

Task Specific Change in Materials/Approach from Instruction to Assessment: Reading

In order to provide more rigor as required by Texas legislation, the materials used in STAAR Alternate assessment observations must be different than those used during instruction. The materials must vary enough from instruction so that the student is not just rotely repeating an answer or response from a previous instructional session without truly demonstrating the skill. The changes in materials, therefore, should be related to the content being measured. During the assessment observation a student must provide a different answer to the predetermined criterion or respond to a different experience in the predetermined criterion than was observed during instruction. Because some tasks and predetermined criteria are written specifically for a certain skill, teachers need to plan instruction and assessments in advance to ensure a change in materials is made. For example, when specific skills are to be assessed, it may be necessary to introduce and teach similar skills during instruction so that the content of the assessment observation is not compromised.

Instruction is critical since an assessment observation only reflects the skill acquisition that occurred during the instructional process. The assessment tasks have to be presented as written and cannot be changed, thus maintaining the standardization quality of STAAR Alternate. A student's performance can only be considered valid if the assessment task has not been previously practiced in the exact way that it was designed. Therefore, teachers must review the assessment tasks prior to beginning instruction to ensure the task is not duplicated, which will compromise the authentic response required during the assessment observation. Teachers are required to approach teaching sessions differently than assessment observations. The change in approach may vary from assessment task to assessment task.

Question to ask yourself: What is the best way for the skills/concepts in the assessment task to be addressed during instruction?			
Answers:			
As the skill naturally occurs	In separate lessons	With new items only	In a different presentation

The information on the following page provides guidance on the instruction for the assessment task that should occur before the observation. The change in materials must maintain the complexity level of the task and result in a new experience or a different answer than is requested in the assessment observation.

Instructional Focus				
	Natural Occurrences	Separate Lessons	New Items*	Different Presentations
Skill/Concept	<ul style="list-style-type: none"> Broadly addressed as the skill/concept naturally occurs Exposure to numerous experiences showing how the skill/concept relates to the student 	<ul style="list-style-type: none"> Specifically taught in isolation of other skills due to the complexity of the skill/concept Requires the use of new items presented in the same way as in the predetermined criteria 	<ul style="list-style-type: none"> Specifically taught with new items * 	<ul style="list-style-type: none"> Overall skill or concept taught but in a way that is different than that of the assessment task
Predetermined criteria	<ul style="list-style-type: none"> Not specifically addressed during instruction since the opportunity to emphasize the skill/concept frequently occurs 	<ul style="list-style-type: none"> Each predetermined criterion is addressed in isolation of the other predetermined criterion since each skill/concept must be learned individually as a separate skill/concept before being demonstrated together Each predetermined criterion becomes a single, separate lesson which can occur over numerous days 	<ul style="list-style-type: none"> Each predetermined criterion is addressed in the same way as in the assessment task All predetermined criteria are addressed together during a single lesson since the skill is often a process that cannot be completed until all three criteria are performed 	<ul style="list-style-type: none"> Not specifically addressed during instruction since the predetermined criteria are often very specific Repeating the predetermined criteria during instruction exactly as written in the task would compromise the assessment observation
Entire assessment task	<ul style="list-style-type: none"> Not presented as written during instruction – presented for the first time as an entire task during the assessment observation 	<ul style="list-style-type: none"> Not presented as written during instruction – becomes a culminating activity for the first time as an entire task during the assessment observation 	<ul style="list-style-type: none"> Presented as written during instruction – instruction and assessment observation are exactly mirrored with the exception of the items 	<ul style="list-style-type: none"> Not presented as written during instruction – presented for the first time during the assessment observation

* The term “item” refers to materials as well as to specific examples or problems presented in a task. An “item” refers to, but is not limited to, the following examples: consonant letter, word, paragraph, text, topic, equation, geometric figure, graph, quantity, journal entry, map, act of a good citizen, geographic feature, investigation, characteristic of a habitat, and a basic need.

