

Appendix F

New York State Alternate Assessment

English Language Arts NYSAA Frameworks

to the

**Core Curriculum
Grade Level Expectations**

and

Alternate Grade Level Indicators

for

**Students with Severe Cognitive
Disabilities**

**NYSAA Test Blueprint - English Language Arts (ELA)
Effective with 2006-07 Administration**

| REQUIRED COMPONENT | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|
| Two ELA Key Ideas Must be Assessed at each Grade Level | | | | | | | |
| Required Key Ideas Vary by Grade as Marked by an X in the Chart Below | | | | | | | |
| ELA Key Idea² | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
| Reading | X | X | X | X | X | X | X |
| Writing | | X | | X | | X | X |
| Listening | X | | X | | X | | |
| Speaking* | | | | | | | |

*Note: Speaking is not assessed on the general education State assessments.

| CHOICE COMPONENT | | | | | | | | |
|---|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|
| For Each Required Key Idea, There are Two Possible Standards From Which to Draw | | | | | | | | |
| Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below | | | | | | | | |
| Choose 1 Standard for Each Key Idea from Standards Marked with an X | | | | | | | | |
| Standards | Key Idea | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
| 1 | Reading | | | X | X | X | X | X |
| 2 | Reading | X | X | X | X | X | | |
| 3 | Reading | | | | | | X | X |
| 4 | Reading | X | X | | | | | |
| 1 | Writing | | X | | X | | X | X |
| 2 | Writing | | X | | X | | | |
| 3 | Writing | | | | | | X | X |
| 4 | Writing | | | | | | | |
| 1 | Listening | | | X | | X | | |
| 2 | Listening | X | | X | | X | | |
| 3 | Listening | | | | | | | |
| 4 | Listening | X | | | | | | |

²Key Ideas are defined on page 2 of the Introduction of the [English Language Arts Core Curriculum \(May 2005\)](#) as the receptive language skills of listening and reading and as the expressive language skills of writing and speaking.

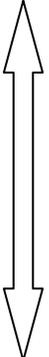
Grade 3

Key Idea: Reading

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. 26 | <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances, with assistance • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing | <ul style="list-style-type: none"> • Select and read literature for understanding • Recognize characteristics of different genres • Relate what the story is about with supporting details • Make predictions and draw conclusions about different characters and events • Use evidence from stories to describe characters, and their actions (sequence of events) • Use knowledge of story structure, story elements and key vocabulary to understand stories |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 3 | | | |
|---|---|--|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • attend to or read simple materials with one or two words (12101) • attend to or read various genre as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12102) • select pictures, objects, etc. that reflect characters and/or events in familiar texts (12103) • select pictures, objects, etc. that show “who”, “what”, “where”, about a familiar text (12104) • interact with parts of a story through familiar hand motions and/or expression of emotions (12105) | <p>The student will:</p> <ul style="list-style-type: none"> • read appropriate texts to gain comprehension (12201) • choose appropriate texts for listening and/or reading in different genres (12202) • answer questions about texts read or read aloud by others (12203) • identify important people and/or events in stories read or read aloud by others (12204) • make predictions about events in a story (12205) | <p>The student will:</p> <ul style="list-style-type: none"> • read aloud with fluency and/or comprehension (12301) • distinguish among varieties of texts, noticing differences in the way they look, the way they sound, that some are factual and/or some imaginative (12302) • identify important details about events and/or people in texts (12303) |

| Sample Assessment Tasks | | |
|--|--|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | The student will select pictures that reflect characters in a story. | <ul style="list-style-type: none"> • Video clip of student selecting pictures • Data collection sheet recording the student's performance |
| | The student will identify important main events in stories read aloud using pictures from the text. | <ul style="list-style-type: none"> • Work product with questions asking the student to identify the important people and events in a story |
| | The student will read a text and identify important details about where and when an event in the story took place. | <ul style="list-style-type: none"> • Audio clip of student answering the questions about the events in a story |

Grade 3

Key Idea: Reading

Standard 4: Students will read, write, listen, and speak for social interaction.

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|----------------------------|---|--|
| Pg. 27 | <ul style="list-style-type: none">• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud• Respect the age, gender, social position, and cultural traditions of the writer• Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication | <ul style="list-style-type: none">• Share reading experiences to build relationships with others• Work together with peers to answer literal questions about text |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 3 | | | |
|---|---|---|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 4 | <p>The student will:</p> <ul style="list-style-type: none"> • attend to texts read aloud by others (14101) • take turns giving an opinion about text (14102) • take turns sharing information about the characters in a text (14103) | <p>The student will:</p> <ul style="list-style-type: none"> • read simple texts and/or respond appropriately (14201) • listen and/or respond appropriately to others' thoughts and/or opinions about texts (14202) • answer “who”, “what”, and/or “when” questions about texts with classmates (14203) | <p>The student will:</p> <ul style="list-style-type: none"> • read modified grade level texts with classmates (14301) • using discussion with peers, answer literal questions about text read or read aloud by others (14302) |

| Sample Assessment Tasks | | |
|--|--|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will take turns sharing information about the characters in the texts.</p> | <ul style="list-style-type: none"> • Data collection sheet recording the student’s ability to follow the appropriate conversation skills and share and listen to thoughts about the characters in the story • Sequenced captioned dated pictures of student group answering “who” questions about the characters in the story |
| | <p>The student will answer literal questions about texts with classmates.</p> | <ul style="list-style-type: none"> • Video clip of student and peer creating a poster about characters in the texts |
| | <p>The student, using discussion with peers, will answer literal questions about texts read or read aloud by others.</p> | <ul style="list-style-type: none"> • Audio/video clip of the student working with the small group to answer the questions about the texts |

Grade 3

Key Idea: Listening

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. 30 | <ul style="list-style-type: none">• Identify elements of character, plot, and setting to understand the author’s message or intent• Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation• Identify the author’s use of rhythm, repetition, and rhyme• Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud | <ul style="list-style-type: none">• Listen attentively to a literary piece for literary response and expression• Listen to identify elements of a story (character, plot/what happens and setting) |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 3 | | | |
|---|--|---|---|
| POSSIBLE ENTRY POINTS for Listening | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • attend to/respond to environmental sounds in the story (32101) • attend to poems as they are read aloud (32102) • attend to familiar stories to identify the moral or message through class discussion (32103) • attend to various genre as they are read aloud (poetry, prose, fiction, nonfiction, drama) (32104) • attend to familiar texts and recognize: “who”, “what”, “where”, “when”, and/or “how” in those texts (32105) | <p>The student will:</p> <ul style="list-style-type: none"> • show understanding and appreciation by responding appropriately and/or by selecting favorites (32201) • answer questions of “who”, “what”, “where”, “when”, “how” and/or “why” about texts read aloud (32202) • answer questions about author’s message (32203) • identify important people and/or events in stories read aloud (32204) • listen for repetition in stories and/or poems (32205) • recognize obvious rhyme and/or rhythm in poetry (32206) | <p>The student will:</p> <ul style="list-style-type: none"> • listen to identify story elements: character, plot, setting (32301) • recognize rhyme and/or rhythm in poetry (32302) • respond to unfamiliar stories and/or poems appropriately to show comprehension (32303) • recognize the author’s message (32304) |

| Sample Assessment Tasks | | |
|--|---|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will indicate environmental sounds each time they occur in the story.</p> | <ul style="list-style-type: none"> • Video clip of student listening to a story about trains and responding/indicating every time he/she hears a train's sound |
| | <p>The student will listen to texts and answer literal questions.</p> | <ul style="list-style-type: none"> • Audio/video clip of student answering the questions |
| | <p>The student will listen to a story and identify story elements: character, plot, setting and answer questions.</p> | <ul style="list-style-type: none"> • Student work product with the element questions and student answers |

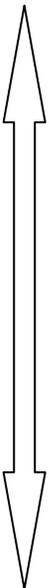
Grade 3

Key Idea: Listening

Standard 4: Students will read, write, listen, and speak for **social interaction.**

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|----------------------------|---|--|
| Pg. 30 | <ul style="list-style-type: none">• Respect the age, gender, position, and culture of the speaker• Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners• Identify the tone of voice and content that signal friendly communication | <ul style="list-style-type: none">• Listen to friendly communication (e.g. notes, cards, longer letters and personal narratives) to identify elements, e.g., tone, that reveal social relationships between people• Respect the speaker |

