



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Extended Content Standards: A Support Resource for the Georgia Alternate Assessment

English Language Arts, Mathematics,
and Science

Grade 5

2022-2023

Table of Contents

Acknowledgments.....	3
Background	4
Purpose of the Extended Content Standards Resource Guide	4
Overview of Extended Content Standards	5
Utilizing Extended Content Standards.....	7
Utilizing the Extended Content Standards Resource for Instruction	7
Utilizing the Extended Content Standards Resource for Assessment	7
Identifying Current and Possible Future Student Skills.....	7
Implicit Understandings	8
Additional Considerations	8
Additional Considerations for Language Extended Content Standards	8
Additional Considerations for Reading Foundations and Reading Extended Content Standards.....	8
Additional Considerations for Writing Extended Content Standards	9
Additional Considerations for Speaking/Listening Extended Content Standards.....	9
Additional Considerations for Mathematics Extended Content Standards.....	10
Additional Considerations for Science Extended Content Standards.....	10
Additional Considerations for Social Studies Extended Content Standards	10
Understanding the Format of the Extended Content Standards.....	11
Definition of Terms Used within Extended Content Standards.....	13
Grade 5: English Language Arts.....	16
Grade 5: Mathematics	67
Grade 5: Science	96

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Georgia educators with expertise in teaching students with significant cognitive disabilities

Background

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state’s content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics for use beginning in the 2018-2019 school year.

Purpose of the Extended Content Standards Resource Guide

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state’s content standards and, when appropriate, their related indicators. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or “extended”) from the grade level standard. Each extension is an entry point that demonstrates how educators can teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia educators who work with students with significant disabilities worked toward developing extensions for content standards that appear on the GAA 2.0 Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA 2.0 resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and as a support for assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, and instructional strategies, to appropriately instruct each student and plan for their assessment. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score within the GAA 2.0 assessment.

Overview of Extended Content Standards

Specific skills contained within the extended content standard utilize directional vocabulary. Directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage, which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. It is possible to teach an isolated skill within a level, but there are many benefits to teaching multiple skills within and across levels. Students can gain a deeper understanding of a concept when instructed on multiple skills within a level. By teaching skills across levels, students can learn concepts which will lead to an understanding closer to meeting the general education content standard.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Least Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

Utilizing Extended Content Standards

Utilizing the Extended Content Standards Resource for Instruction

The extended content standards within this resource are appropriate for assisting educators in identifying skills to teach within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/indicator may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

Utilizing the Extended Content Standards Resource for Assessment

The extended content standards are an important resource for both instruction and assessment. Incorporating these extensions into daily instruction will provide opportunities for students to participate in standards-based instruction. It is also important to note that there is a strong linkage between instruction and assessment, as tasks on the GAA 2.0 are aligned to these same extensions.

Providing instruction on the extended content standards does not detract from the importance of individualized instruction, which will continue to be the hallmark of special education. In addition to individualizing instruction on the extended content standards, teachers will need to provide instruction in other skills (e.g., communication, behavioral, life) to meet student needs.

Identifying Current and Possible Future Student Skills

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and in the rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

Implicit Understandings

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant cognitive disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

Additional Considerations

Additional Considerations for Language Extended Content Standards

The Language Extended Content Standards are related to a) the use of conventions of standard English grammar and usage when writing or speaking, b) the use of the conventions of capitalization, punctuation, and spelling when writing, and c) the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text or texts written by the student.

Language 1 and Language 2 standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student skills into the speaking or writing tasks in which the student engages.

For Language Standards, students may utilize adapted communication strategies, adapted text, and/or adapted writing strategies.

Additional Considerations for Reading Foundations and Reading Extended Content Standards

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text: informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the

skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Writing Extended Content Standards

The writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative.

The Georgia Standards of Excellence writing standards in grades 3 – 8 and high school include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. However, the Writing Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student work into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

Additional Considerations for Speaking/Listening Extended Content Standards

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. Speaking/Listening Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to allow student participation in discussions within the classroom and school environment. To complete these

standards, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals.

Additional Considerations for Mathematics Extended Content Standards

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

Additional Considerations for Science Extended Content Standards

The Georgia Standards of Excellence for Science have shifted away from the use of the Characteristics of Science to asking the student to actively engage in Science and Engineering Practices and apply Crosscutting Concepts to deepen the understanding of Core Disciplinary Ideas. The Science Extended Content Standards for GAA assessed grades 5 and 8, and high school courses of Biology and Physical Science reflect this shift. The extensions include learning verbs focused on the involvement of the student in the Science and Engineering Practices, which reflect an understanding of the Core Disciplinary Idea contained in the standard/element. Some extensions involve the use of visual/tactile representations and models, student involvement in scientific investigations (experiments) and the student communicating ideas using their primary mode of communication.

Additional Considerations for Social Studies Extended Content Standards

The Social Studies Extended Content Standards utilize the Georgia Standards of Excellence in grades 5 and 8, and in the High School History and Economics courses. The standards and elements included in the extensions mirror those in the GAA Blueprint.

Several social studies elements relate to the role of people and events within a historical context. These elements require more than the identification of a picture of a person or place. While visual identification may be included within a learning activity, the extensions focus on the importance and role of that person or event within the time period being studied.

Understanding the Format of the Extended Content Standards

Samples of the extended content standards are presented on the next two pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the sample.

Understanding the Format of the Extended Content Standards

Standard Description

Grade, Subject, Domain ➤ High School : ELA Writing (W)

Standard Abbreviation ➤ **ELAGSE11-12.W.1**

Indicator / Element Letter ➤ c.

Level ➤ **Least Complex** ←————→ **Most Complex**

Indicator / Element Description ➤ **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

Indicator / Element Description ➤ **Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

Implementation Text ➤ *Utilizing written/visual material (including symbols and objects) within a written argument:*

Extended Content Standards ➤

<p>Make a differentiated response to identify an object or a word/phrase/clause used to clarify the relationships between claim(s) and reasons.</p>	<p>Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.</p>	<p>Add an appropriate word/phrase/clause to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.</p>	<p>Develop sentences using words/phrases/clauses to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.</p>
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Extended Content Standards ➤

Footer ➤ Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Footer ➤ Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
 - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
 - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
 - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified

components, at a slower pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
 - the student utilizing a preferred and consistent mode of communication; and
 - the student utilizing adapted materials to assist in the production of a written product.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refers to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refers to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted in terms of complexity, format, and/or presentation to meet the needs of the student. In addition, materials can reflect a real-world application so that the content and skill become more relevant to the student.

- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:
 - **Consistent Eye Gaze** in which a student maintains a look at materials/picture/communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
 - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
 - **Sign language**;
 - **Speech**; and
 - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refer to materials which reflect activities or utilization of skills which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards includes:
 - **Informational text**, which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
 - **Literary text**, which is fictional and includes dramas, poems, and stories.
 - **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

Grade 5: English Language Arts

Grade 5: ELA: Language (L)

ELAGSE5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Respond differentially to expand a sentence for added meaning.	Identify two sentences that can be combined.	Combine two or more sentences. Reduce a sentence by eliminating information that is not needed.	Expand a sentence.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Least complex	
Most complex	

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify words that provide a context clue to the meaning of a word/phrase.	Match an unknown word/phrase to a possible meaning found within the sentence/paragraph.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.	Define an unknown word/phrase within a sentence using context clues.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Least complex	
Most complex	

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify a common Greek or Latin affix or root.	Identify common, grade-appropriate Greek and Latin affixes and roots. (e.g., identify the root and affix in the word <i>autograph</i>).	Identify the meaning of common, grade-appropriate Greek and Latin affixes and roots. (e.g., given the meaning of the prefix <i>auto-</i> and the root <i>graph</i> , identify the meaning of the word <i>autograph</i>).	Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word. (e.g., given the meaning of the prefix <i>auto-</i> determine the meaning of the word <i>autograph</i>).

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
Least complex		Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify a reference material.	Use reference materials to locate the meaning of words and phrases.	Use reference materials to identify the precise meaning of words and phrases.	Use reference materials to clarify the precise meaning of words and phrases.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.5		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
		a.	Interpret figurative language, including similes and metaphors, in context.
Least complex			Most complex
<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Identify a simple simile or metaphor.	Identify the meaning of a simple simile or metaphor.	Identify the meaning of a simple simile or metaphor in context.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
b.	Recognize and explain the meaning of common idioms, adages, and proverbs.
Least complex	Most complex

	Match a common idiom, adage, or proverb with possible meaning.	Identify a common idiom, adage, or proverb.	Identify the meaning of a common idiom, adage, or proverb.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make differentiated responses to identify words that are synonyms or antonyms.	Identify a synonym or an antonym of a given word.	Identify the relationship between a set of words.	Distinguish the meaning of a word among a synonym, an antonym, and/or a homograph in context (e.g., bow, bow, straighten).

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Language (L)

ELAGSE5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
Least complex		Most complex

	Identify general academic and domain-specific vocabulary.	<p>Complete a sentence using general academic and domain-specific vocabulary.</p> <p>Identify words which signal relationships between ideas/concepts.</p>	<p>Develop a statement/sentence using general academic vocabulary and domain-specific vocabulary.</p> <p>Complete a sentence using vocabulary which signals relationships between ideas/concepts.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Least complex	Most complex

Respond differentially to identify the answer to a question about an informational text.	Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.	Identify text within an informational text that answers a basic comprehension question (who, what, where, and/or when). Identify when a question requires an inference (the answer is not directly provided by the text).	Answer complex comprehension questions in relation to an informational text (how and/or why) by stating the appropriate part of informational text. Identify an appropriate inference drawn from an informational text. Identify a statement within an informational text which provides information needed to make an inference (e.g., if the text was about different dogs and their characteristics, “Which one might make the best pet?”).
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
Least complex				Most complex
<p>Make a differentiated response to identify a key detail in an informational text.</p>	<p>Identify key details from an informational text which could lead to the identification of a main idea.</p>	<p>Identify a main idea of an informational text.</p> <p>Identify key details to include in a summary of the text.</p>	<p>Match main ideas found within an informational text with key details supporting each.</p> <p>Describe a main idea of an informational text using supporting details.</p> <p>Identify and sequence sentences to summarize the text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			
Least complex				Most complex
<p>Communicate a response to explain a relationship found within an informational text.</p>	<p>Identify one or more individuals, events, or activities from an informational text.</p> <p>Identify specific information related to individuals, events, or activities within an informational text.</p>	<p>Match individuals with related events or ideas within an informational text.</p> <p>Match concepts with key details within an informational text.</p>	<p>Sort items or information related to specific individuals, events, ideas or concepts in an informational text.</p> <p>Sequence (e.g., first/last, cause/effect) a series of events or activities in an informational text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
Least complex			
			Most complex
<p>Communicate a response given the meaning of general academic or domain-specific words and phrases within an informational text.</p> <p>Touch or manipulate materials representing general academic and domain-specific words and phrases within an informational text.</p>	<p>Locate academic and domain-specific words within an informational text.</p>	<p>Match words with sentence/phrases giving the meaning as found in an informational text.</p> <p>Determine if the meaning of a word can be identified by information found in an informational text.</p>	<p>Identify sentence/phrases giving the meaning of academic and domain-specific words within an informational text.</p> <p>Answer questions about unknown words or phrases by utilizing phrases/sentences found in an informational text.</p> <p>Determine if the meaning of a word can be identified by information found in an informational text or if an outside source is necessary.</p>

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Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
Least complex				Most complex
	<p>Match information within a piece of informational text based upon the overall structure (e.g., information that can be compared, or a statement about the problem and the solution).</p>	<p>Identify the overall structure (i.e., chronological, comparison, cause/effect, problem/solution) of two different informational texts.</p> <p>Identify specific events, ideas, concepts, or information within two informational texts.</p>	<p>Identify whether specific events, ideas, concepts, or information is found within multiple informational texts.</p> <p>Group information found in two different informational texts as appropriate for the overall structure.</p>	

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Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Least complex				Most complex
	Match statements from different accounts describing the same event.	Identify the description of a specific event or topic in a firsthand and secondhand account.	Sort statements which describe a specific event as firsthand or secondhand. Identify one similarity and one difference in firsthand and secondhand accounts of a specific event.	

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Informational (RI)

<p>ELAGSE5.RI.7</p>	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>		
<p>Least complex</p>			<p>Most complex</p>
	<p>Answer basic comprehension questions (who, what, where, and/or when) within a single informational text.</p> <p>Match one or more specific details from different informational texts.</p>	<p>Find text which answers a question within a single informational text.</p> <p>Answer simple comprehension questions (who, what, where, and/or when) within two different informational texts.</p>	<p>Answer complex comprehension questions (how, why, sequencing) within a single informational text.</p> <p>Find text which answers a question within two different informational texts.</p>

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
Least complex				Most complex
Respond differentially to identify an answer to a question about a literary text.	<p>Answer basic comprehension questions (who, what, where, and/or when) based on a literary text.</p> <p>Identify a quotation from a literary text.</p>	<p>Find text which answers a question within a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to a literary text (how and/or why) by stating the appropriate part of the text.</p> <p>Identify an appropriate inference drawn from a literary text.</p> <p>Identify a statement within a literary text which provides information needed to make an inference.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Least complex	Most complex

Respond differentially to identify a detail from a literary text.	<p>Identify key details in a literary text to include in a summary.</p> <p>Identify characters in a literary text to include in a summary.</p>	<p>Identify key details from a literary text which could lead to the identification of a theme.</p> <p>Identify character challenges in a literary text.</p> <p>Identify an event that occurred at the beginning of a literary text and one that occurred at the middle or end of the text.</p>	<p>Identify a theme of a literary text.</p> <p>Identify how a character in a literary text responds to a challenge.</p> <p>Identify and sequence sentences to summarize the text.</p>
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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
Least complex				Most complex
Respond differentially to identify one descriptive detail of two characters in a literary text.	Identify two or more characters, settings, or events in a story or drama.	Match details from a story or drama with the character, setting, or event they represent. Identify one similarity and one difference between characters, settings, or events in a story or drama.	Sort details from a story or drama by the character, setting, or event they represent. Identify a statement comparing or contrasting characters, settings, or events in a story or drama.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
Least complex				Most complex
<p>Communicate a response stating the meaning of words and phrases within a literary text.</p> <p>Touch or manipulate materials representing words and phrases used within a literary text.</p>	<p>Match specific words/phrases within a literary text.</p>	<p>Match words with sentence/phrases giving the meaning as found within a literary text.</p> <p>Locate figurative words/phrases within a literary text.</p>	<p>Identify the meaning of words, phrases as found within a literary text.</p> <p>Match figurative word/phrases found in a literary text with its meaning.</p>	