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Identifies new vocabulary words using a variety of strategies						
3/Reading	1/3.4	3	Vocabulary development: nouns and verbs	●	Use words from the student's sight vocabulary representing all parts of speech and a different unfamiliar noun or verb resulting in a different sentence	Given a wide array of words representing all parts of speech from the student's sight word vocabulary and an unfamiliar noun or verb along with its definition: classify the words into groups by parts of speech, determine in which group the unfamiliar word belongs, generate a sentence using the unfamiliar word
3/Reading	1/3.4	2	Vocabulary development: verbs	●	Use a new sentence with a different familiar verb from the student's sight word vocabulary and a new unfamiliar verb resulting in a different action and sentence	Given a sentence using a familiar verb from the student's sight word vocabulary and an unfamiliar verb that is defined and can meaningfully and grammatically replace the familiar verb: identify the familiar verb, assist in acting out the unfamiliar verb, identify a new sentence using the unfamiliar verb
3/Reading	1/3.4	1	Vocabulary development: nouns	●	Use new words and representations that will provide a different experience as the new noun is acted out	Given the student's daily schedule containing an unfamiliar written noun for a new activity and a corresponding representation: acknowledge his or her schedule, explore the representation of the noun as the word is read, participate in the activity
Essence Statement B: Identifies the structure and elements of poetry						
3/Reading	2/3.6	3	Rhyme	●	Use a new poem with different rhyming words	Given a rhyming poem with all but the last two lines read: locate the rhyming words in the poem, generate a word not in the poem that rhymes with one of the identified words, determine a meaningful word to complete the rhyme after the last two lines of the poem are read omitting the last rhyming word
3/Reading	2/3.6	2	Rhyme	●	Use a new poem with different rhyming words	Given a short grade-appropriate rhyming poem: assist in imitating the rhythm as the poem is read, identify a word from the poem that rhymes with a previously presented word, identify a word not in the poem that rhymes with the pair
3/Reading	2/3.6	1	Rhyme	●	Use a new poem with a different rhyming pattern and sensory experience	Given a short poem with a regular rhyming pattern: experience the rhyming pattern in the poem as it is read and the rhyme is paired with a sensory experience, anticipate the rhyming pattern after the poem is reread and paused, participate in completing the rhyming pattern

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Identifies the main idea and supporting details in informational texts						
3/Reading	3/3.13	3	Informational texts: main idea and supporting details	●	Use a new expository text on a different topic; instruct student to generate different questions about the topic	Given an expository text and a KWL chart with three labeled columns (What I Already Know, What I Want to Know, What I Learned): generate a list of facts he or she already knows about the topic, generate a list of questions he or she wants to know about the topic after previewing the text, generate a list of details from the text, determine if the text provided the information he or she wanted to learn using the recorded entries on the chart
3/Reading	3/3.13	2	Informational texts: main idea and supporting details	●	Use a new expository text on a different topic	Given an expository text: assist in previewing the text, identify the topic, identify appropriate questions that he or she wants answered that could possibly be provided in the text, answer the student-identified questions using details from the text
3/Reading	3/3.13	1	Informational texts: main idea and supporting details	●	Use a new expository text about a different object/topic	Given an expository text and an object representing the main idea of the text: explore the object while previewing the text, (a written question about the text paired with a representation will be provided and the answer will be written once it is read in the text), participate in exchanging the written question with the recorded answer, experience the answer as the text is read again
Essence Statement D: Uses information from graphic features in procedural texts						
3/Reading	3/3.15	3	Procedural texts: graphic features	■	Provide instruction on typical formatting techniques and use of graphics for all types of informational texts	Given a wide array of one-page documents including recipes with and without graphics: locate the recipes, compare the recipes including the use of graphics, execute the first step of the recipe using the graphics for one selected recipe
3/Reading	3/3.15	2	Procedural texts: graphic features	■	Provide instruction on typical formatting techniques and use of graphics for all types of informational texts	Given one-page documents including a recipe with a title, picture of the completed product, list of ingredients, and numbered steps supported by graphics: identify the recipe, identify one ingredient and one step, assist in following one of the steps using the graphics
3/Reading	3/3.15	1	Procedural texts: graphic features	●	Use a new recipe with different ingredients and steps	Given a two-step recipe where the actual ingredients will serve as the graphics that are paired with each step: explore the ingredients while they are attached to the recipe, participate in removing the ingredients attached to the recipe as they are needed, participate in following one of the steps to make the product