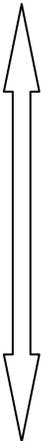
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 3 | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Listening | | | |
| Less Complex | | More Complex | |
| Standard 4 | <p>The student will:</p> <ul style="list-style-type: none"> • attend while friendly notes addressed to the student are read aloud (34101) • show respect, by attending to what speakers say aloud or in writing (34102) • identify words and/or conventions that reveal tone and/or writer’s feelings (34103) • identify the words and/or conventions (greeting, format in a note card, closing) the writers use (e.g., by pointing to them) to show feelings (34104) • identify the purposes (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105) | <p>The student will:</p> <ul style="list-style-type: none"> • attend to friendly notes and/or cards written to people other than themselves (34201) • identify the writers of the friendly notes (friends, teacher, parent) (34202) • attend to longer personal narratives (e.g., diary or journal entries, friendly letters) (34203) • identify the audience of these longer personal narratives (34204) • identify words that show the writers’ tone and/or feelings toward the recipient who has been identified (34205) | <p>The student will:</p> <ul style="list-style-type: none"> • listen to friendly notes, cards, and/or longer personal narratives that are read aloud and identify elements (e.g., words, tone, conventions) that reveal social relationships between people (34301) |

| Sample Assessment Tasks | | |
|--|--|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| Less Complex  More Complex | The student matches picture of writer and recipient with appropriate letter. | <ul style="list-style-type: none"> Work product with the pictures matched to the letters |
| | The student will identify words and conventions that reveal feelings by answering questions about what different terms suggest. | <ul style="list-style-type: none"> Audio or video clip of student answering the questions regarding the terms <i>dear, love, happy, hope, miss you, pleased</i> |
| | The student will listen to friendly notes, cards, and longer personal narratives read aloud and answer questions to identify elements that reveal social relationships between writer and recipient. | <ul style="list-style-type: none"> Data collection sheet recording student responses to questions such as: Who might receive this note?; Who may have written this note?; Which words indicate who the writer is? (e.g., signature at end of note or letter; content references to writer: I; you are my...e.g., son, daughter, niece, student, we; greeting: e.g., to my daughter, son, dearest friend; closing of letter: e.g., your friend, cousin, loving daughter, grandparent); Which words indicate to whom this was written? (see above for examples); Which words indicate their relationship? |

Grade 4

| Key Idea: Reading | | |
|---|---|--|
| 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. 32 | <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently, on a daily basis, for enjoyment • Relate the setting, plot, and characters in literature to own lives • Explain the difference between fact and fiction • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Read, view, and interpret literary texts from a variety of genres, with assistance • Define the characteristics of different genres, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance • Recognize how different authors treat similar themes, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Use graphic organizers to record significant details about characters and events in stories | <ul style="list-style-type: none"> • Select and read literature for understanding • Relate setting, plot, and characters in literature to own lives • Make predictions, draw conclusions, and make inferences about different characters and events • Record basic details about characters and events in stories • Use evidence from stories to describe characters, and their actions, and their motivation (sequence of events) • Use knowledge of story structure, story elements, and key vocabulary to interpret stories |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 4 | | | |
|---|--|---|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • attend to or read literary texts (12101) • attend to or read different genres (poetry, prose, fiction, nonfiction, drama) (12102) • identify important people and/or events in stories read aloud (12103) • interact with parts of a story through familiar hand motions and/or expression of emotions (12104) | <p>The student will:</p> <ul style="list-style-type: none"> • read aloud with fluency (12201) • identify the meanings of the terms: plot, character, and/or setting (12202) • understand plot means the sequence of events or action of a narrative (12203) • relate text to a personal experience (12204) • recognize explicit motives of characters (12205) • answer questions about plot, character, and/or setting of texts (12206) | <p>The student will:</p> <ul style="list-style-type: none"> • select and read literature with fluency and comprehension (12301) • recognize literary terms as they apply to literary texts: plot, character, setting (12302) • understand plot means the sequence of events or action of a narrative leading to a logical ending (12303) • recognize explicit motives of characters (12304) • identify favorite and/or least favorite parts of a story (12305) • make predictions about ending of story (12306) |

| Sample Assessment Tasks | | |
|--|---|--|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | The student will attend to or read literary texts during reading-time. | <ul style="list-style-type: none"> • Video clip of student attending to the teacher reading a story • Data collection sheet (time sequenced) documenting student attending during reading-time |
| | The student will identify the meanings of the terms: plot, character, and setting by matching the term with its definition. | <ul style="list-style-type: none"> • Work product of the terms and a line drawn to the definition • Sequenced captioned dated pictures of the student matching the definition with the corresponding term in a story |
| | The student will recognize literary terms as they apply to literary texts: plot, character, setting by answering question about the text. | <ul style="list-style-type: none"> • Data collection sheet recording student’s responses in answering questions that utilize the literary terms of plot, character, setting |

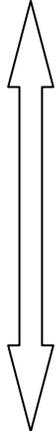
Grade 4

Key Idea: Reading

Standard 4: Students will read, write, listen, and speak for social interaction.

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|----------------------------|--|---|
| Pg. 33 | <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication | <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers • Respect what others say and write • Ask questions to clarify understanding of a text • Demonstrate the use of language (e.g. informal vocabulary and jargon) that is appropriate to social communication • Demonstrate understanding of stories/ expository text through oral demonstration |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 4 | | | |
|---|---|--|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 4 | <p>The student will:</p> <ul style="list-style-type: none"> • attend to text read aloud by others (14101) • attend to or read texts and take turns responding (14102) • attend to and respond appropriately to others' thoughts and/or opinions about texts (14103) • answer "who," "what," and/or "when" questions about texts with classmates (14104) | <p>The student will:</p> <ul style="list-style-type: none"> • read simple texts with classmates (14201) • in a peer setting answer literal questions about text read or read aloud by others (14202) | <p>The student will:</p> <ul style="list-style-type: none"> • read texts with classmates, e.g., the same text separately, in unison, similar texts; or different texts aloud to one another (14301) • discuss texts (asking and/or answering questions) with classmates to enhance comprehension (14302) • use appropriate language for classroom discussion (14303) • relate events in stories in sequence with a group (14304) • identify main characters, telling one fact about each with a group (14305) |

| Sample Assessment Tasks | | |
|--|--|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
|  <p>Less Complex</p> <p>More Complex</p> | The student will attend to stories read with the class. | <ul style="list-style-type: none"> Sequenced captioned dated photographs of student with class while teacher is reading a story |
| | The student will read text with a group following appropriate group work procedures. | <ul style="list-style-type: none"> Data collection sheet recording the conversation and describing the student's use of appropriate conversation skills for the procedure |
| | The student will read texts with classmates. | <ul style="list-style-type: none"> Audio clip of the student working with the small group following appropriate procedures for group work. (e.g., the same text separately, in unison; similar texts; or different texts aloud to one another) |

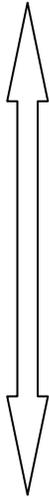
Grade 4

Key Idea: Writing

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. 34 | <ul style="list-style-type: none"> • Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance | <ul style="list-style-type: none"> • Take notes to record facts • State a main idea • Compare ideas and information |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 4 | | | |
|---|---|--|--|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> select words, pictures, symbols, etc., from simple text to record facts in a graphic organizer (21101) identify main ideas in texts for note taking (21102) arrange events in logical and sequential order (21103) create pictures, symbols, objects, etc. to communicate information (21104) | <p>The student will:</p> <ul style="list-style-type: none"> take notes from text to record facts, data, and/or ideas (21201) identify main ideas in paragraphs for note taking (21202) identify similar facts or ideas in one text for note taking (21203) demonstrate ongoing journaling of information (21204) | <p>The student will:</p> <ul style="list-style-type: none"> compare ideas or facts (21301) create/write a general statement about a comparison (21302) state a main idea based on notes (21303) retell (summarize) informational text in own words (21304) use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21305) |

| Sample Assessment Tasks | | |
|--|--|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | <p>The student will select cards with photos, symbols or objects representing main ideas in an informational text for note taking.</p> | <ul style="list-style-type: none"> Video clip of the student attending to the text, selecting the appropriate cards for the notes |
| | <p>The student will group the cards having words, pictures, symbols, etc., or objects into groups (categories) by identifying similarities, based on information provided in text.</p> | <ul style="list-style-type: none"> Data collection sheet recording the student performance of grouping similar information |
| | <p>The student will record notes, either by writing, audio recording, (or method typically used by this student) based on reading informational text.</p> | <ul style="list-style-type: none"> Audio/video clip of the student taking/recording notes from informational text |