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Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
Least complex				Most complex
	Identify the beginning and end of a literary text.	Identify repeated words or phrases in a literary text that signal a change in the plot or announce a character. Identify the beginning, middle, and end of a literary text, including story, drama, and poem.	Identify a specific event by stating where that event occurred within a literary story, drama, or poem (i.e., second chapter, third scene, last stanza). Group key details from a literary story, drama, or poem together to show the overall structure.	

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.6	Describe how a narrator’s or speaker’s point of view influences how events are described.			
Least complex				Most complex
	Identify the narrator of a literary text. Identify the character who is “speaking” in a literary text.	Match point(s) of view with the character(s) in a literary text. Identify words/phrases/sentences from a literary text which describe the narrator’s or character’s point of view.	Identify the narrator’s or character’s point of view in reference to a specific event within a literary text. Sort words/phrases/sentences from a literary text which relate to the narrator’s or character’s point of view in reference to a specific event.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
Least complex				Most complex
Communicate a response to indicate a visual or multimedia element which contributes to the meaning, tone, or beauty of a text.	Identify personal feelings when reading and watching or listening to a particular section of the multimedia presentation of a literary text.	Identify personal feelings at various points (beginning, middle, ending, overall) within the multimedia adaptation of a literary text.	Identify the tone of key events within the multimedia adaptation of a literary text.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>
Respond differentially to identify sentences that introduce a topic and state an opinion.	Identify statements/sentences that introduce a topic or text. Identify statements/sentences that provide an opinion on the topic or text. Identify an organizing structure that groups related ideas together.	Complete statements/sentences that introduce a topic or text. Complete statements/sentences that provide an opinion on the topic or text. Complete an organizational structure that groups related ideas together.	Develop sentences that introduce a topic or text. Develop sentences that provide an opinion on the topic or text. Develop an organizational structure that groups related ideas together.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
b.	Provide logically ordered reasons that are supported by facts and details.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>
Respond differentially to identify sentences that provide support for the opinion.	Identify statements/sentences that provide logical reasons.	Complete statements/sentences that provide logical reasons. Identify statements/sentences that provide logical reasons supported by facts and details.	Develop sentences that provide logical reasons. Complete or develop sentences that provide logical reasons supported by facts and details.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>
Make a differentiated response to identify an object or a linking word/phrase that connects an opinion and reasons.	Identify a linking word/phrase that connects an opinion and reasons.	Add a linking word/phrase to connect an opinion and a reason(s).	Develop sentences using linking words/phrases to connect an opinion and a reason(s).

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Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	d. Provide a concluding statement or section related to the opinion presented.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written opinion piece:</i>
Respond differentially to identify sentences that provide a concluding statement or section related to the opinion presented.	Identify statements/sentences that provide a conclusion.	Complete statements/sentences that provide a conclusion.	Develop sentences that provide a conclusion.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>
Respond differentially to identify sentences which introduce a topic and provide information about the topic.	Identify a topic. Identify a group of related ideas presented as words or phrases.	Complete statements/sentences that introduce a topic. Complete statements/sentences about related information. Identify an appropriate illustration for a specific idea.	Identify sentences to introduce a topic in a given stimulus text. Identify statements/sentences about related information. Identify sentences/sections which would benefit from the use of a heading, graphic, or piece of multimedia.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>
Make a differentiated response to provide information about the topic.	Identify facts, definitions, concrete details, or examples for a given topic.	Complete statements/sentences that provide facts, definitions, concrete details, or examples about a topic.	Identify sentences that provide facts, definitions, concrete details, or examples about a topic.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>
Make a differentiated response to identify an object or words/phrases to link ideas.	Identify a word/phrase used to link ideas within a given sentence.	Complete statements/sentences that use words/phrases to link ideas.	Identify sentences that use words/phrases to link ideas.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
		d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		
Least complex				Most complex
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	
Respond differentially to identify a precise or a domain-specific word.	Identify domain-specific vocabulary in a given sentence.	Complete statements/sentences that use domain-specific vocabulary.	Identify sentences that use domain-specific vocabulary. Identify sentences that use precise language.	

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
e.	Provide a concluding statement or section related to the information or explanation presented.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>
Make a differentiated response to provide a conclusion for an informative/explanatory text.	Identify a concluding statement/sentence for a given topic.	Complete a concluding statement/sentence.	Identify a sentence/statement that provides a conclusion for a given stimulus text.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>
<p>Respond differentially to identify an event sequence.</p> <p>Respond differentially to identify statements/sentences that establish a situation or introduce a narrator and/or characters.</p>	<p>Identify a narrator or characters appropriate to a given story topic.</p>	<p>Complete sentences/statements to organize an event sequence that unfolds naturally.</p> <p>Complete statements/sentences that establish a situation or introduce a narrator and/or characters.</p>	<p>Identify sentences/statements to organize an event sequence that unfolds naturally.</p> <p>Identify sentences that establish a situation or introduce a narrator and/or characters in a given stimulus text.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Grade 5: ELA: Writing (W)

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

<p>ELAGSE5.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
	<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
<p>Least complex</p>	
<p>Most complex</p>	

<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Respond differentially to identify sentences that describe one event.</p>	<p>Identify statements/sentences which describe the action of a character in a given story topic.</p> <p>Identify dialogue within a narrative in a given story topic.</p> <p>Identify statements/sentences that describe events in a given story topic.</p>	<p>Identify statements/sentences which describe the thoughts, feelings, and responses of a character.</p> <p>Complete dialogue statements/sentences within a narrative.</p> <p>Complete statements/sentences that describe events.</p>	<p>Complete sentences which describe the thoughts, feelings, and responses of a character.</p> <p>Identify dialogue for characters appropriate to a given situation.</p> <p>Identify sentences that describe events.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

<p>ELAGSE5.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
	<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Respond differentially to identify transitional language used to sequence events.</p>	<p>Identify temporal words/phrases in a given sentence.</p>	<p>Complete statements/sentences using a temporal word/phrase to signal event order.</p>	<p>Identify sentences that correctly use a temporal word/phrase to signal event order.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

<p>ELAGSE5.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
	<p>Identify sensory details in a given sentence.</p>	<p>Complete statements/sentences with sensory details.</p>	<p>Identify sentences that use sensory details.</p> <p>Identify sentences that use precise language.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