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Identifies new vocabulary words using a variety of strategies						
4/Reading	1/4.2	3	Vocabulary development: antonyms	●	Use different antonyms in the wide array and a different unfamiliar word resulting in the generation of a different sentence	Given a wide array of familiar words, some of which are antonyms and an unfamiliar word and its meaning: locate a pair of words that are antonyms, locate an antonym for the unfamiliar word, generate a sentence using the unfamiliar word
4/Reading	1/4.2	2	Vocabulary development: word categories	●	Use new familiar and unfamiliar words resulting in different sentences and different conceptual categories	Given familiar words that can be grouped into three teacher-selected conceptual categories and an unfamiliar word with its meaning: sort the words into three categories, identify the category for the unfamiliar word, complete three sentences each containing one blank to be filled in with a word from each of the three categories
4/Reading	1/4.2	1	Vocabulary development: context	★	Expose to new words within social interactions	Given a story that introduces an unfamiliar word to be used in a social situation: acknowledge the unfamiliar word in the story as it is read, participate in using the unfamiliar word in an appropriate social context, respond to the interaction resulting from the use of the unfamiliar word
Essence Statement B: Identifies the structure and elements of poetry						
4/Reading	2/4.4	3	Poetry: Imagery	●	Use new poems on a different topic using different imagery evoking different feelings	Given two poems on the same topic each with imagery evoking a different feeling: locate examples of rhyme, rhythm, or repetition in each of the two poems; determine how each poem made him or her feel; locate words or phrases from each poem as evidence for the feeling that resulted
4/Reading	2/4.4	2	Poetry: alliteration	●	Use a new poem with a different alliterative phrase using a different beginning letter	Given a poem with one alliterative phrase: identify the definition for alliteration, identify the beginning letter for each of the words in the alliterative phrase, identify a new word that could fit into the phrase as alliteration once the poem is reread
4/Reading	2/4.4	1	Poetry: rhyming words	●	Use a new word and representation and a different letter substitution	Given a written word paired with a representation for the word (the last part of the word that produces the rhyme will be emphasized): explore the representation as the word is presented, participate in replacing the first letter of the word with a new letter to create a rhyming word to the original word, (a representation for the new word will be presented, emphasized and explored as the new word is presented), respond to the rhyming pair of words when both words are presented in close succession

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Uses a variety of strategies to demonstrate comprehension of literary texts						
4/Reading	2/4.19	3	Comprehension: literary nonfiction	●	Use a new topic of interest, new person, and new text	Determine a topic of interest, locate a literary nonfiction text on a person related to the topic, generate a list of interesting facts about the person that relate to the topic of interest after the text is read
4/Reading	2/4.19	2	Comprehension: literary nonfiction	●	Use a new topic of interest, new person, and new text	Choose a topic of interest, identify a literary nonfiction text on a person related to the chosen topic, assist in acting out an interesting event related to the topic after the text is read
4/Reading	2/4.19	1	Comprehension: literary nonfiction	●	Use a new topic of interest, new person, and new text	Given a teacher-generated text about a person who shares a common interest with the student and a representation for the topic of interest: acknowledge the person written about in the text, explore the representation for the common interest, participate in pairing the representation for the topic with the text
Essence Statement D: Recognizes that informational media conveys meaning						
4/Reading	3/4.14	3	Media techniques	●	Use a new text about a different safety procedure and new media techniques	Given an expository text about safety procedures and a wide array of media techniques: locate a safety rule in the text he or she would like to share with others, generate a presentation to convey the safety rule, justify the media techniques he or she used to create the presentation
4/Reading	3/4.14	2	Media techniques	●	Use a new text about a different safety procedure and new media techniques	Given an expository text about safety procedures and a presentation depicting a safety rule addressed in the text: identify a statement that represents that safety rule, identify cards that depict media techniques used in the presentation from those that do not, match each identified card to an example of the media technique used in the presentation
4/Reading	3/4.14	1	Media features	●	Use a new text about a different safety procedure and new media techniques	Given a safety presentation with exaggerated media features used to enhance a safety rule presented in an expository text: experience the media features in the presentation, participate in pairing the text to the presentation, participate in demonstrating the safety rule after the text is read

