

Change in Materials from Primary to Generalization: Reading

Challenging the student with a Level 3 or Level 2 assessment task may allow the student the opportunity to generalize the skill. Generalization allows the student to demonstrate that he or she has internalized the skills by applying them in a new context. For a student with a cognitive disability, this demonstrates true mastery. Only students who demonstrate Level 3 or Level 2 assessment tasks in the primary observation without prompting earn the opportunity to generalize by performing the same task using a change in materials. Students being assessed with Level 1 assessment tasks cannot earn the opportunity to generalize regardless of how well the predetermined criteria were performed. Students at Complexity Level 1 are demonstrating a beginning awareness level of performance that would not be appropriate for generalization.

Key points when planning the change in materials for the generalization observation:

- The change in materials should not make the difficulty of the task harder or easier than what was expected in the primary observation.
- The change in materials should address the content or skill being measured in the task.
- The same three predetermined criteria measured in the primary observation must be measured.
- The same supports and response modes used in the primary observation must be used.
- The generalization observation must be conducted on a different day than the primary observation.
- The change in materials should require the student to provide a different answer to the predetermined criteria than was observed during the primary observation.
- The generalization observation can only be provided three times and the best performance is evaluated in the Assessment Management System.
- The date of the observation, the student's performance during the observation, and the change in materials used for generalization must be recorded on the state-required documentation form.

STAAR Alternate Documentation Form of Student Performance		Science Grade 8
Student Name: Jenee School Year: 2012-2013 <small>Instructors should include the date and specific information regarding evidence of student performance and any cues or prompts that were given. Add the date, any cues or prompts, and evidence of performance for Generalization of Skill, if applicable. Prescribed supports from the first page of this document should not be referenced here.</small>		
Predetermined Criteria 1. The student will locate two places on the map with significantly different temperatures.	Date of the Primary Observation: March 6, 2013 <small>(Information for the evaluated observation only.)</small> Jenee pointed to Billings, NT, and then to Miami, FL.	Date of the Generalization of Skill: March 13, 2013 Jenee pointed to Minot, ND, and San Antonio, TX.
Level of Support: Independently	Level of Support: Independently	
2. The student will compare the temperature and precipitation in both places for the same three-day period.	Description of Skill: Jenee accessed the forecasts for both cities, printed them out, and highlighted the temperatures and rainfall for each city's forecast. Jenee used the city/state index cards to label the circles on the Venn. She pointed to the middle of the Venn and said, "Cloudy every day." Jenee pointed to the Miami circle and said, "Storm." She pointed to the Billings circle and said, "Rain." After looking at the temperatures, Jenee said, "Miami hot" and "Billings cold."	Description of Skill: Jenee accessed the forecasts for both cities, printed them out, and highlighted the temperatures and rainfall for each city's forecast. She placed each city/state card on the Venn diagram as labels. Jenee pointed to the middle of the Venn and said, "Some sun." Jenee pointed to the San Antonio circle and said, "No rain." She pointed to the Minot circle and said, "Rain." After looking at the temperatures, Jenee pointed to San Antonio and said, "Hot" as she fanned herself with her hand. Jenee shivered and said, "Sne" and pointed to Minot.
Level of Support: Jenee joined the Billings card on the Venn but needed a physical cue before adding the Miami card. After wait time and an indirect verbal cue, "What other information do you want me to put on the diagram?" was provided. Jenee gave the information about the rain but did not compare the temperatures. She responded when given the verbal direct cue, "Look at the temperatures and tell me what else to put on the diagram."	Level of Support: Jenee stopped responding after the information on the rain was recorded. She was provided wait time and the verbal indirect cue, "What about the temperatures?" before stating how to complete the Venn.	

Date

Performance

STAAR Alternate Documentation Form of Student Performance		Science Grade 8
Student Name: Jenee School Year: 2012-2013		
Predetermined Criteria 3. The student will determine how to prepare for the weather at each location.	Primary Observation Demonstration of Skill Based on the forecasts, Jenee responded with the appropriate clothing for each city using her communication device.	Generalization of Skill Demonstration of Skill Jenee said she would take a bathing suit to San Antonio and an umbrella to Minot.
Level of Support: Independently	Level of Support: Independently	
Description of Materials/Approach Provided During Instruction Materials: Internet access; Visual cards with steps on how to access information on the Internet; a variety of US maps on walls, in textbooks, and on the Internet; thermometer for measuring indoor and outdoor temperature; T-charts and Venn diagrams; voice-output device. Approach: Separate lessons on skills – Jenee was taught how to use a search engine to locate all kinds of information on the Internet. She was taught to follow a variety of directions outlined in steps on cards. During social studies she became familiar with all kinds of US maps and was able to locate cities. In mathematics she practiced using a thermometer to determine whether the temperature inside or outside was considered hot or cold. She worked on place value with numbers and sequencing numbers. During language arts she was taught how to complete T-charts and Venn diagrams and how to use them to compare information in texts. In science, Jenee was instructed on different weather conditions, their impact on people and the environment, and how people should prepare for the different weather conditions.	Description of the Change in Materials for Generalization Jenee was asked to locate two new cities with greatly differing temperatures on the same weather map that was used during the primary observation. As a result, the weather information she was asked to compare was different and the responses to the predetermined criteria varied from the primary observation.	