Grade 4

Key Idea: Writing

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. 34 | <ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing • Use a computer to create, respond to, and interpret literary texts • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers • Summarize the plot, with assistance • Describe the characters and explain how they change, with assistance • Describe the setting and recognize its importance to the story, with assistance • Draw a conclusion about the work, with assistance | <ul style="list-style-type: none"> • Write original literary texts having elements such as plot, setting and characters • Write clear, concise and varied sentences • Produce responses to stories read or listened to |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 4 | | | |
|---|--|---|---|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • tell stories about personal experiences (22101) • attend to/read stories and tell what happened by using words, pictures, signs, symbols, etc. (22102) • create/write record ideas for stories (22103) • tell a story with character(s) and/or setting (22104) • create pictures, symbols, objects, etc. to communicate a story (22105) | <p>The student will:</p> <ul style="list-style-type: none"> • create text for stories about personal experiences (22201) • create text for stories having plot, setting and/or characters (22202) • read stories and retell plot (22203) • identify plot, character and/or setting in stories (22204) • respond to stories by relating to personal experiences (22205) • begin to use the writing process(e.g., prewriting, drafting, revising, proofreading, and revising) (22206) | <p>The student will:</p> <ul style="list-style-type: none"> • create/write stories using personal experiences enhanced with make-believe having plot, setting and/or characters (22301) • use the writing process in composing text(e.g., prewriting, drafting, revising, proofreading, and revising) (22302) • write complete sentences to respond to explicit literary questions about plot, setting, and/or character (22303) |

| Sample Assessment Tasks | | |
|--|---|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will tell (write, draw, select pictures, etc.) stories about personal experiences, when given a starting question.</p> | <ul style="list-style-type: none"> • Work product of the story about the student’s weekend |
| | <p>The student will create text for story journal having simple plot, setting, and characters.</p> | <ul style="list-style-type: none"> • Work product of the student’s story |
| | <p>The student will write a story about something the student knows about that has a plot, setting and characters.</p> | <ul style="list-style-type: none"> • Video clip of the student performing the task |

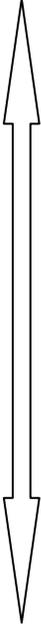
Grade 5

Key Idea: Reading

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 |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 5 | | | |
|---|--|--|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> attend to or read to identify text features; 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 illustrations and/or other text features contain factual information (11104) attend to or read to find facts in informational texts (11105) | <p>The student will:</p> <ul style="list-style-type: none"> locate and/or use school library (11201) use text organizational features to locate facts and/or ideas in informational texts, e.g., titles, page numbers, chapter headings, tables of contents, indexes (11202) use text features such as captions, maps and/or charts to gather information (11203) recognizes facts (11204) read to collect facts about a topic (11205) recognize main ideas in informational texts (11206) recognize the similarities or differences between two topics (11207) | <p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11301) use the school library to acquire information (11302) locate public library (11303) use text organizational features to locate facts and/or ideas in informational texts, e.g., titles, page numbers, chapter headings, tables of contents, indexes (11304) use text features such as captions, maps, charts, and/or tables, to gather information (11305) collect facts and/or ideas about a topic (11306) recognize statements of opinion (11307) re-state or paraphrase collected facts and/or ideas (11308) identify main ideas in informational texts (11309) compare or contrast facts or ideas pertaining to a single topic (11310) |

| Sample Assessment Tasks | | |
|--|--|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <p>Less Complex</p>  <p>More Complex</p> | The student will identify the title of a text when presented with choices of different text features from a familiar text. | <ul style="list-style-type: none"> Sequenced captioned dated photographs of the student selecting the title of the book from two other choices (e.g. the table of contents and a picture from the text) |
| | The student will use/create text features on a simple map to gather/tell information. | <ul style="list-style-type: none"> Video clip of student looking at map and answering questions Student work product of a map of the school created by the student with exits and other important features indicated on the map |
| | The student will use captions to gather information about steps of completing a project. | <ul style="list-style-type: none"> Video clip of student looking at illustrations from text sequencing the steps |

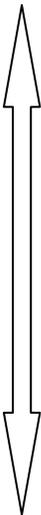
Grade 5

Key Idea: Reading

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 |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 5 | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> attend to or read familiar books (12101) recognize literary terms in literary texts: plot character, setting (12102) recognize plot means the sequence of events or action of a narrative (12103) relate text to a personal experience (12104) recognize explicit motives of characters (12105) identify the meanings of the terms plot, character and/or setting (12106) answer questions about plot, character, and/or setting of texts (12107) | <p>The student will:</p> <ul style="list-style-type: none"> select and read literature with fluency (12201) recognize literary terms in literary texts: plot character, setting (12202) understand plot means the sequence of events or action of a narrative leading to a logical ending (12203) relate text to a personal experience (12204) recognize explicit motives of characters (12205) identify favorite and/or least favorite parts of a story (12206) make predictions about ending of story (12207) | <p>The student will:</p> <ul style="list-style-type: none"> make predictions, identify clues (12301) relate setting, events, and/or characters 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 changes in characters in a story (12305) identify characteristics of texts to differentiate genres (12306) |

| Sample Assessment Tasks | | |
|--|--|--|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | The student will use pictures in the book to identify the beginning and ending of the story. | <ul style="list-style-type: none"> • Video clip of student selecting pictures and placing them in order |
| | The student will demonstrate through various activities that plot means the sequence of events or action of a narrative leading to a logical ending. | <ul style="list-style-type: none"> • Video clip of the student telling the story by drawing pictures, selecting pictures, or role playing • Data collection sheet recording the responses |
| | The student will identify key details of how characters resolve problems/conflicts in the story. | <ul style="list-style-type: none"> • Audio clip of student providing the details of how the character resolves the conflict/problem • Student work product of a graphic organizer using pictures or words to show characters from different stories with the same problem/conflict |

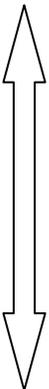
Grade 5

Key Idea: Listening

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 |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 5 | | | |
|---|---|---|--|
| POSSIBLE ENTRY POINTS for Listening | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> • follow verbal directions having one step (31101) • respond to speaker (e.g. yes/no questions, choices, decisions, etc.) (31102) • identify factual statements that can be proven true or false (31103) • identify main ideas in informational text (31104) • take notes (main ideas) while listening (31105) | <p>The student will:</p> <ul style="list-style-type: none"> • follow two-step verbal directions (31201) • distinguish between statements of fact and/or opinion (31202) • distinguish between main ideas and/or details in informational text (31203) • distinguish relevant details from irrelevant details (31204) • take notes of main ideas and/or supporting details while listening (31205) • recognize how details are related to main ideas and/or each other (31206) | <p>The student will:</p> <ul style="list-style-type: none"> • follow multi-step verbal directions to perform a task or assignment (31301) • distinguish between fact and/or opinion (31302) • identify essential details when note taking (31303) • identify how details are related to main ideas and/or each other (31304) |

| Sample Assessment Tasks | | |
|--|--|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | The student will follow verbal directions having one step. | <ul style="list-style-type: none"> Data collection sheet documenting student responses to directions |
| | The student will take notes about the main idea while listening to a book on tape about animals. | <ul style="list-style-type: none"> Video clip of the student performing the task |
| | The student will listen and follow multi-step verbal directions to perform a task or assignment. | <ul style="list-style-type: none"> Sequenced captioned, dated pictures of the multi-step assignment of the student using the meter stick to measure the classroom |

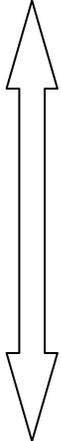
Grade 5

Key Idea: Listening

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 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 |

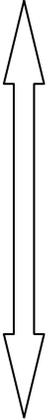
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 5 | | | |
|---|---|---|---|
| POSSIBLE ENTRY POINTS for Listening | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will :</p> <ul style="list-style-type: none"> • attend to literary texts read in small groups (32101) • identify story elements: character, plot, setting (32102) • recognize rhyme and/or rhythm in poetry (32103) • recognize different genres with peers (32104) • recognize similes and/or personification (32105) • respond to unfamiliar stories and/or poems appropriately to show comprehension (32106) • identify the author's message (32107) | <p>The student will:</p> <ul style="list-style-type: none"> • respond to different genres read aloud (32201) • discuss different genres read aloud to enhance comprehension and/or appreciation (32202) • listen to recognize the author's message (32203) • identify use of obvious rhyme and/or rhythm in poetry (32204) • listen to identify similes and/or personification (32205) | <p>The student will:</p> <ul style="list-style-type: none"> • respond to different genres and/or authors' works read aloud (32301) • take part in small group and/or classroom literary discussions to identify the author's purpose and/or message (32302) • recognize that the author's message may be implied and not explicit (32303) • recognize the use of literary devices: rhyme, rhythm, personification and/or simile to enhance appreciation of literature (32304) |

| Sample Assessment Tasks | | |
|--|---|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
|  <p>Less Complex</p> <p>More Complex</p> | The student will listen to recognize rhythm in poetry by clapping his/her hands (using a switch, making a sound, etc.) indicating when he/she hears rhythm in the poem. | <ul style="list-style-type: none"> Data collection sheet documenting student's responses indicating rhythm |
| | The student will listen to identify the use of obvious rhyme and rhythm in unfamiliar poetry by pointing to the book indicating he/she hears a rhyme in the poem. | <ul style="list-style-type: none"> Video clip of student completing the task |
| | The student will listen in order to recognize the use of literary devices by explaining the two things that are being compared in the poem. | <ul style="list-style-type: none"> Audio/video clip of student indicating the two things compared in the poem |