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Identifies new vocabulary words using a variety of strategies						
5/Reading	1/5.2	3	Vocabulary development: dictionary	●	Use a wide array with some new reference material options and a new unfamiliar word resulting in a different sentence	Given a wide array of reference materials, some of which are not used to locate word meanings and an unfamiliar word: select an appropriate reference material to find the meaning of the unfamiliar word, locate the unfamiliar word in the reference material, generate a sentence using the unfamiliar word after the definition is read
5/Reading	1/5.2	2	Vocabulary development: dictionary	●	Use a new unfamiliar word with multiple meanings and a new sentence	Given an unfamiliar word with multiple meanings and a sentence using the word in context: match the unfamiliar word to the same word in the sentence, assist in finding the unfamiliar word in the dictionary, identify the definition for the unfamiliar word as it is used in the sentence after the multiple dictionary definitions for the unfamiliar word have been read
5/Reading	1/5.2	1	Vocabulary development: context	●	Use a new unfamiliar word associated with a different person and representation	Given an unfamiliar written vocabulary word associated with a person well known to the student and a representation for the word: participate in pairing the written word with the representation, anticipate an interaction with the person when shown the representation, respond to an interaction with the person
Essence Statement B: Identifies plot and character interaction in literary texts						
5/Reading	2/5.6	3	Setting, plot, and characters	■	Provide instruction on settings for various types of text and how the setting can affect character and plot	Given two stories with different settings written by the same author: determine the setting in each story, determine details about the setting in each story, evaluate how the setting affected the main character in each story
5/Reading	2/5.6	2	Setting, plot, and main character	▲	Instruct on plot and how the setting affects events	Given a literary text: identify the setting; identify what happened to the main character at the beginning, middle, and end of the text; identify a statement about the relationship between the setting and the character
5/Reading	2/5.6	1	Setting, plot, and main character	★	Expose to opportunities to help create language experience stories that involve the student in different settings and events as they naturally occur	Given information that the student and the teacher will be writing a story about the student's day: experience entering the classroom to establish the setting of the story, (the teacher will record and read the first sentence created about the student's day and transition the student to the student's schedule for the day), acknowledge the events in his or her schedule as the teacher uses the events to complete the story, respond to the story as it is read from beginning to end

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Recognizes that literary media conveys meaning						
5/Reading	2/5.14	3	Media features: illustrations	●	Use a new story and illustration with different features and purpose	Given an illustrated story: generate a list of features for one illustration, determine the most appealing feature of the illustration, determine the author's purpose for using the illustration with the text
5/Reading	2/5.14	2	Media features: illustrations	●	Use a new story and illustration with different features and purpose	Given an illustration for a story: identify a feature of the illustration, identify the part of the story that corresponds to the illustration, answer a question about the purpose of the illustration
5/Reading	2/5.14	1	Media presentation of a story	●	Use a new activity paired with different representations	Participate in a preferred activity that is paired with a representation (the activity will be taped, photographed, or illustrated for a later media presentation), participate in creating a story about himself or herself engaged in the preferred activity, (the story will be read and the media presentation presented), respond to a media presentation of the story
Essence Statement D: Identifies the main idea and supporting details in informational texts						
5/Reading	3/5.11	3	Use of the Table of Contents	●	Use a new text with a different topic and information	Given an expository text that includes a Table of Contents: determine a specific piece of information he or she would like to learn about the topic, locate the page listed in the Table of Contents that cites the first page of the section where the desired information can most likely be found, locate the actual page in the book referenced in the Table of Contents, determine if the section contains the desired information after it is read
5/Reading	3/5.11	2	Use of the Table of Contents	●	Use a new text with a different topic section and information to learn	Given an expository text with a Table of Contents: identify the main title of the text, identify as section specified by the teacher, identify a detail from the section that supports the section title
5/Reading	3/5.11	1	Table of Contents	●	Use a new text on a different topic with different representations for the topic sections and title	Given an expository text that includes a Table of Contents with a representation for the main title and unique representations for each section: explore the representation for the main title, experience the representations in sequential order for each section listed in the Table of Contents, participate in pairing the section representations with the corresponding information found in that section of the text