<p>ELAGSE5.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Respond differentially to identify sentences that provide a sense of closure.</p>	<p>Identify a concluding statement/sentence for a given story topic.</p>	<p>Complete a concluding statement/sentence.</p>	<p>Identify a sentence/statement that provides a conclusion for a given stimulus text.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Least complex	Most complex

<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate completion of a written piece. Communicate a response regarding revision or completion of a written piece.	Identify one or more statements/sentence to revise.	Identify one or more sentences to revise and ask for suggestions.	Identify one or more sentences to revise and make revisions.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.7		Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>
Respond differentially to an object or a statement which relates to a research project topic. Communicate a response which relates to a research project topic. Touch or manipulate material which relates to a research project topic.	Identify answers to a research question as found in different resources.	Record answers to a research question as found in different resources.	Record answers related to two or more different aspects of a topic.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Least complex	
Most complex	

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>
Respond differentially to an object or a statement which relates to an experience.	Identify a statement/sentence that recalls an experience.	Complete a sentence that recalls an experience.	Produce a sentence that recalls an experience.
Communicate a response which relates to an experience.	Identify a statement/sentence that relates information from a print or digital source.	Complete a sentence that relates information from a print or digital source.	Produce a sentence that relates information from a print or digital source.
Touch or manipulate material which relates to an experience.	Identify a statement/sentence which identifies the category of given facts.	Complete a sentence which identifies categories of given facts.	Produce sentences which identify categories of given facts.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and items) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or a statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text. Choose an appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant sentences from a literary text that best fits a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Writing (W)

ELAGSE5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
b.	Apply grade 5 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]").
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about an informational text:</i>
Respond differentially to an object or a statement which relates to relevant information from an informational text. Communicate a response which relates to relevant information from an informational text. Touch or manipulate material which relates to relevant information from an informational text.	Identify a statement/sentence which includes appropriate evidence from an informational text.	Complete a sentence with appropriate evidence which relates to information from an informational text. Choose an appropriate/relevant statement/sentence from an informational text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from an informational text. Choose the most appropriate/relevant sentences from an informational text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify multiple statements to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	Present a previously identified statement related to a given topic within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	b. Follow agreed-upon rules for discussions and carry out assigned roles.
Least complex	
	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Provide one or more statements within a discussion.	Respond to a question when asked in a group- or teacher-led discussion. Initiate a statement in a one-on-one discussion using turn taking.	Initiate a statement or question in a group- or teacher-led discussion at an appropriate time. Respond to statements/questions of others in a group- or teacher-led discussion at an appropriate time.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify an answer or question to be used within a discussion. Answer a question within a discussion. Provide a comment during a discussion.	Ask a prepared question about a topic or text within a discussion. Present a prepared answer about a topic or text within a discussion.	Ask a prepared question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.	Ask a prepared question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
d.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to review an idea to be used within a discussion.	Identify and restate an idea expressed within a discussion.	Identify and restate an idea expressed within a discussion.	Identify and restate an idea expressed within a discussion.
Provide a conclusion during a discussion.	Provide a statement which draws a conclusion within a discussion.	Provide a statement which draws a conclusion within a discussion.	Provide a statement which draws a conclusion within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.2		Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Least complex		Most complex	
<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>		<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	
Respond differentially to identify a statement which summarizes information presented in diverse media and formats.	Identify a statement which summarizes information presented in diverse media and formats. Complete a statement which summarizes information presented in diverse media and formats.	Develop a statement which summarizes information presented in diverse media and formats.	Develop multiple statements which summarize information presented in diverse media and formats.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.3		Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication:</i>	
Respond differentially to identify a statement which summarizes points made by a speaker.	Identify a statement which relates to a point made by a speaker. Match a statement made by a speaker with provided evidence.	Develop a statement which summarizes a point made by a speaker. Identify whether a statement given by a speaker has supporting evidence.	Develop statements which summarize each point made by a speaker. Identify whether each statement given by a speaker has supporting evidence.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

<p>ELAGSE5.SL.4</p>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
<p>Least complex</p>		<p>Most complex</p>	
<p><i>Using the student's primary mode of communication:</i></p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p>
<p>Respond differentially to identify a statement to be included in a report.</p> <p>Present one piece of information to others.</p>	<p>Present two pieces of information related to a topic or experience.</p> <p>Place and present information in an order related to the topic or experience at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to a topic or experience.</p> <p>Place and present information in an order related to the topic or experience at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p> <p>Present all pieces of information needed to completely relay a topic, text, or experience.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	Identify a multimedia component or visual display to include during a presentation. Utilize multimedia components within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include in a presentation. Utilize multimedia components within a presentation.	Identify multimedia which emphasizes salient points to include during a presentation. Utilize multimedia components within a presentation.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.6		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	
<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>			
Respond differentially to identify an idea to be included in a discussion. Present a piece of information to others.	Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 5: Mathematics

Grade 5: Mathematics: Operations and Algebraic Thinking (OA)

MGSE5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	
Least complex		Most complex

	Match an addition or subtraction expression with a verbal expression (e.g., match "8 take away 4" with $8 - 4$ and "add 4 and 8" with $4 + 8$).	Match a numerical expression involving multiplication and addition or subtraction to a verbal expression (e.g., show me which expression represents double four, then subtract three.).	Write a numerical expression given a verbal expression involving multiplication or division and addition or subtraction (e.g., given part of an expression, $(4 - 2)$, show me which expression represents five times the quantity four minus two.).
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Operations and Algebraic Thinking (OA)

MGSE5.OA.3	Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created form and graph ordered pairs on a coordinate plane.
Least complex	Most complex

<p>Respond differentially when presented with materials related to graphing numerical patterns.</p> <p>Communicate a step needed to complete a numerical pattern.</p> <p>Communicate a response to indicate the next number of a given pattern.</p> <p>Manipulate materials as they are utilized to complete a numerical pattern.</p> <p>Manipulate materials as they are utilized to graph ordered pairs on a coordinate plane.</p>	<p>Extend a simple numerical pattern by skip counting.</p> <p>Complete up to three outputs within an input/output table.</p> <p>Graph an ordered pair generated from a given input/output table.</p>	<p>Extend two numerical patterns utilizing a given rule.</p> <p>Complete the output area of an input/output table showing a single numerical pattern.</p> <p>Graph multiple ordered pairs generated from a completed input/output table.</p>	<p>Identify the numerical pattern which fits a given comparative statement (e.g., which number pattern is always 2 more than the other?).</p> <p>Complete an input/output table given a numerical pattern.</p> <p>Graph all ordered pairs generated from a completed input/output table.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
Least complex	

	Match base-ten materials to the place within a multi-digit whole number (e.g., one block to the ones place, ten block to the tens place, hundred block to the hundreds place).	Exchange base-ten materials to show the representation of 10s (e.g., exchange ten one-blocks for one ten-block or one ten-block for ten one-blocks). Communicate the two-digit whole number represented by given base-ten blocks.	Exchange base-ten materials to show the representation of 100s (e.g., exchange 20 ten-blocks for two hundred-blocks or two hundred-blocks for 20 ten-blocks). Communicate the three-digit whole number demonstrated using given place value manipulatives, (e.g., 30 tens and 20 ones represents the number 320).