Change in Materials

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words using a variety of strategies					
3/Reading	1/3.4	3	Vocabulary development: nouns and verbs	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	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
3/Reading	1/3.4	2	Vocabulary development: verbs	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	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
3/Reading	1/3.4	1	Vocabulary development: nouns	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	Not Appropriate
Essence Statement B: Identifies the structure and elements of poetry					
3/Reading	2/3.6	3	Rhyme	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	Use a new poem with different rhyming words
3/Reading	2/3.6	2	Rhyme	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	Use a new poem with different rhyming words
3/Reading	2/3.6	1	Rhyme	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill focus	Assessment Task Summary	Generalization Options
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	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	Use a new expository text on a different topic; instruct student to generate different questions about the topic
3/Reading	3/3.13	2	Informational texts: main idea and supporting details	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	Use a new expository text on a different topic
3/Reading	3/3.13	1	Informational texts: main idea and supporting details	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	Not Appropriate
Essence Statement D: Uses information from graphic features in procedural texts					
3/Reading	3/3.15	3	Procedural texts: graphic features	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	Use new one-page documents including recipes with different graphic features
3/Reading	3/3.15	2	Procedural texts: graphic features	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	Use new one-page documents including recipes with different graphic features
3/Reading	3/3.15	1	Procedural texts: graphic features	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Description of Instruction	Generalization Options
Essence Statement A: Identifies new vocabulary words using a variety of strategies					
4/Reading	1/4.2	3	Vocabulary development: antonyms	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	Use different antonyms in the wide array and a different unfamiliar word resulting in the generation of a different sentence
4/Reading	1/4.2	2	Vocabulary development: word 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	Use new familiar and unfamiliar words resulting in different sentences and different conceptual categories
4/Reading	1/4.2	1	Vocabulary development: context	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	Not Appropriate
Essence Statement B: Identifies the structure and elements of poetry					
4/Reading	2/4.4	3	Poetry: Imagery	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	Use new poems on a different topic using different imagery evoking different feelings
4/Reading	2/4.4	2	Poetry: alliteration	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	Use a new poem with a different alliterative phrase using a different beginning letter
4/Reading	2/4.4	1	Poetry: rhyming words	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement C: Uses a variety of strategies to demonstrate comprehension of literary texts					
4/Reading	2/4.19	3	Comprehension: literary nonfiction	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	Instruct the student to determine a new topic, new person, and new text than were used during the primary observation
4/Reading	2/4.19	2	Comprehension: literary nonfiction	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	Use a new topic of interest, new person, and new text
4/Reading	2/4.19	1	Comprehension: literary nonfiction	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	Not Appropriate
Essence Statement D: Recognizes that informational media conveys meaning					
4/Reading	3/4.14	3	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	Use a new text about a different safety procedure; instruct the student to use different media techniques than used during the primary observation
4/Reading	3/4.14	2	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	Use a new text about a different safety procedure and new media techniques
4/Reading	3/4.14	1	Media features	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words using a variety of strategies					
5/Reading	1/5.2	3	Vocabulary development: dictionary	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	Use a wide array with some new reference material options and a new unfamiliar word resulting in a different sentence
5/Reading	1/5.2	2	Vocabulary development: dictionary	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	Use a new unfamiliar word with multiple meanings and a new sentence
5/Reading	1/5.2	1	Vocabulary development: context	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	Not Appropriate
Essence Statement B: Identifies plot and character interaction in literary texts					
5/Reading	2/5.6	3	Setting, plot, and characters	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	Use new stories with different settings and details resulting in a different effect
5/Reading	2/5.6	2	Setting, plot, and main character	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	Use a new text with a different setting and events resulting in a different relationship
5/Reading	2/5.6	1	Setting, plot, and main character	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement C: Recognizes that literary media conveys meaning					
5/Reading	2/5.14	3	Media features: illustrations	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	Use a new story and illustration with different features and purpose
5/Reading	2/5.14	2	Media features: illustrations	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	Use a new story and illustration with different features and purpose
5/Reading	2/5.14	1	Media presentation of a story	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	Not Appropriate
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	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	Use a new text with a different topic and information