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies						
6/Reading	1/6.2	3	Vocabulary development: context	●	Use a new paragraph and a new unfamiliar multiple meaning word resulting in different sentences	Given a teacher-generated paragraph that includes an unfamiliar multiple meaning word used in two different ways: locate the multiple meaning word each time it is used in the paragraph, locate the definition for each way the multiple meaning word is used in the paragraph using a reference material, generate two sentences each using one of the meanings of the multiple meaning word
6/Reading	1/6.2	2	Vocabulary development: context	●	Use a new paragraph and a new unfamiliar multiple meaning word resulting in different sentences	Given a multiple meaning word: assist in finding the word in a reference material, identify a representation for each meaning of the word read from the reference material, match each representation to the sentence with the corresponding meaning from a choice of four sentences only two of which have the word used in context correctly
6/Reading	1/6.2	1	Vocabulary development: context	★	Expose to written words paired with objects as they naturally occur during the student's day	Given an object and the written word for the object that he or she uses routinely in daily life and is not used as a representation for another object or activity: explore the object, participate in pairing the written word for the object with the object as it is read, anticipate the object when the word is presented
Essence Statement B: Identifies the structure and elements of drama						
6/Reading	2/6.5	3	Dialogue in drama	●	Use a new drama with different characters and dialogue	Given a text of a drama that will be read up to the turning point: predict a credible ending for the drama, justify his or her prediction based on the dialogue from the drama, determine if his or her prediction was correct after the remainder of the drama is read
6/Reading	2/6.5	2	Dialogue in drama	●	Use a new drama with different characters and dialogue	Given a drama: match the characters' names to the dialogue in the text, chose an emotion for each character based on the dialogue, assist in acting out one excerpt of dialogue
6/Reading	2/6.5	1	Dialogue in drama	●	Use a new interaction/dialogue with different objects	Given an object and a recorded dialogue of an actual interaction initiated by the student with an adult involving the object: acknowledge the written dialogue, participate in giving the recorded dialogue and object to two other individuals to act out, experience the performance

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Recognizes how organizational patterns impact main idea and details in informational texts						
6/Reading	3/6.10	3	Cause and effect	●	Use a new text with a different cause and effect relationship and a different signal word	Given a multi-paragraph expository text with a cause and effect relationship: locate the signal word from the text that indicates a cause and effect relationship, determine the cause and then determine the effect, generate a presentation that represents the cause and effect relationship
6/Reading	3/6.10	2	Cause and effect	●	Use a new text with a different cause and effect relationship and a different signal word	Given an expository paragraph with a cause and effect relationship: identify the topic of the paragraph, identify the signal word from provided cards that is used to indicate the cause and effect relationship, complete a graphic organizer that represents the cause and effect relationship from the paragraph
6/Reading	3/6.10	1	Cause and effect	●	Use a new text with a different cause and effect relationship involving different objects	Given an object or objects that can be used to demonstrate a cause and effect relationship as stated in a text: explore the object or objects, participate in simulating the cause and effect relationship after the text is read, respond to the effect
Essence Statement D: Uses graphic features to understand procedural texts						
6/Reading	3/6.12	3	Procedural text: graphic features	●	Use a new text with different graphic features and steps	Given a how-to informational text with graphic features: locate the graphic features in the text, determine the relationship of the graphics to the written steps, evaluate the importance of the graphic features
6/Reading	3/6.12	2	Procedural text: graphic features	●	Use a new text with different graphic features and steps	Given a how-to informational text with graphic features and missing text from one of the steps: identify the step that has the missing text, supply the missing text, assist in following the directions to complete the activity
6/Reading	3/6.12	1	Procedural text	●	Use a new product with different steps and representations or pictures	Given an example of a product he or she will be making and simple written steps paired with pictures or representations: explore the product, participate in following the steps after each is read to complete the procedure, participate in pairing his or her finished product with the example and the written steps