Grade 6

| Key Idea: Reading | | |
|--|---|--|
| 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. 45 | <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 of a procedure in order to accomplish a task such as completing a science experiment or installing software • 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, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about 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 • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance | <ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Read to collect facts and ideas from multiple sources • Demonstrate ability to compare and contrast information • Identify main ideas and supporting details in informational texts |

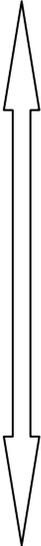
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 6 | | | |
|---|---|---|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> locate a book in a school library (11101) select an informational text on a specific topic (11102) use text features such as captions and/or charts to gather information (11103) attend to or read to collect facts about a topic (11104) attend to or read to recognize main ideas in informational texts (11105) attend to or read to recognize the similarities or differences between two topics (11106) | <p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11201) use the school library to acquire information (11202) locate public library (11203) use text organizational features to locate facts and/or ideas in informational texts, e.g., titles, page numbers, chapters headings, table of contents, indexes (11204) use text features such as captions, charts, tables, and/or maps to gather information (11205) read to collect facts and/or ideas about a topic (11206) recognizes statements of opinion (11207) re-state or paraphrase collected facts and/or ideas (11208) identify main ideas in informational texts (11209) compare or contrast facts or ideas pertaining to a single topic (11210) | <p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library or public library to acquire information (11301) read to collect facts and/or ideas about a chosen topic (11302) identify the main idea and/or supporting details in informational texts (11303) relate facts and/or ideas to chosen topic (11304) distinguishes facts from opinions (11305) compare and/or contrast two comparable subjects using a graphic organizer (11306) use facts to support a main idea (11307) draw conclusions based on explicit information about a topic (11308) |

| Sample Assessment Tasks | | |
|--|---|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | The student will match objects that relate to a particular topic. | <ul style="list-style-type: none"> Data collection sheet recording student performance of matching the object to the topic |
| | Using a topic in which people do or make something that is familiar, the student will indicate one way in which these pictures suggest different ways of doing (topic). | <ul style="list-style-type: none"> Student work product with the ideas student came up with regarding different ways to make something (e.g., making pizza, decorating a cake, painting a picture, decorating a hat) |
| | The student will collect facts about safety precautions. | <ul style="list-style-type: none"> Data collection sheet recording the questions and the student's responses to each topic |

Grade 6

| Key Idea: Reading | | |
|---|---|---|
| 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. 46 | <ul style="list-style-type: none"> • Read, view, and interpret 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 (e.g., plays and poems) <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 (e.g., novels, poems, or plays) • Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) 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 • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance • Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance • Recognize how the author’s use of language creates images or feelings, with assistance • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance | <ul style="list-style-type: none"> • Select and read literature for understanding • Identify ways in which characters actions and/or emotions change and develop throughout a story • Recognize poetic elements (such as rhyme patterns, rhythm, and repetition) • Make predictions and draw conclusions about literary texts • Identify the authors intended message and support it with relevant details from the text • Summarize the plot and support it and/or elaborate on it with details of what happens in the story |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 6 | | | |
|---|--|--|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • select and attend to or read literature (12101) • recognize literary terms in literary texts: plot character, setting (12102) • recognize plot means the sequence of events or action of a narrative leading to a logical ending (12103) • relate text to a personal experience (12104) • recognize explicit motives of characters (12105) • recognize that characters change in a story (12106) • identify favorite and/or least favorite parts of a story (12107) | <p>The student will:</p> <ul style="list-style-type: none"> • make predictions, identify clues (12201) • identify favorite and/or least favorite parts of a story (12202) • relate setting, events, and/or characters to personal experience or the experience of others (12203) • identify key details about setting, plot and/or characters (12204) • identify implicit motives of characters (12205) • identify changes in characters in a story (12206) • identify characteristics of texts to differentiate genres (12207) | <p>The student will:</p> <ul style="list-style-type: none"> • explain what happens in a story in sequence (plot) (12301) • provide details about events (plot): “who”, “what”, “where”, “when”, “how” (12302) • identify changes in characters and/or their personalities reflected in their actions and/or words (12303) • make predictions or draw conclusions about characters or plot based on specific details in stories (12304) • recognize the same story can be told in different genre (12305) • identify the author’s message (12306) • explain author’s message using details from the story (12307) • distinguish prose from poetry (12308) • recognize poetic elements: rhyme patterns, rhythm, and/or repetition (12309) • identify details in a story or poem that appeal to the senses (12310) |

| Sample Assessment Tasks | | |
|--|---|--|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | <p>The student will recognize that characters change in a story by sequencing pictures to show a character at the beginning and end of the story.</p> | <ul style="list-style-type: none"> • Video clip showing student performing the task • Data collection sheet recording the task and the student's responses |
| | <p>The student role plays to show a change that occurs to a character in a story.</p> | <ul style="list-style-type: none"> • Video clip showing student performing the task |
| | <p>The student will identify changes in characters and their personalities reflected in their actions and/or words.</p> | <ul style="list-style-type: none"> • Student work product of a graphic organizer showing the character at the beginning, the change, and the character at the end |

Grade 6

Key Idea: Writing

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. 48 | <ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports • Take notes to record and organize relevant data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information from two or three sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information • Use paraphrasing, with assistance • Maintain a portfolio that includes informational writing • Include relevant and exclude irrelevant information, with assistance • Connect, compare, and contrast ideas and information from one or more sources, with assistance • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance • Answer questions about informational material and write accurate and complete responses, with assistance | <ul style="list-style-type: none"> • Take notes to record data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information |

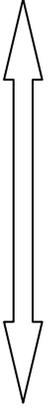
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 6 | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> • identify main idea in informational text for note taking (21101) • separate main ideas from details (21102) • retell (summarize) informational text in own words (21103) • arrange events in logical sequence using time-ordered words (21104) • create pictures, symbols, objects, etc. to communicate information (21105) | <p>The student will:</p> <ul style="list-style-type: none"> • identify main ideas in texts with multiple paragraphs (21201) • identify details and/or examples in text (21202) • recognize a relationship among the facts and/or ideas (e.g., importance, cause and effect, support, opposition, etc) (21203) • identify ideas or facts unrelated to the main idea (21204) • create/write a general statement about comparison/contrast (21205) • identify appropriate order (e.g., chronological, importance) of details to relationship to main idea (21206) • use the writing process in composing text (e.g., prewriting, drafting, revising, proofreading, and revising) (21207) | <p>The student will:</p> <ul style="list-style-type: none"> • take notes, using a note-taking process, to record data, facts, and/or ideas (21301) • recognize relationships among data, facts, and/or ideas to organize notes (21302) • distinguish relevant from irrelevant ideas or facts (21303) • state the main idea and supporting details or examples using a graphic organizer (21304) • create/write the answers to literal questions about explicit text (“who”, “what”, “where”, “when”, “how”) (21305) • compare and/or contrast facts and/or ideas (21306) • create/write a conclusory sentence about a comparison/contrast (21307) |

| Sample Assessment Tasks | | |
|--|---|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will select main ideas using pictures for note taking.</p> | <ul style="list-style-type: none"> Data collection sheet recording the task and the student’s notes/responses |
| | <p>The student will write a paragraph or prepare a graphic organizer that shows a comparison/contrast of information.</p> | <ul style="list-style-type: none"> Student work product of student’s comparison using graphic organizer, e.g., Venn diagram of weather information; sizes of cities in New York based on population: T-Chart showing top ten cities above 100,000 (New York City, Buffalo, Rochester, Yonkers, Syracuse) and below 100,000 (Albany, Cheektowaga, New Rochelle, Mt. Vernon, Schenectady) |
| | <p>The student will indicate supporting information in the notes that shows that his/her answer to literal questions is accurate.</p> | <ul style="list-style-type: none"> Video clip of the student performing the note taking research to answer a question such as: “How long has Albany been the capital of New York State?” “209 years. The notes say the capital was moved to Albany in 1797 from Kingston, NY.” |