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Least complex	Most complex



	Match the whole-number exponent to the expanded numeral (e.g., $10 \times 10 \times 10 = 10^3$).	<p>Identify the number of zeros within a multi-digit whole number showing the power of 10 (e.g. one zero in 340, two zeros in 3400).</p> <p>Identify the number of zeros after the decimal which shows dividing by the power of 10 (e.g., dividing 1 by one 10 is .1, dividing 1 by two 10s is .01).</p>	Express a multi-digit whole number when given the number of times the original number was multiplied by 10 (e.g., 100 is 1 multiplied by 10 2 times).

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.3	Read, write, and compare decimals to thousandths.
	<p>The student will:</p> <p>a) read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$ and</p> <p>b) compare two decimals to thousandths based on meaning of the digits in each place, using $>$, $=$, and $<$ symbol to record the results of comparisons.</p>
Least complex	Most complex

	<p>Identify a decimal to tenths when given its number name (e.g., Which decimal shows one tenth?).</p> <p>Compare two decimals to tenths by identifying the one that is greater (e.g., Which is greater, 0.1 or 0.3?).</p>	<p>Match a multi-digit decimal to the hundredths to its number name or expanded form using a place value chart or other graphical support (e.g., Match 0.03 with three hundredths or $3 \times (\frac{1}{100})$.</p> <p>Compare two decimals to the tenths or hundredths using “more than”, “less than”, or “equal to” using place value materials (e.g., 0.13 is ___ 0.15, less than or greater than).</p>	<p>Write a multi-digit decimal up to thousandths given a number name or expanded form (e.g., How do you write one and thirteen hundredths? or write $1 + 1 \times (\frac{1}{10}) + 3 \times (\frac{1}{100})$ as a decimal.</p> <p>Compare two decimals between tenths and thousandths using the symbols $>$, $<$, and $=$. (e.g., 0.133 ___ 0.123, less than, equal to, greater than).</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Least complex	Most complex



	<p>Add decimals to whole numbers (e.g., $\\$2.00 + \\$.50 = \\$2.50$).</p>	<p>Add decimals to tenths.</p> <p>Subtract decimals to tenths.</p> <p>Utilize a written method to add, subtract, multiply or divide decimals to hundredths.</p>	<p>Utilize repeated addition to represent multiplication of decimals (e.g., $4 \times .25 = .25 + .25 + .25 + .25 = 1.00$).</p> <p>Identify the written method appropriate for adding, subtracting, multiplying or dividing decimals.</p>
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.1	Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.		
Least complex			Most complex
<p>Communicate a step needed to find a common denominator or equivalent fraction.</p> <p>Manipulate materials as they are utilized to find a common denominator or equivalent fraction.</p>	<p>Add fractions with like denominators.</p> <p>Subtract fractions with like denominators.</p>	<p>Add mixed numbers with like denominators.</p> <p>Subtract mixed numbers with like denominators.</p> <p>Identify the fraction related to a mixed number (e.g., $2\frac{1}{2} = \frac{5}{2}$).</p> <p>Identify equivalent fractions (e.g., $\frac{2}{3} = \frac{4}{6}$).</p>	<p>Find the common denominator of two fractions.</p> <p>Find the common denominator of two mixed numbers.</p>

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

<p>MGSE5.NF.2</p>	<p>Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</p>
<p>Least complex</p>	<p>Most complex</p>

<p>Communicate a step needed to find a common denominator or equivalent fraction.</p> <p>Manipulate materials as they are utilized to find a common denominator or equivalent fraction.</p>	<p>Solve real world problems involving adding a part to make a whole (e.g., add $\frac{1}{2}$ of a candy bar to another $\frac{1}{2}$ to make a whole).</p> <p>Solve real world problems involving subtracting a part to make a whole (e.g., I gave my friend $\frac{1}{2}$ my candy bar and I have $\frac{1}{2}$ left).</p>	<p>Solve real world problems using addition of fractions with like denominators.</p> <p>Solve real world problems using subtraction of fractions with like denominators.</p>	<p>Identify whether a given fraction is more or less than a benchmark (e.g., is $\frac{1}{4}$ more or less than $\frac{1}{2}$).</p> <p>Compare fractions with unlike denominators (e.g., $\frac{3}{6} = \frac{5}{10}$).</p>
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

<p>MGSE5.NF.3</p>	<p>Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answer in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Example: $\frac{3}{5}$ can be interpreted as “3 divided by 5 and as 3 shared by 5”.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p>Communicate a step needed to solve word problems resulting in a fraction or mixed number.</p> <p>Manipulate materials showing the division of whole numbers into fraction as part of a word problem.</p>	<p>Identify the number of items to be divided and the number by which the item(s) are to be divided within a word problem answered by a fraction.</p>	<p>Solve real world problems involving division of a whole into equal parts (e.g., divide a candy bar to share with four friends).</p>	<p>Solve real world problems involving division of a number of items by larger group (e.g., divide three pies among six friends).</p>
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
Least complex		Most complex

	Identify fractions and whole numbers when given a multiplication expression.	<p>Add fractions with like denominators to demonstrate multiplication of fractions by a whole number, with manipulatives or graphic support.</p> <p>Convert a whole number into a fraction when participating in multiplying a fraction by a whole number (e.g., $4 = \frac{4}{1}$).</p> <p>Multiply a unit fraction by a unit fraction with like denominators of 2 or 3.</p>	<p>Utilize repeated addition of fractions with like denominators to solve an equation related to the multiplication of a fraction by a whole number (e.g., $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{1}{4} \times 3 = \frac{3}{4}$).</p> <p>Identify the area of a rectangle by counting unit square of like unit fractions.</p> <p>Multiply a unit fraction by a unit fraction with denominators of 2, 3, or 4.</p>

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.5	Interpret multiplication as scaling (resizing), by:
a.	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example: 4×10 is twice as large as 2×10 .
Least complex	
	Most complex

	Identify different and like factors within two equations.	Identify the product which is greater than/less than another product when given two different equations.	Predict which product would be greater than/less than another product by identifying different and like factors within two equations (e.g., the product of 4×10 will be greater than the product of 2×10 because 4 is more than 2).
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.5	Interpret multiplication as scaling (resizing), by:	
	<p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.</p>	
Least complex		Most complex

	<p>Demonstrate that multiplying by a fraction greater than 1 gives a larger amount.</p> <p>Demonstrate that multiplying by a fraction less than 1 gives a smaller amount.</p>	<p>Identify whether the multiplication of a fraction will result in a product larger or smaller than the given number.</p>	<p>Identify errors in a given product based upon understanding the multiplication of fractions (e.g., the answer cannot be correct because the product is greater than the given number, but the fraction in the problem was less than 1).</p>