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies						
7/Reading	1/7.2	3	Vocabulary development: homophones	●	Use new homophones resulting in different meanings and sentences	Given two unfamiliar homophones and a reference material: compare the spelling of the two words, determine the meanings of the two words, generate two sentences using each word correctly
7/Reading	1/7.2	2	Vocabulary development: antonyms	●	Use a new unfamiliar word and different known words resulting in different meanings and sentences	Given an unfamiliar word written on a card and a page from a reference material that includes the word and its definitions: match the card with the unfamiliar word on it to the word listed on the page in the reference material, identify the antonym for the unfamiliar word from cards of familiar words, identify the sentence that uses the pair of antonyms correctly
7/Reading	1/7.2	1	Vocabulary development: antonyms	●	Use new position words and objects	Given two written position words that are opposites and an object: participate in placing the object paired with one of the words in the position indicated by the word, participate in changing the object paired with the other word to the opposite position as indicated by that word, anticipate changing the object and words to the opposite positions after several repetitions
Essence Statement B: Identifies features across literary nonfiction texts						
7/Reading	1/7.7	3	Literary nonfiction: Biography versus autobiography	■	Provide instruction on the difference between a biography and an autobiography	Given a biography and an autobiography: compare the two texts, determine which text is a biography and which text is an autobiography, justify his or her decision with textual evidence
7/Reading	1/7.7	2	Literary nonfiction: Biography versus autobiography	●	Use new texts about different people and a new exaggerated statement	Given a biography, a literary text, and an autobiography: identify the autobiography; identify an exaggeration about the person from three statements, one of which could not possibly be true, after reading part of the autobiography; revise the exaggerated statement using facts from the text
7/Reading	1/7.7	1	Literary nonfiction: memoir	●	Use a new event and representation	Given a representation of an event recently experienced by the student: participate in creating a memoir about him or herself from the recent experience, participate in pairing the representation of the event to the memoir, participate in placing his or her name as the author of the memoir

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Identifies themes in a variety of literary texts						
7/Reading	2/7.3	3	Theme in literary texts	●	Use a new story with a different setting and character that learns a different lesson	Given a fictional story, not a fable, in which a character learns a lesson: determine the lesson of the story, analyze how the setting influences the character, generate a summary based on the lesson the character learned
7/Reading	2/7.3	2	Theme in literary texts	●	Use a new story with different events and a new character that learns a different lesson	Given a fictional story, not a fable, in which a character learns a lesson: identify the characters in the story, identify what happened at the end of the story, identify which character learned the lesson and the lesson the character learned
7/Reading	2/7.3	1	Theme in literary texts	★	Expose to opportunities to help create language experience stories that involve the student in different settings and events as they naturally occur	Given a folktale in which the student shares a personal connection to the story: acknowledge a representation for the character as the folktale is read, participate in placing his or her name in the story as the main character in a created language- experience story that retells the main idea of the folktale with the student as the main character, respond to his or her name when the language-experience story is read, participate in pairing the representation for the character in the folktale with this or her name
Essence Statement D: Recognizes the various techniques used in media that impact meaning in informational texts						
7/Reading	3/7.13	3	Media literacy: design techniques	●	Use new media presentations with different design techniques for a different destination	Given two different media presentations with different design techniques that depict the same travel destination: determine the common destination featured in both presentations, compare the design techniques used in the presentations, justify which presentation he or she finds the most appealing based on design techniques
7/Reading	3/7.13	2	Media literacy: design techniques	●	Use new travel brochures with different design techniques for different destinations	Given two travel brochures that depict two different destinations: identify the travel destination featured in each brochure, identify the design techniques used in both brochures, identify a statement for each brochure that best describes the experience provided at that destination
7/Reading	3/7.13	1	Media literacy: design techniques	●	Use new travel brochures with different design techniques for different destinations	Given two brochures that depict two significantly different destinations each with design techniques including an object that provides a sensory experience related to the destination: explore the design techniques used for both travel brochures, participate in removing the object attached to each brochure, experience the sensory input for each destination

