner</i>
SAT33209	The student will identify why voting for political leaders is an essential part of a democracy. (e.g., people as sovereign, individual input over leaders, future politicians, etc.)	<ul style="list-style-type: none"> Student work product that contains a list or paragraph explaining the importance of voting in a democracy
SAT33205	The student will recognize the three branches of government by selecting the pictures or objects that represent them from a set of choices.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the pictures or objects representing each of the three branches of government
SAT33210	The student will recognize the roles by pairing the job(s) of each branch of government to the branch that is responsible for carrying it out. (e.g., roles to branch: make laws-legislative, make sure laws are followed-executive, interpret laws-judicial)	<ul style="list-style-type: none"> Student work product of a chart that shows the branches of government and the job(s) that each branch has
SAT33307	The student will explain by listing three reasons why it is important to obey school or classroom rules and/or government laws.	<ul style="list-style-type: none"> Student work product that contains a list, chart, or graphic organizer that describes three reasons why obeying rules within and/or outside school are important
SAT33301	The student will indicate two differences and two similarities between school rules and government laws by pointing to or using eye gaze to identify the difference and pointing to or using eye gaze to identify the similarities.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying two ways school rules and government laws are alike and different
SAT33308	The student will describe the rights and responsibilities of citizens living in a democratic society by answering questions posed by the teacher. (e.g., voting, volunteering, serving on juries, not littering, etc.)	<ul style="list-style-type: none"> Student work product of answered questions about how people living in a democracy can fulfill their civic responsibilities and their individual rights
SAT33309	The student will identify by highlighting in blue the reason(s) the Declaration of Independence and in red the reason(s) the United States Constitution are important documents from a choice of reasons or in a reading passage.	<ul style="list-style-type: none"> Student work product that contains highlighted phrases of reasons why the Declaration of Independence and the United States Constitution are important documents
SAT33310A	The student will highlight the phrases of <i>The Star Spangled Banner</i> that indicate examples of American principles and ideals. (e.g., O'er the land of the free)	<ul style="list-style-type: none"> Student work product of the student highlighted phrases in <i>The Star Spangled Banner</i>
SAT33310B	The student will explain by identifying the democratic ideals that are illustrated in The Pledge of Allegiance and <i>The Star Spangled Banner</i> .	<ul style="list-style-type: none"> Audio tape of the student listing ideals of The Pledge of Allegiance and <i>The Star Spangled Banner</i>
SAT33305	The student will identify voting as how individuals can participate in a democratic government by participating in voting activities at school.	<ul style="list-style-type: none"> Video tape of the student voting in a class election, e.g., student council, when to have a class party, etc.
SAT33311	The student will identify and define a list of terms related to government using a glossary.	<ul style="list-style-type: none"> Student work product that contains a list of three appropriate definitions of terms related to government