Grade 6

| Key Idea: Writing | | |
|---|--|---|
| 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. 48 | <ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect • Write interpretive essays to <ul style="list-style-type: none"> - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Maintain a writing portfolio that includes literary, interpretive, and responsive writing • Express opinions and support them through specific references to the text, with assistance • Demonstrate understanding of plot and theme, with assistance • Identify and describe characters and their motivations, with assistance • Analyze the impact of the setting, with assistance • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance • Draw conclusions and provide reasons for the conclusions, with assistance • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance | <ul style="list-style-type: none"> • Write original literary texts that develop characters, create a setting, and establish a plot • Write clear, concise, and varied sentences, beginning to develop a personal writing style and voice • Produce clear responses to stories read or listened to, supporting the understanding of characters and events with details from the story |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 6 | | | |
|---|---|---|--|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| ← | ← | → | → |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • create/write stories using personal experiences (22101) • use the writing process in composing text(e.g., prewriting, drafting, revising, proofreading, and revising) (22102) • create/write to respond to literary questions about plot, setting, and/or character (22103) • identify characteristics of writing style in favorite stories (22104) • create pictures, symbols, objects, etc. to communicate a story (22105) | <p>The student will:</p> <ul style="list-style-type: none"> • create/write stories with original plots and/or characters with some development (22201) • use the writing process in composing text(e.g., prewriting, drafting, revising, proofreading, and revising) (22202) • identify details in stories that develop plot (problem/conflict) and/or the characters (relationships, motivation) (22203) • recognize details of setting in stories (22204) • create/write responses to explicit questions about stories using related vocabulary (22205) • recognize writing styles of various authors (22206) | <p>The student will:</p> <ul style="list-style-type: none"> • create/write original stories with well developed/defined setting, plot and/or characters (22301) • write responses to stories using the writing process (22302) • respond to stories using related vocabulary demonstrating an understanding of plot and/or character (22303) • use the writing process to develop clear, concise, and/or varied sentences (22304) • begin to develop a personal writing style (22305) |

| Sample Assessment Tasks | | |
|--|---|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | <p>The student will create pictures to respond to literary questions about character for story journal.</p> | <ul style="list-style-type: none"> Data collection sheet recording the questions and student's responses |
| | <p>The student will create text in which he/she identifies details in stories that develop plot (problem/conflict) and the characters, (relationships, motivation).</p> | <ul style="list-style-type: none"> Student work product of a graphic organizer of plot details and/or character traits with details from the story |
| | <p>The student will write responses to weekly questions posed by the teacher regarding stories read that week.</p> | <ul style="list-style-type: none"> Video clip of the student performing the task |

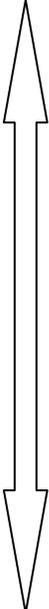
Grade 7

Key Idea: Reading

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. 53 | <ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer • Preview informational texts, with guidance, to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, and/or unclear information • Formulate questions to be answered by reading informational text, with assistance • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions | <ul style="list-style-type: none"> • Locate and use school and public library resources with some direction to acquire information • Read to collect facts and ideas from multiple sources and begin to interpret data • Demonstrate ability to compare and contrast information from a variety of different sources • Identify main ideas and supporting details in informational texts |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 7 | | | |
|---|---|---|---|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library resources to find information (11101) use the school library to acquire information (11102) locate public library (11103) locate organizational text features in original formats, e.g., titles, page numbers, chapters headings, table of contents, indexes (11104) use text features such as captions, charts, tables, and/or maps to gather information (11105) attend to or read to collect facts and/or ideas about a topic (11106) recognizes statements of opinion (11107) re-state or paraphrase collected facts and/or ideas (11108) identify main ideas in informational texts (11109) compare or contrast facts or ideas pertaining to a single topic (11110) | <p>The student will:</p> <ul style="list-style-type: none"> locate and/or use the school library or public library to acquire information (11201) read to collect facts and/or ideas about a chosen topic (11202) identify the main idea and/or supporting details in informational texts (11203) relate facts and/or ideas to chosen topic (11204) distinguishes facts from opinions (11205) compare and/or contrast two comparable subjects using graphic organizer (11206) use facts to support a main idea (11207) draw conclusions based on explicit information about a topic (11208) | <p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11301) read multiple informational texts to collect facts and/or ideas about a single topic (11302) distinguishes facts from opinions (11303) distinguish the relevant from the irrelevant facts and/or ideas (11304) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11305) recognize information that is implied (11306) |

| Sample Assessment Tasks | | |
|--|--|--|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | The student will attend to or read to collect facts about a topic. | <ul style="list-style-type: none"> • T chart with facts about a bus schedule • Student work product of a weather journal with clippings from a newspaper about the weather |
| | The student will read to collect ideas about a chosen topic. | <ul style="list-style-type: none"> • Audio/video clip of student answering the questions of the ideas (e.g. better ways to do whatever; other opinions about, pros and cons, etc) |
| | The student will read multiple informational texts to collect facts about a single topic (student should have a minimum of three texts). | <ul style="list-style-type: none"> • Work product of the title of student's topic choice with the data marked/highlighted pages, notes, etc.; (e.g. student circled notes, notes written on note cards, pictures taken from text, or pages downloaded from the Internet with facts/ideas highlighted, etc.) |

Grade 7

Key Idea: Reading

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. 53 | <ul style="list-style-type: none"> • Recognize that one text may generate multiple interpretations • Interpret characters, plot, setting, and theme, using evidence from the text • Identify the author’s point of view, such as first-person narrator and omniscient narrator • Recognize recurring themes in a variety of literary works • Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author’s message or intent • Recognize how the author’s use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Read silently and aloud from a variety of genres, authors, and themes • Identify questions of personal importance and interest, and list works of literature that addresses them • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version | <ul style="list-style-type: none"> • Compare motives of characters, cause of events and importance of setting in literature to their own lives • Compare different mediums of a literary work with the written version • Identify poetic elements in order to understand poetry (such as rhyme, rhythm, and repetition) • Recognize the use of literary devices, such as simile and metaphor |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 7 | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> attend to or read to make predictions, identify clues (12101) attend to or read to identify favorite and/or least favorite parts of a story (12102) attend to or read to relate setting, events, and/or characters to personal experience or the experience of others (12103) attend to or read to identify key details about setting, events and/or characters (12104) attend to or read to identify motives of characters (12105) attend to or read to identify changes in characters in a story (12106) attend to or read to identify different genres (12107) attend to or read to identify the author’s message (12108) | <p>The student will:</p> <ul style="list-style-type: none"> tell what happens in a story in sequence (plot) (12201) provide details about events (plot): “who”, “what”, “where”, “when”, “how” (12202) identify changes in characters and/or their personalities reflected in their actions and/or words (12203) identify implicit motives of characters (12204) make predictions or draw conclusions about characters or plot based on specific details in stories (12205) recognize the same story can be told in different genres (12206) explain author’s message using details from the story (12207) distinguish prose from poetry (12208) recognize poetic elements: rhyme patterns, rhythm, and/or repetition(12209) identify details in a story or poem that appeal to the senses (12210) | <p>The student will:</p> <ul style="list-style-type: none"> identify causes of events in stories (12301) identify character’s motivations (12302) explain how setting affects the events or characters in a story (12303) show how one character is similar to or different from another character in the story in actions or words (12304) compare two versions of the same story: in written text and/or in some other form, e.g., film, cartoon, song (12305) read poetry using rhyme, rhythm and/or repetition to enhance understanding (12306) recognize similes (comparisons using <i>like</i> or <i>as</i>) in stories and/or poetry (12307) recognize metaphors (comparisons, without using <i>like</i> or <i>as</i>, of two things that are basically different but have one similarity) in stories and/or poetry (12308) |

| Sample Assessment Tasks | | |
|--|--|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| Less Complex  More Complex | The student will attend to stories presented from two genres. | <ul style="list-style-type: none"> Data collection sheet recording the student attending to a fictional story and a play about the same topic |
| | The student will tell how the same story written in two different genres is alike and different. | <ul style="list-style-type: none"> Audio/video clip of student indicating which two out of three genres are the same story |
| | The student will tell how two common stories from different genre are alike and different. | <ul style="list-style-type: none"> Audio/video clip of student identifying the pair and explaining the similarities and differences Graphic organizer comparing and contrasting the two genres telling the same story |