5/Reading	3/5.11	2	Use of the Table of Contents	Given an expository text with a Table of Contents: identify the main title of the text, identify a section specified by the teacher, identify a detail from the section that supports the section title	Use a new text with a different topic section and information to learn
5/Reading	3/5.11	1	Table of Contents	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies					
6/Reading	1/6.2	3	Vocabulary development: context	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	Use a new paragraph and a new unfamiliar multiple meaning word resulting in different sentences
6/Reading	1/6.2	2	Vocabulary development: context	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	Use a new paragraph and a new unfamiliar multiple meaning word resulting in different sentences
6/Reading	1/6.2	1	Vocabulary development: context	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	Not Appropriate
Essence Statement B: Identifies the structure and elements of drama					
6/Reading	2/6.5	3	Dialogue in drama	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	Use a new drama with different characters and dialogue
6/Reading	2/6.5	2	Dialogue in drama	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	Use a new drama with different characters and dialogue
6/Reading	2/6.5	1	Dialogue in drama	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement C: Recognizes how organizational patterns impact main idea and details in informational texts					
6/Reading	3/6.10	3	Cause and effect	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	Use a new text with a different cause and effect relationship and a different signal word
6/Reading	3/6.10	2	Cause and effect	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	Use a new text with a different cause and effect relationship and a different signal word
6/Reading	3/6.10	1	Cause and effect	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	Not Appropriate
Essence Statement D: Uses graphic features to understand procedural texts					
6/Reading	3/6.12	3	Procedural text: graphic features	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	Use a new text with different graphic features and steps
6/Reading	3/6.12	2	Procedural text: graphic features	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	Use a new text with different graphic features and steps
6/Reading	3/6.12	1	Procedural text	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies					
7/Reading	1/7.2	3	Vocabulary development: homophones	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	Use new homophones resulting in different meanings and sentences
7/Reading	1/7.2	2	Vocabulary development: antonyms	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	Use a new unfamiliar word and different known words resulting in different meanings and sentences
7/Reading	1/7.2	1	Vocabulary development: antonyms	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	Not Appropriate
Essence Statement B: Identifies features across literary nonfiction texts					
7/Reading	1/7.7	3	Literary nonfiction: Biography versus 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	Use new texts about a different person
7/Reading	1/7.7	2	Literary nonfiction: Biography versus autobiography	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	Use new texts about different people and a new exaggerated statement
7/Reading	1/7.7	1	Literary nonfiction: memoir	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement C: Identifies themes in a variety of literary texts					
7/Reading	2/7.3	3	Theme in literary texts	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	Use a new story with a different setting and character that learns a different lesson
7/Reading	2/7.3	2	Theme in literary texts	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	Use a new story with different events and a new character that learns a different lesson
7/Reading	2/7.3	1	Theme in literary texts	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	Not Appropriate
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	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	Use new media presentations with different design techniques for a different destination
7/Reading	3/7.13	2	Media literacy: design techniques	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	Use new travel brochures with different design techniques for different destinations
7/Reading	3/7.13	1	Media literacy: design techniques	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies					
8/Reading	1/8.2	3	Vocabulary development: context	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	Use a new paragraph on a different topic and a new unfamiliar word
8/Reading	1/8.2	2	Vocabulary development: 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	Use new sentences and new homophones
8/Reading	1/8.2	1	Vocabulary development: compound words	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	Not Appropriate
Essence Statement B: Identifies authors' purposes across informational texts					
8/Reading	1/8.9	3	Informational text: author's purpose	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	Use new texts with different details
8/Reading	1/8.9	2	Informational text: author's purpose	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	Use new texts with a different common link
8/Reading	1/8.9	1	Informational text	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	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement C: Recognizes how elements of fiction contribute to plot development					
8/Reading	2/8.6	3	Fiction: character conflict	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	Use a new text resulting in different conflicts between new characters
8/Reading	2/8.6	2	Fiction: character perspective	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	Use a new text resulting in different perspectives for a new main character
8/Reading	2/8.6	1	Fiction: plot	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	Not Appropriate
Essence Statement D: Recognizes the arguments presented in persuasive texts					
8/Reading	3/8.11	3	Persuasive texts: author's position	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	Use new texts with different common details and positions
8/Reading	3/8.11	2	Persuasive texts: author's position	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	Use new texts with different shared details and positions
8/Reading	3/8.11	1	Persuasive texts	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	Not Appropriate