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Least complex	Most complex

Communicate a step needed to solve real-world problems involving the multiplication of fractions. Manipulate materials related to solving real-world problems involving the multiplication of fractions.	Solve real-world problems demonstrating the multiplication of fractions and whole numbers which result in a product of 1 (e.g., $\frac{1}{2} \times 2 = 1$ and $\frac{1}{4} \times 4 = 1$).	Solve real-world problems demonstrating the multiplication of fractions which result in a product of whole numbers greater than 1 (e.g., $\frac{1}{2} \times 4 = 2$ and $\frac{1}{3} \times 6 = 2$).	Solve real-world problems demonstrating the multiplication of fractions which result in a product of mixed numbers (e.g., $\frac{1}{2} \times 3 = 1\frac{1}{2}$ and $\frac{1}{3} \times 5 = 1\frac{2}{3}$).
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
	a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $\left(\frac{1}{3}\right) \div 4$, and use a visual model to show the quotient. Use the relationship between multiplication and division to explain that $\left(\frac{1}{3}\right) \div 4 = \frac{1}{12}$ because $\left(\frac{1}{12}\right) \times 4 = \frac{1}{3}$.	
Least complex		Most complex

	Use visual models to show division of fractions by whole numbers where numerator and whole number are the same (e.g., when $\frac{2}{3}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{3}$ of a candy bar).	Use visual models to show division of fractions by whole numbers where the denominator and whole number are the same (e.g., when $\frac{1}{2}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{4}$ of a candy bar).	Use visual models to show division of fractions by whole numbers (e.g., when $\frac{1}{2}$ of a candy bar is shared between 3 friends, each friend gets $\frac{1}{6}$ of a candy bar).

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
	b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story content for $4 \div \left(\frac{1}{5}\right)$, and use a visual model to show the quotient. Use the relationship between multiplication and division to explain $4 \div \left(\frac{1}{5}\right) = 20$ because $20 \times \left(\frac{1}{5}\right) = 4$.	
Least complex		Most complex

	Use visual models to show that division of whole numbers by fractions result in more but smaller pieces (e.g., dividing 1 by $\frac{1}{4}$ makes 4 smaller pieces).	Use visual models to show the division of one whole by a fraction (e.g., 1 divided by $\frac{1}{4} = 4$ smaller pieces).	Use visual models to divide whole number by fractions (e.g., 3 divided by $\frac{1}{4} = 12$ smaller pieces).

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
	c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?	
Least complex		Most complex

	Use visual models to solve real-world problems involving division of fractions by whole numbers where numerator and whole number are the same (e.g., when $\frac{2}{3}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{3}$ of a candy bar).	Use visual models to solve real world problems involving division of whole numbers where the denominator and whole number are the same (e.g., when $\frac{1}{2}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{4}$ of a candy bar). Use visual models to solve real world problems involving division of one whole by a fraction (e.g., 1 divided by $\frac{1}{4} = 4$ smaller pieces).	Use visual models to solve real world problems involving division of fractions by whole numbers (e.g., when $\frac{1}{2}$ of a candy bar is shared between 3 friends, each friend gets $\frac{1}{6}$ of a candy bar). Use visual models of real world problems involving division of whole number by fractions (e.g., 3 pizzas divided into $\frac{1}{4}$ equals 12 pieces).
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.1	Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.	
Least complex		Most complex

	Identify the different sized measurement units within a system which could be used to measure an item (e.g., water can be measured in cups or ounces).	Identify the most appropriate unit of measurement within a system to measure an item in a real-world problem (e.g., is measurement of travel from home to school best in inches, feet, or miles?).	Convert the measurement of an item into a different unit within the same system (e.g., 2 cups of water equal how many pints?).

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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
Least complex	Most complex

	<p>Construct a line plot with measurements in whole numbers.</p> <p>Display a data set of measurement in whole units (e.g., how many cups of liquid are in containers of different sizes).</p> <p>Identify relevant data needed to solve problems given the whole number data (e.g., which container has the greatest amount of liquid).</p>	<p>Construct a line plot with measurements in whole and half units.</p> <p>Display a data set of measurement including whole and half units (e.g., how many $\frac{1}{2}$ cups of liquid are in containers of different sizes).</p> <p>Identify relevant data needed to solve problems given the whole and half number units (e.g., which container has the greatest amount of liquid).</p>	<p>Construct a line plot with measurements in fractions with the same denominator.</p> <p>Display a data set of measurement including fractions with the same denominator (e.g., if all the liquid was combined, how many $\frac{1}{4}$ cups would be poured).</p> <p>Solve addition and subtraction problems using fractional measurements.</p>
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
a.	A cube with side length 1 unit, called a “unit cube”, is said to have “one cubic unit” of volume, and can be used to measure volume.
Least complex	
	Most complex

Identify unit cubes from an array of items (e.g., circles, triangles, unit squares).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism).	Count the total number of unit cubes placed without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism),	Identify the total number of unit cubes placed without gaps or overlaps in different sizes of three-dimensional figures (e.g., cube or rectangular prism).
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
	b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
Least complex	Most complex

Identify unit cubes from an array of items (e.g., circles, triangles, unit squares).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism), then count the total number of units.	Sort various sizes of unit cubes, placing those of similar size into different size three-dimensional figures (e.g., cube or rectangular prism) and report the results.
Communicate a step needed to place or count unit cubes within a three-dimensional figure.			Measure similar size three-dimensional figures (e.g., cube or rectangular prism) utilizing different size unit cubes and report the results.
Manipulate unit cubes to be placed within a three-dimensional figure (e.g., cube or rectangular prism).			

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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
Least complex	Most complex

Communicate a step needed to place or count unit cubes within a three-dimensional figure. Manipulate unit cubes to be placed within a three-dimensional figure (e.g., cube or rectangular prism).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism), then count the total number of units.	Compare volumes of two different three-dimensional figures by counting unit cubes in each figure.
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
Least complex	Most complex

Communicate a step needed to place or count unit cubes within a three-dimensional figure. Manipulate unit cubes to be placed within a three-dimensional figure (e.g., cube or rectangular prism).	Find the volume of a right rectangular prism by packing with unit cubes and counting the cubes.	Find the volume of a right rectangular prism by repeated addition of columns plus rows to the correct height of unit cubes (e.g., add unit cubes in a rectangular prism with the length of 4, width of 3 and height of 2 as $4 + 4 + 4 = 12$ (length x width) and $12 + 12$ (x height)).	Match and complete the multiplication number sentence relating to the volume of a right rectangular prism to the unit-filled figure (e.g., $3 \times 4 \times 2$ is related to the 3 by 4 base with a height of 2).
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
Least complex	Most complex

Communicate a step needed to place or count unit cubes within a right rectangular prism found in the classroom, school or community. Manipulate unit cubes to be placed within a within a right rectangular prism found in the classroom, school or community.	Find the volume of one or more right rectangular prisms found in the classroom, school or community by filling the prism and counting unit cubes.	Identify the relevant information when solving real world problems relating to finding volume of a right rectangular prism (e.g., size of unit cubes, identification of rectangle, number of rows, units per row, height).	Use repeated addition to find the volume of a right rectangular prism.
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
Least complex	

	Identify the two non-overlapping parts needed to find the volume of a solid figure.	Add the volume of two non-overlapping parts to determine the total volume of a solid figure.	Use addition to find the volume of a solid figure after finding the volume of individual parts.