READING

Natural Occurrences ☆	Separate Lessons ▲	New Items ●	Different Presentations ■
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies						
8/Reading	1/8.2	3	Vocabulary development: context	●	Use new topics, paragraphs, and unfamiliar vocabulary words	Given a paragraph about a topic of interest to the student that includes an unfamiliar vocabulary word that is not defined in the paragraph or represented by a picture: locate the unfamiliar word in the paragraph, predict the meaning of the word based on context, compare the meaning of the word in a reference material to his or her prediction
8/Reading	1/8.2	2	Vocabulary development: homophones	●	Use new sentences and new homophones	Given three sentences each containing a pair of homophones along with six cards each representing the meaning of one of the homophones from the original sentences: identify the two homophones in each sentence, match the meaning cards to the homophones using the context of the sentences, complete a new sentence using any two of the six homophones
8/Reading	1/8.2	1	Vocabulary development: compound words	●	Use new compound words with different representations	Given two words that are meaningful for the student and retain their original meanings as a compound word and a representation for each word: explore the representation for each word when it is read, participate in combining the words and representations to create a compound word, participate in pairing a new representation for the compound word with the compound word when it is read
Essence Statement B: Identifies authors' purposes across informational texts						
8/Reading	1/8.9	3	Informational text: author's purpose	●	Use new texts with different details	Given an expository text about a place and a persuasive text encouraging people to visit the same place: compare the details of the two texts, determine each author's purpose for writing the text, analyze the effectiveness of each author's presentation
8/Reading	1/8.9	2	Informational text: author's purpose	●	Use new texts with a different common link	Given two informational texts with a common link: identify the topic of each text, identify each author's purpose for writing the text, identify a statement that describes the common link between the two texts
8/Reading	1/8.9	1	Informational text	●	Use new texts on a different topic using different representations and sensory input	Given two informational texts on the same topic and one representation for the topic of both texts: explore the topic representation, participate in pairing the topic representation to both texts, experience different sensory input related to each text and the topic representation

READING

Natural Occurrences ★	Separate Lessons ▲	New Items ●	Different Presentations ◼
-----------------------	--------------------	-------------	---------------------------

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Code	Description of Instruction	Assessment Task Summary
Essence Statement C: Recognizes how elements of fiction contribute to plot development						
8/Reading	2/8.6	3	Fiction: character conflict	●	Use a new text resulting in different conflicts between new characters	Given a fictional text: determine the conflict between characters in the text, classify each character as either causing or reacting to the conflict, determine how the conflict was resolved
8/Reading	2/8.6	2	Fiction: character perspective	●	Use a new text resulting in different perspectives for a new main character	Given a fictional text in which the main character's perspective changes at some point in the text due to an event: identify the main character's perspective at the beginning of the text, identify the main character's perspective at the end of the text, identify the event that caused the change in the character's perspective
8/Reading	2/8.6	1	Fiction: plot	●	Use a new text with different events and props/sensory experiences	Given a brief fictional text with three events to be experienced by the student and a prop to be used for sensory experiences attached to each event in the text: participate in using the props to experience the events in the story as the events are read in the text, participate in arranging the removed props in the order they occurred in the story after the entire text is read, experience each sensory experience again as the story is retold
Essence Statement D: Recognizes the arguments presented in persuasive texts						
8/Reading	3/8.11	3	Persuasive texts: author's position	●	Use new texts with different common details and positions	Given two persuasive texts on related issues in which the texts share common details but have a different position: determine the parallel details between the two texts, determine the author's position on the issues presented in each text, locate the text evidence from each text that contributes to the different positions
8/Reading	3/8.11	2	Persuasive texts: author's position	●	Use new texts with different shared details and positions	Given two persuasive texts having a common position and some shared details: identify the topic of both texts, identify the details shared by both texts from statements about the texts (some details found in both texts and some which are unique to each text), identify a statement about the common position of the two texts
8/Reading	3/8.11	1	Persuasive texts	●	Use new texts about different activities involving a new object	Given two texts each about a different activity which uses the same object for both activities but in different ways (each text will describe the activity focusing on the different use of the common object): explore the object described in both texts, participate in using the object as described in each text as the text is read, participate in persuading another person to engage in the activities presented in each text