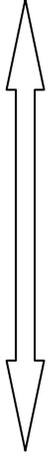
Grade 7

Key Idea: Listening

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. 57 | <ul style="list-style-type: none"> • Identify essential information for note taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multi-step directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information • Draw conclusions and make inferences on the basis of explicit information • Recognize that the speaker’s voice quality and delivery impact communication, with assistance | <ul style="list-style-type: none"> • Listen to and follow multi-step directions that provide information about a task or assignment • Identify essential information for note taking • Draw conclusions on the basis of explicit information |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 7 | | | |
|---|---|---|---|
| POSSIBLE ENTRY POINTS for Listening | | | |
| Less Complex | | More Complex | |
| ← | → | ← | → |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> listen to and follow one-step directions to perform a task or assignment (31101) respond to speaker (e.g. yes/no questions, choice decisions, etc.) (31102) distinguish between fact and/or opinion (31103) identify how details are related to main ideas and/or each other (31104) take notes (main ideas) while listening (31105) | <p>The student will:</p> <ul style="list-style-type: none"> listen to and follow two-step directions that provide information about a task or assignment (31201) draw conclusions on the basis of explicit information and/or relationships within information (31202) take notes of main ideas and supporting details while listening (31203) | <p>The student will:</p> <ul style="list-style-type: none"> listen to and follow multi-step, directions that provide information about a task or assignment using a flow chart (31301) listen to an oral presentation and/or identify essential information via note taking (31302) listen to an oral presentation and/or draw conclusions on the basis of explicit information presented (31303) identify essential details when note taking (31304) |

| Sample Assessment Tasks | | |
|--|--|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | <p>The student will listen to an editorial from a newspaper and an informational piece from the internet to identify which one is fact-based and which one is opinion-based.</p> | <ul style="list-style-type: none"> • Data collection sheet recording student responses |
| | <p>The student will listen to and follow two-step verbal directions that provide information about a task or assignment.</p> | <ul style="list-style-type: none"> • Video clip of student following the two-step directions and completing the task |
| | <p>The student will listen to guest lecturers discussing various career paths and will draw one conclusion about each lecture.</p> | <ul style="list-style-type: none"> • Student work product of the conclusion the student drew from one of the lecturers |

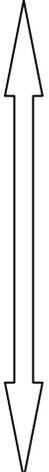
Grade 7

Key Idea: Listening

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. 57 | <ul style="list-style-type: none"> • Interpret and respond to texts on a variety of themes from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text • Recognize different levels of meaning in presentations • Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response • Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings • Recognize social, historical, and cultural features in presentations of literary texts, with assistance | <ul style="list-style-type: none"> • Respond to and interpret texts from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend literary text • Recognize how the author's use of repetition, rhythm, rhyme, and/or figures of speech affect the listener's understanding of literary text |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 7 | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Listening | | | |
| Less Complex | | More Complex | |
| Standard 2 | <p>The student will:</p> <ul style="list-style-type: none"> • respond to different genres and/or authors' works read aloud (32101) • recognize rhyme and/or rhythm in poetry (32102) • identify story elements: character, plot, setting (32103) • take part in small group and/or classroom literary discussions to identify the author's purpose and/or message (32104) • recognize the use of literary devices: rhyme, rhythm, personification and/or simile to enhance appreciation of literature (32105) | <p>The student will:</p> <ul style="list-style-type: none"> • listen to stories to recognize that the author's style affects appreciation and/or understanding of literary text (32201) • listen to stories to identify details that imply information about a character (32202) • recognize that the author's use of literary devices affects a listener's appreciation and/or understanding of literary text (32203) • recognize that the author's message may be implied and not explicit (32204) | <p>The student will:</p> <ul style="list-style-type: none"> • listen to class lectures and/or small group and/or classroom discussions to comprehend and/or interpret literary text (32301) • begin to interpret texts using inferences about characters (32302) • identify literary devices in texts to support interpretations of stories and/or poems (32303) • recognize that the author's use of literary devices affects a listener's understanding of literary text (32304) |

| Sample Assessment Tasks | | |
|--|--|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Less Complex</p>  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">More Complex</p> | <p>The student will take part in the small group discussion by indicating a question or response to a question about the author’s message.</p> | <ul style="list-style-type: none"> • Audio/video clip of student taking part in discussion and answering follow-up questions |
| | <p>The student will listen to two different stories to recognize that the author’s style affects appreciation and understanding of literary texts by indicating which story he/she likes better and giving one reason why.</p> | <ul style="list-style-type: none"> • Data collection sheet recording student responses |
| | <p>The student will listen to class lectures and will retell what happens in the story within a small group in order to comprehend and/or interpret literary text.</p> | <ul style="list-style-type: none"> • Audio/video clip of student completing the task |

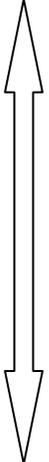
Grade 8

Key Idea: Reading

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. 59 | <ul style="list-style-type: none"> • Locate and use school and public library resources independently to acquire information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts • Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment • Preview informational texts to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, or unclear information • Formulate questions to be answered by reading informational text • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions | <ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Read to collect facts and ideas from multiple sources and interpret data • Demonstrate ability to compare and contrast information from a variety of different sources • Identify main ideas and supporting details in informational texts |

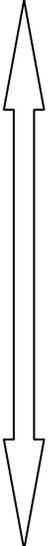
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 8 | | | |
|---|---|--|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> locate the school library or public library to acquire information (11101) attend to or read to collect facts and/or ideas about a chosen topic (11102) identify the main idea and/or supporting details in informational texts (11103) relate facts and/or ideas to chosen topic (11104) compare and/or contrast two comparable subjects using charts and/or graphic organizers (11105) use facts to support a main idea (11106) | <p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources to acquire information (11201) collect facts and/or ideas from more than one text (11202) distinguish facts from opinions (11203) distinguish the relevant from the irrelevant facts and/or ideas (11204) distinguish similar and/or dissimilar information from a variety of sources about the same topic (11205) recognize information that is implied (11206) recognize the difference between implicit and/or explicit information (11207) draw conclusions based on explicit information about a topic (11208) | <p>The student will:</p> <ul style="list-style-type: none"> use the school library and/or public library resources independently to acquire information (11301) research library resources to collect facts and/or ideas about a given topic from multiple sources (11302) compare and/or contrast information from multiple sources (11303) identify statements of fact and/or opinion (11304) select relevant facts and/or data to support given topic (11305) draw conclusions based on explicit and/or implicit information (11306) interpret information (11307) read multiple informational texts to collect facts and/or ideas about a single topic (11308) |

| Sample Assessment Tasks | | |
|--|--|---|
| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will relate facts and ideas to the chosen topic by matching objects, symbols, drawings, or pictures related to the topic.</p> | <ul style="list-style-type: none"> • Data collection sheet recording student answering through yes/no responses whether an object matched the topic • Student work product of a collage of all objects, symbols, drawings, or pictures (yes answers) that relate to the topic |
| | <p>The student will sort a group of pictures, words, or sentence strips into two groups: those which relate to the topic and those which do not relate to the topic.</p> | <ul style="list-style-type: none"> • Video clip of the student performing the task |
| | <p>When presented with a main idea and various facts and/or data, the student will select the facts or data that support a main idea.</p> | <ul style="list-style-type: none"> • Data collection sheet recording the student's responses |

Grade 8

| Key Idea: Reading | | |
|---|--|---|
| Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | | |
| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
| Pg. 60 | <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - question the writer’s assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented | <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented |

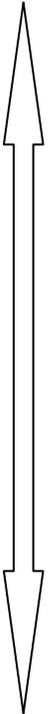
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 8 | | | |
|---|---|--|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 3 | <p>The student will:</p> <ul style="list-style-type: none"> attend to or read to identify central idea (13101) attend to or read to identify the similar information in two sources (13102) attend to or read to compare similar information to find differences (13103) attend to or read to identify author's purpose (13104) attend to or read to identify personal experience similar to text (13105) attend to or read to recognize differences in perspectives, such as cultural or historical, on an issue presented in one or more than one text (13106) state personal criteria for opinions about specific texts (13107) | <p>The student will:</p> <ul style="list-style-type: none"> identify the central idea and/or supporting ideas in age appropriate text (13201) recognize relative importance of supporting details (13202) determine whether support justifies positive evaluation of the central idea (13203) compare related information to help determine validity (13204) check accuracy of information by considering author's purpose and/or concurrence with personal experience (13205) recognize that various perspectives may alter opinions about a literary text (13206) use personal criteria to evaluate quality of literary works (13207) | <p>The student will:</p> <ul style="list-style-type: none"> use strategies to determine validity and/or accuracy of information: e.g., adequate support, compare/contrast similar texts or data or personal experience, author's purpose, different perspectives (13301) use established criteria to evaluate literary works (13302) form a personal opinion about a literary work based on personal criteria (13303) |

| Sample Assessment Tasks | | |
|--|--|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | <p>The student will attend to or read to identify similar information in two sources by indicating “yes” or “no” to questions.</p> | <ul style="list-style-type: none"> • Audio clip of the student performing the task (e.g. answering questions such as: Are the numbers the same? Is the information the same? Are the results the same? Are the names of the people the same? etc.) |
| | <p>The student will identify valid information by matching it to similar information in other sources.</p> | <ul style="list-style-type: none"> • Student work product of documentation of research about information from a bibliography with notes verifying information found in each work • Audio/video clip of student matching information in a book to information from an internet web site |
| | <p>The student will answer questions about the author’s purpose and perspective to determine the validity of information.</p> | <ul style="list-style-type: none"> • Audio clip of student presenting conclusions of research about the author, answering the questions about whether the information is valid. |