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Grade 5: Mathematics: Geometry (G)

<p>MGSE5.G.1</p>	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
<p style="text-align: center;"> Least complex  Most complex </p>	

<p>Communicate a response to identify numbers and distance to a point on a horizontal and/or vertical number line.</p> <p>Manipulate materials related to a coordinate system.</p>	<p>Plot numbers on a horizontal number line.</p> <p>Plot numbers on a vertical number line.</p>	<p>Determine the distance from the origin on a number line given a point on a vertical number line.</p> <p>Determine the distance from the origin on a number line given a point on a horizontal number line.</p>	<p>Demonstrate placing a point on the coordinate plane using an ordered pair (e.g., showing the first value of the pairs on the horizontal axis and the second value of the pair on the vertical axis).</p>
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Grade 5: Mathematics: Geometry (G)

MGSE5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
Least complex	Most complex

Manipulate materials related to a coordinate system or graphing points.	Plot numbers on a horizontal number line (x-axis). Plot numbers on a vertical number line (y-axis).	Identify the information related to the x-axis and y-axis within a real world or mathematical problem. Identify a graphed point given the coordinate values.	Plot given coordinate values on a coordinate plane. Identify information related to coordinate values in a real-world or mathematical problem.
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Grade 5: Mathematics: Geometry (G)

MGSE5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
Least complex	Most complex

<p>Respond differentially to identify attributes of two-dimensional figures.</p> <p>Communicate a response to identify shapes and/ or shape attributes.</p> <p>Manipulate materials related to different shapes and/or shape attributes.</p>	<p>Match two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).</p>	<p>Sort two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).</p>	<p>Categorize shapes (e.g., polygons, squares, triangles, rectangles) presented in an array given a characteristic of the shape.</p>
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Grade 5: Mathematics: Geometry (G)

MGSE5.G.4	Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).
Least complex	Most complex

Communicate a response to identify shapes and/ or shape attributes. Manipulate materials related to different shapes and/or shape attributes.	Match two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).	Sort two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).	Describe shapes (e.g., polygons, squares, triangles, rectangles) using properties of sides and angles.
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/ orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Science

Grade 5: Science: Earth and Space Science

S5E1	Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and destructive processes.	
	a. Construct an argument supported by scientific evidence to identify surface features (e.g., deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (e.g., deposition, weathering, erosion, and impact of organisms).	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a statement from scientific evidence which connects a surface feature with the type of process (constructive or destructive) causing the feature.	Identify a statement from scientific evidence which connects a surface feature with the type of process (constructive or destructive) causing the feature.	Develop a statement from scientific evidence which connects a surface feature to the type of process (constructive or destructive) causing the feature.	Develop a statement from scientific evidence which describes a surface feature caused by both constructive and destructive processes.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Science: Earth and Space Science

S5E1	Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and destructive processes.	
	b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.	
Least complex		Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify a model that illustrates a change in a surface feature caused by a constructive or destructive process.	Identify a simple interactive model that illustrates a change in a surface feature caused by a constructive or destructive process.	Develop a simple interactive model that illustrates how changes in surface features are caused by a constructive or destructive process.	Develop a simple interactive model to collect data which illustrate how changes in surface features are caused by a constructive and destructive process.

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Science: Earth and Space Science

S5E1	Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and destructive processes.	
	c. Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a question which will provide information on how technology is used to limit and/or predict the impact of constructive or destructive processes.	<p>Ask a prepared question which will provide information on a type of technology and how it is used to limit the impact of constructive or destructive processes.</p> <p>Ask a prepared question which will provide information on a type of technology and how it is used to predict the impact of constructive or destructive processes.</p>	<p>Ask two or more prepared questions which will provide information on types of technology and how they are used to limit the impact of constructive and destructive processes.</p> <p>Ask two or more prepared questions which will provide information on types of technology and how they are used to predict the impact of constructive and destructive processes.</p>	<p>Ask one initial and one follow-up question which will provide information on types of technology and how they are used to limit the impact of constructive and destructive processes.</p> <p>Ask one initial and one follow-up question which will provide information on types of technology and how they are used to predict the impact of constructive and destructive processes.</p>

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Physical Science

S5P1	Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.
	a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.
Least complex	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to investigate physical changes. Communicate a response to describe one or more steps needed to investigate physical changes.	Identify steps needed to investigate physical changes by manipulating, separating, or mixing dry and liquid materials.	Identify and sequence steps needed to investigate physical changes by manipulating, separating, or mixing dry and liquid materials.	Develop one or more steps needed to investigate physical changes by manipulating, separating, or mixing dry and liquid materials.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Physical Science

S5P1	Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.	
	b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
<p>Respond differentially to identify observations which support the claim that physical changes in the state of water occur as the temperature changes.</p> <p>Communicate an observation which supports the claim that physical changes in the state of water occur as the temperature changes.</p>	<p>Identify statements from observations which support the claim that a physical change in water occurs when the temperature of the water changes.</p>	<p>Develop two statements based on observations that support the claim that a physical change in water occurs at different temperatures.</p>	<p>Develop two statements based on observations that support the claim that physical changes in water occur due to changes in temperature.</p>

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Physical Science

S5P1	Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.
	c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (e.g., color, gas, temperature change, odor, new substance produced).
Least complex	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to collect observable evidence of a chemical change. Communicate a response to describe one or more steps needed to collect observable evidence of a chemical change.	Identify two steps in an investigation that would produce observable evidence of a chemical change.	Identify and sequence three steps in an investigation that would produce observable evidence of a chemical change.	Develop and sequence steps in an investigation to determine if a chemical change occurred.

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Fifth Grade: Science: Physical Science

S5P2	Obtain, evaluate, and communicate information to investigate electricity.		
	a.	Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.	
Least complex			Most complex
Respond differentially to identify information which will describe or explain naturally occurring electricity.	Identify pieces of information from given sources which indicate a difference between naturally occurring and human-harnessed electricity.	Identify one piece of information from different given sources which indicates a difference between naturally occurring and human-harnessed electricity.	Identify multiple pieces of information from different given sources which indicate a difference between naturally occurring and human-harnessed electricity.
Respond differentially to identify information which will describe or explain human-harnessed electricity.			

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Physical Science

S5P2	Obtain, evaluate, and communicate information to investigate electricity.
b.	Design a complete, simple electric circuit, and explain all necessary components.
Least complex	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify one or more items needed to complete a simple electric circuit.	Identify one item needed to complete a simple electric circuit.	Identify multiple items needed to complete a simple electric circuit.	Identify the necessary components of a complete, simple electric circuit and the purpose of each component.
Respond differentially to identify one or more steps needed to complete a simple electric circuit.	Identify steps needed to design a complete, simple electric circuit.	Sequence the steps needed to design a complete, simple electric circuit.	Design a complete, simple electric circuit.

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Physical Science

S5P2	Obtain, evaluate, and communicate information to investigate electricity.
	c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.
Least complex	
	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to identify whether a given common material is an insulator or conductor of electricity.	Identify a step needed to determine whether a given material is an insulator or conductor of electricity.	Identify and sequence steps to identify whether a given common material is an insulator or conductor of electricity.	Identify and sequence steps needed to determine whether two common materials are insulators or conductors.