Grade 8

| Key Idea: Writing | | |
|--|--|---|
| 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. 61 | <ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, to develop research reports • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format • Take research notes, using a note-taking process • Use outlines and graphic organizers, such as semantic webs, to plan reports • Include relevant and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Cite sources in notes and bibliography, using correct form • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing | <ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas • Write accurate and complete responses to questions about informational material • Identify an appropriate format for sharing information such as outlines and graphic organizers • Write clear concise and varied sentences, developing a personal writing style and voice |

| ALTERNATE GRADE LEVEL INDICATORS – GRADE 8 | | | |
|---|---|--|---|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| ← | ← | → | → |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> • connect details to main idea examples using a graphic organizer (21101) • convey answers to literal questions about explicit text (“who”, “what”, “where”, “when”, “how”) (21102) • create a graphic organizer to record facts and/or ideas (21103) • take notes to record data , facts, and/or ideas (21104) • organize notes logically about a topic (21105) • retell (summarize) informational text in own words (21106) • create pictures, symbols, objects, etc. to communicate information (21107) | <p>The student will:</p> <ul style="list-style-type: none"> • use a note-taking process, to record data, facts, and/or ideas (21201) • recognize the relationship among the facts and/or ideas (e.g. importance, cause and/or effect, support, opposition, etc.) (21202) • take notes distinguishing relevant and/or irrelevant ideas, facts, or data (21203) • takes notes identifying the main idea and/or its supporting details or examples (21204) • compare and/or contrast facts, ideas, and/or data (21205) | <p>The student will:</p> <ul style="list-style-type: none"> • use a note-taking process demonstrating relationships among relevant data, facts, and/or ideas from multiple informational texts (21301) • create/write clear sentences to answer literal questions or to present information (“who”, “what”, “where”, “when”, “how”, “why”) about explicit informational text (21302) • use information to support answers to literal questions (21303) • use outline or other organizer to share information (21304) • expand on an idea using a graphic organizer to share information about a comparison and/or contrast (21305) |

| Sample Assessment Tasks | | |
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| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| Less Complex  More Complex | The student will organize the notes about steps of recipes in sequence from first step to last step. | <ul style="list-style-type: none"> Data collection sheet recording the student's responses to organizing various recipes for cooking class |
| | The student will create text, chart or other graphic organizer to share information about a comparison/contrast. | <ul style="list-style-type: none"> Student work product of a graphic organizer completed by student expressing the comparison of two things (e.g., sale of apples in New York compared to other states) |
| | The student will create text to respond to literal questions using information from various resources for support. | <ul style="list-style-type: none"> Video clip of the student performing the tasks by writing to questions such as: "Why did the American colonies revolt against Great Britain?" "How did the American colonies manage to win their independence from such a powerful country as Great Britain?" "What is an effect of the rising or lessening of the cost of gas?" |

Grade 8

Key Idea: Writing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
|----------------------------|---|--|
| Pg. 62 | <ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation | <ul style="list-style-type: none"> • State an opinion or predict possible outcomes by providing supporting evidence • Select content and choose strategies for written presentation on the basis of audience, purpose, and content |

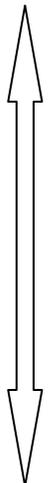
| ALTERNATE GRADE LEVEL INDICATORS – GRADE 8 | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| Standard 3 | <p>The student will:</p> <ul style="list-style-type: none"> • recognize appropriate predictions based on text about possible outcomes (23101) • recognize concepts of audience, purpose and/or content in text (23102) • recognize that opinion-based writing requires facts, examples or reasons to support an opinion (23103) • identify relevant and/or irrelevant information (23104) • identify facts and/or opinions (23105) • state an opinion about a text (23106) | <p>The student will:</p> <ul style="list-style-type: none"> • read stories and/or make predictions about possible outcomes and/or explain reasoning, by using evidence (23201) • create/write persuasive, expository, or descriptive sentences about one topic for a particular audience (23202) • recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23203) • use a graphic organizer to share details to develop a description (23204) • use a graphic organizer to share details to develop exposition (23205) • use a graphic organizer to share facts to support an opinion (23206) • check the validity of facts or examples in persuasive writing (23207) • recognize the strategies necessary for effective persuasion, exposition (informational) and/or description (23208) | <p>The student will:</p> <ul style="list-style-type: none"> • make a prediction about a possible outcome and/or provide supporting evidence or state an opinion and/or provide supporting evidence (23301) • use a graphic organizer to develop content for a written presentation for a particular audience and/or purpose (23302) • identify independently persuasive techniques in editorials or advertising (23303) • check the validity of facts or examples in persuasive writing (23304) • create/write a persuasive, expository, or descriptive paragraph for a particular audience (23305) |

| Sample Assessment Tasks | | |
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| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div> <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will show which of two pictures out of five pictures show events of fact.</p> | <ul style="list-style-type: none"> • Video clip of student selecting two pictures that show factual events from a choice of five different pictures |
| | <p>The student will create text that includes several persuasive statements appropriate for a particular audience, chosen by the student. (e.g., teacher, parent, principal, another student, editor of the local or school newspaper) about a topic chosen by the student.</p> | <ul style="list-style-type: none"> • Work product of student writing to the principal about school lunch |
| | <p>The student will create a text (minimum of one paragraph) in which he/she states an opinion and provides supporting evidence.</p> | <ul style="list-style-type: none"> • Work product of student paragraph(s) |

High School

| Key Idea: Reading | | |
|--|--|---|
| 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. 66 | <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - define a purpose for reading by asking questions about what they need to know for their research • Use specialized reference sources, such as glossaries and directories • Read and follow written, complex directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - demonstrate task awareness by employing flexible strategies • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words and phrases to generate research questions • Recognize the defining features and structures of informational texts • Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites • Identify and evaluate the validity of informational sources, with assistance • Distinguish a verifiable statement from hypothesis, and assumption and facts from opinion, with assistance • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> - employ a range of post-reading practices | <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research • Read to collect facts and ideas from multiple sources and interpret data • Demonstrate ability to compare and contrast information from a variety of different sources and begin to analyze this information • Identify main ideas and supporting details in informational texts |

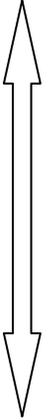
| ALTERNATE GRADE LEVEL INDICATORS – HIGH SCHOOL | | | |
|---|--|--|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 1 | <p>The student will:</p> <ul style="list-style-type: none"> • use the school library and/or public library resources to identify a resource with information on a topic (11101) • attend to or read multiple informational texts to collect facts and/or ideas about a single topic (11102) • attend to or read text to distinguish facts from opinions (11103) • attend to or read to distinguish the relevant from the irrelevant facts and/or ideas (11104) • attend to or read to distinguish similar and/or dissimilar information from a variety of sources about the same topic (11105) • use text features to find information: book titles, chapter titles, headings, subtitles, etc. (11106) | <p>The student will:</p> <ul style="list-style-type: none"> • use the school library or public library resources to acquire information (11201) • research library resources to collect facts and/or ideas about a given topic from multiple sources (11202) • compare and/or contrast information from multiple sources (11203) • identify statements of fact and/or opinion (11204) • select relevant facts and/or data to support given topic (11205) • draw conclusions based on explicit and/or implicit information (11206) • interpret information using strategies (11207) • recognize information that is implied (11208) | <p>The student will:</p> <ul style="list-style-type: none"> • use the school and/or public library resources for information and/or research (11301) • interpret facts, data, and/or ideas gathered from libraries’ multiple resources (11302) • connect research data, both explicit and/or implicit, and/or draw conclusions (11303) • develop opinions based on information (11304) • support opinions with relevant information (11305) |

| Sample Assessment Tasks | | |
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| Sample Assessment Tasks: | | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will distinguish facts from opinions by sorting cards with words, pictures, objects, symbols, etc. of real and unreal objects (animals, plants, etc) into two stacks: real and unreal.</p> | <ul style="list-style-type: none"> • Student work product with pictures indicated, labeled real and unreal |
| | <p>The student will interpret information by drawing logical/reasonable conclusions from various facts.</p> | <ul style="list-style-type: none"> • Video clip of completion of activity |
| | <p>The student will look at topographical maps of home area and answer questions about different features.</p> | <ul style="list-style-type: none"> • Work product of a topographical map with questions (such as: what is this small blue area? (a pond, a lake, perhaps specific name); why is this area green? (it is land); what do these brown lines that are close together show? (there's a hill that is quite steep); what do these blue lines show? (a creek or river); what does this group (pointing to plants) show? (marsh area) |

High School

| Key Idea: Reading | | |
|---|---|--|
| Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | | |
| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
| Pg. 67 | <ul style="list-style-type: none"> • Form opinions and make judgments about the accuracy of information and personal texts • Generate a list of significant questions to assist with analysis of text • Analyze and evaluate nonfiction texts <ul style="list-style-type: none"> - determine the significance and reliability of information - focus on key words/phrases that signal that the text is heading in a particular direction • Analyze and evaluate poetry to recognize the use and effect of <ul style="list-style-type: none"> - rhythm, rhyme, and sound pattern - repetition - differences between language of the poem and everyday language of readers • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences | <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information • Form opinions and make judgments about literary works |