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Fifth Grade: Science: Physical Science

S5P3	Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.
a.	Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. (Clarification statement: Function is limited to understanding temporary and permanent magnetism.)
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify statements from experimental evidence which describe the function and/or purpose of an electromagnet.	Identify statements from experimental evidence which support the stated function on an electromagnet and a magnet.	Identify a statement from experimental evidence which supports a state difference in the function of an electromagnet and a magnet.	Develop a statement from experimental evidence which supports a stated difference in the function of an electromagnet and magnet.
Respond differentially to identify statements from experimental evidence which describe the function and/or purpose of a magnet.	Identify statements from experimental evidence which support the stated purpose of an electromagnet and a magnet.	Identify a statement from experimental evidence which supports a stated difference in the purpose of an electromagnet and a magnet.	Develop a statement from experimental evidence which supports a stated difference in the purpose of an electromagnet and a magnet.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

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Fifth Grade: Science: Physical Science

S5P3	Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.
b.	Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object. (Clarification statement: The interaction should include placing materials of various types (wood, paper, glass, metal, and rocks) and thickness between the magnet and the magnetic object.)
Least complex	Most complex

<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>	<i>Within a scientific investigation in which the student is engaged:</i>
Respond differentially to identify one or more steps needed to observe an interaction between a magnetic field and magnetic object. Communicate a response to identify one or more steps needed to observe an interaction between a magnetic field and magnetic object.	Identify and sequence steps needed to observe the interaction between a magnetic field and magnetic object when a type of material is placed in the field.	Identify and sequence steps needed to observe the interaction between a magnetic field and magnetic object when different types of materials are placed in the field.	Identify and sequence steps needed to observe the interaction between a magnetic field and magnetic objects when different types and thicknesses of materials are placed in the field.

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Fifth Grade: Science: Life Science

S5L1	Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.
a.	Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.
Least complex	
	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to sort animals into given groups.	Identify one characteristic from which a model can be developed to sort given animals into groups.	Identify two characteristics from which a model can be developed to sort given animals into groups.	Identify two characteristics that can be used to sort animals into groups, and use a model to sort given animals based on those characteristics.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/ orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L1	Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.		
	b.	Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.	
Least complex			Most complex
<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to sort plants into given groups.	Identify one characteristic from which a model can be developed to sort given plants into groups.	Identify two characteristics from which a model can be developed to sort given plants into groups.	Identify two characteristics that can be used to sort plants into groups, and use a model to sort given plants based on those characteristics.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L2	Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.
	a. Ask questions to compare and contrast instincts and learned behaviors.
Least complex	
	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a question which will provide information on instincts and learned behaviors.	Ask a prepared question which will provide information on similarities of instincts and learned behaviors. Ask a prepared question which will provide information on differences between instincts and learned behaviors.	Ask two or more prepared questions which will provide information on similarities of instincts and learned behaviors. Ask two or more prepared questions which will provide information on differences between instincts and learned behaviors.	Ask one initial and one follow-up question which will provide information on similarities of instincts and learned behaviors. Ask one initial and one follow-up question which will provide information on differences between instincts and learned behaviors.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L2	Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.
	b. Ask questions to compare and contrast inherited and acquired physical traits. (Clarification statement: Punnett squares and genetics are taught in future grades.)
Least complex	
Most complex	

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a question which will provide information on inherited and acquired physical traits.	Ask a prepared question which will provide information on similarities of inherited and acquired physical traits. Ask a prepared question which will provide information on differences between inherited and acquired physical traits.	Ask two or more prepared questions which will provide information on similarities of inherited and acquired physical traits. Ask two or more prepared questions which will provide information on differences between inherited and acquired physical traits.	Ask one initial and one follow-up question which will provide information on similarities of inherited and acquired physical traits. Ask one initial and one follow-up question which will provide information on differences between inherited and acquired physical traits.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L3	Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.
a.	Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
Least complex	Most complex

Respond differentially to identify evidence gathered through technology which will support a claim that plants and animals are comprised of cells too small to be seen without magnification.	Identify the process needed to gather evidence utilizing a technology tool to support a claim that plants and animals are comprised of cells too small to be seen without magnification. Identify a statement which includes evidence gathered by utilizing a technology tool and supports the claim that plants and animals are comprised of cells too small to be seen without magnification.	Identify the process needed to gather evidence utilizing different technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification. Identify multiple statements which include evidence gathered by utilizing a technology tool and support the claim that plants and animals are comprised of cells too small to be seen without magnification.	Develop a process to gather evidence utilizing one or more technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification. Produce a statement which includes evidence gathered by utilizing a technology tool and supports the claim that plants and animals are comprised of cells too small to be seen without magnification.
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L3	Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.
b.	Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).
Least complex	
	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify one or more parts of a plant cell or an animal cell, using a model.	Identify the labels and cell parts appropriate for use in a model of a plant cell or an animal cell.	Sort labels and parts of plant and animal cells to be used in a model. Place labels within models of a plant and animal cell.	Develop a model of a plant cell or an animal cell, and label each part.

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Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L3	Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.
c.	Construct an explanation that differentiates between the structure of plant and animal cells.
Least complex	Most complex

<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>	<i>Using a visual/tactile representation:</i>
Respond differentially to identify statements which describe the structure of plant and animal cells. Communicate a response to describe the structure of plant and animal cells.	Match statements describing the structure of plant and animal cells to the correct cell.	Sort statements describing the structure of plant and animal cells. Identify statements which describe the difference between plant and animal cells.	Develop one to two statements describing the differences in the structure of plant and animal cells.

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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/ orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L4	Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.
a.	Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial. (Clarification statement: Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples.)
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify evidence which supports the claim that some microorganisms are beneficial. Communicate a statement from evidence which supports the claim that some microorganisms are beneficial.	Identify statements found in given scientific evidence which support the claim that some microorganisms are beneficial.	Develop one statement from given scientific evidence which supports the claim that some microorganisms are beneficial.	Develop two or more statements from given scientific evidence which supports the claim that some microorganisms are beneficial.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Fifth Grade: Science: Life Science

S5L4	Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.	
b.	Construct an argument using scientific evidence to support a claim that some microorganisms are harmful. (Clarification statement: Possible microorganisms could include Tardigrades, Lactobacillus, Probiotics, Rotifers, Salmonella, Clostridium botulinum (Botox), E-coli, Algae, etc. Students are not expected to know these specific microorganisms. The list is provided to give teachers examples).	
Least complex		Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify evidence which supports the claim that some microorganisms are harmful. Communicate a statement from evidence which supports the claim that some microorganisms are harmful.	Identify statements found in given scientific evidence which support the claim that some microorganisms are harmful.	Develop one statement from given scientific evidence which supports the claim that some microorganisms are harmful.	Develop two or more statements from given scientific evidence which supports the claim that some microorganisms are harmful.

Skills listed are to be utilized within scientific activities and lead to the development of an understanding of a scientific concept within the standard.

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