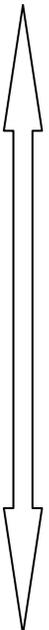
| ALTERNATE GRADE LEVEL INDICATORS - HIGH SCHOOL | | | |
|---|--|---|--|
| POSSIBLE ENTRY POINTS for Reading | | | |
| Less Complex | | More Complex | |
| Standard 3 | <p>The student will:</p> <ul style="list-style-type: none"> attend to or read to identify central ideas and/or supporting ideas in grade level text (13101) attend to or read to determine whether support justifies positive evaluation of central idea (13102) attend to or read to compare related information to help determine validity (13103) recognize that various perspectives may alter opinions about a literary text (13104) use personal criteria to evaluate quality of literary works (13105) | <p>The student will:</p> <ul style="list-style-type: none"> use strategies to determine validity and/or accuracy of information: e.g., adequate support, comparison/contrast to similar texts or data or personal experience, author’s purpose, different perspectives (13201) use research resources to check reliability of sources of informational texts (13202) use established criteria to evaluate literary works (13203) form a personal opinion about a literary work based on personal criteria (13204) | <p>The student will:</p> <ul style="list-style-type: none"> use strategies to determine validity and/or accuracy of information: e.g., adequate support, comparison/contrast to similar texts or data or personal experience, author’s purpose, different perspectives, reliability of sources (13301) use personal and/or established criteria to evaluate quality of literary works (13302) form judgments about literary works based on established criteria (13303) |

| Sample Assessment Tasks | | |
|--|---|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p>Less Complex</p>  <p>More Complex</p> | <p>The student will use personal criteria through yes/no response to evaluate quality of literary works.</p> | <ul style="list-style-type: none"> • Audio clip of student answering the questions (such as: Did you like the illustrations? Was the book too long? Was the book easy to read? Did you like the characters? Did you like the topic?, etc.) |
| | <p>The student will name or select books that he/she has read/heard and explain why he/she likes them.</p> | <ul style="list-style-type: none"> • Audio/video clip of the student selecting two books and explaining/indicating that he/she liked them, for example, because they are both about animals |
| | <p>Using personal and established criteria, the student will maintain a journal with titles, authors and comments on texts.</p> | <ul style="list-style-type: none"> • Student work product of a reading journal checklist in which student records title, author and judgments of each book read and indicating level of recommendation to others for reading the book |

High School

| Key Idea: Writing | | |
|--|--|---|
| 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. 68 | <ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing, with assistance • Analyze data and facts to communicate information • Take notes from written and oral texts, such as lectures and interviews • Use a range of organizational strategies to present information • Apply new information in different contexts and situations • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet • Define the meaning of and understand the consequences of plagiarism • Use paraphrase and quotation in order to communicate information most effectively • Use charts, graphs, or diagrams to illustrate informational text • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography • Maintain a portfolio that includes informational writing | <ul style="list-style-type: none"> • Take notes using a note-taking process • Write accurate and complete responses to questions about informational material • Identify an appropriate format for sharing information such as outlines, graphic organizers, and semantic webs • Write clear concise and varied sentences, demonstrating a personal writing style and voice |

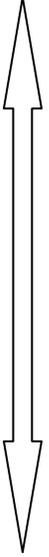
| ALTERNATE GRADE LEVEL INDICATORS – HIGH SCHOOL | | | |
|---|---|--|--|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| <p>Standard 1</p> | <p>The student will:</p> <ul style="list-style-type: none"> • identify relevant and/or irrelevant ideas, facts, and/or data (21101) • connect details to main idea examples using a graphic organizer (21102) • convey answers to literal questions about explicit text (“who”, “what”, “where”, “when”, “how”) (21103) • create a organizer to compare facts and/or ideas (21104) • take notes to record ideas, facts, and/or data (21105) • create pictures, symbols, objects, etc to communicate information (21106) • retell (summarize) informational text in own words (21107) | <p>The student will:</p> <ul style="list-style-type: none"> • use a note-taking process and/or the relationships among relevant ideas, facts, and/or data to record notes (21201) • create/write clear sentences to answer literal questions or to present information (“who”, “what”, “where”, “when”, “how”, “why”) about explicit informational text (21202) • use information to support answers to literal questions (21203) • use outline or other organizer to share information (21204) • expand on an idea using a graphic organizer to share information about a comparison and/or contrast (21205) | <p>The student will:</p> <ul style="list-style-type: none"> • take accurate notes using a note-taking process (21301) • use clear, concise sentences to express self to answer literal questions or to present information about informational text (21302) • select and/or use appropriate formats for sharing information; e.g., outlines, graphic organizers, or semantic webs (21303) |

| Sample Assessment Tasks | | |
|--|---|--|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div> | <p>The student will select cards with symbols, words, pictures, etc. representing data, facts, and/or ideas in text and arrange them in a graphic organizer used for note taking.</p> | <ul style="list-style-type: none"> • Video clip of the student completing the task • Work product of student’s completed graphic organizer |
| | <p>The student will read an informational text and/or listen to a lecture about an informational subject to record data, facts, and/or ideas following the note-taking process.</p> | <ul style="list-style-type: none"> • Data collection sheet recording the student’s performance of following the note taking process to record data, facts, and/or ideas |
| | <p>The student will take accurate notes by following the note-taking process by providing main ideas of text or lecture along with supporting information.</p> | <ul style="list-style-type: none"> • Student work product of student notes on a written informational text or class lecture |

High School

| Key Idea: Writing | | |
|---|---|---|
| Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | | |
| ELA Core Curriculum (2005) | Grade-Specific Performance Indicators | Essence of Indicators |
| Pg. 69 | <ul style="list-style-type: none"> • State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences • Use strategies designed to influence or persuade in advertisements • Maintain a writing portfolio that includes writing for critical analysis and evaluation | <ul style="list-style-type: none"> • State an opinion, predict possible outcomes, and present a hypothesis providing supporting evidence • Use strategies designed to influence or persuade in advertisements |

| ALTERNATE GRADE LEVEL INDICATORS – HIGH SCHOOL | | | |
|---|---|--|---|
| POSSIBLE ENTRY POINTS for Writing | | | |
| Less Complex | | More Complex | |
| Standard 3 | <p>The student will:</p> <ul style="list-style-type: none"> • make predictions about possible outcomes and/or explain reasoning using evidence (23101) • create/write persuasive, expository, or descriptive piece, about one topic for a particular audience (23102) • recognize use of persuasion in our everyday lives (e.g., magazines, television, elections) (23103) • use a graphic organizer to share details to develop a description (23104) • use a graphic organizer to share details to develop exposition (23105) • use a graphic organizer to share facts to support an opinion or state an opinion about a text (23106) | <p>The student will:</p> <ul style="list-style-type: none"> • make a prediction about a possible outcome and/or provide supporting evidence or state an opinion and/or provide supporting evidence (23201) • use a graphic organizer to develop content for a written presentation for a particular audience and/or purpose (23202) • identify persuasive techniques used in editorials or advertising (23203) • check the validity of facts or examples in persuasive writing (23204) • write a persuasive, expository, or descriptive paragraph for a particular audience (23205) | <p>The student will:</p> <ul style="list-style-type: none"> • write composition stating an opinion and/or providing convincing support (23301) • use writing to predict possible outcome and/or providing supporting evidence (23302) • present in writing a hypothesis and/or provide supporting evidence (23303) • identify persuasive techniques in a simple ad, an editorial or other attempts to persuade (e.g., false cause, hasty generalization, plain folks, testimonials, etc.) (23304) |

| Sample Assessment Tasks | | |
|--|--|---|
| | Sample Assessment Tasks: | Possible Assessment Strategies and Datafolio Products |
| <p style="text-align: center;">Less Complex</p>  <p style="text-align: center;">More Complex</p> | <p>The student will use pictures and/or symbols to create text that is descriptive about one topic for one audience.</p> | <ul style="list-style-type: none"> Sequenced captioned dated pictures of the student completing the task |
| | <p>The student will view an advertisement from a magazine or newspaper and identify three details that make the ad persuasive.</p> | <ul style="list-style-type: none"> Video clip of student completing the task of identifying things such as: color, photographs or illustrations, specific words (SALE) or the use of propaganda techniques |
| | <p>The student will identify different persuasive techniques in an editorial or other attempt to persuade.</p> | <ul style="list-style-type: none"> Video clip of the student identifying terms such as false cause, hasty generalization, plain folks, testimonials, etc. |