Standardized Assessment Tasks for
STAAR Alternate

Grade 5 Reading

Definitions/Examples for STAAR Reporting Category 1 (5.2)
Essence Statement A

The following definitions clarify terms used in the grade 5 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 3 and 4

Students will be presented with an **unfamiliar word.** The student may or may not have seen or heard the word before, but he or she does not have an understanding for the meaning of the word.

Level 2: page 4

Multiple meaning words or multi-meaning words are words that sound alike, are spelled alike, and have more than one unrelated meaning. Students use the context clues provided by other words in the sentence or in nearby sentences to determine the meaning of multiple meaning words. Examples include:

- *Foot* is an example of a noun that is a multiple meaning word. A *foot* is a measure of length as in twelve inches equals one foot. A *foot* is a body part needed for walking, running, and standing. A *foot* is the bottom of something like the park at the *foot* of the mountain.
- *Pound* is an example of a multiple meaning word that can be either a noun—a measure of weight—or a verb—to hit something hard.
- *Bat* is an example of a multiple meaning word that can be either a noun—the flying mammal—or a verb—to hit a ball. However, the use of *bat* as the verb to hit a ball and *bat* as the noun for the piece of equipment used to hit a ball would NOT be appropriate since the meanings for the two different parts of speech are related.

Types of words that are NOT appropriate include:

- *Water* is NOT a multiple meaning word because the meaning of the word for different parts of speech is related. The word *water* can be a verb meaning to *water*. It is time to *water* the grass. Or *water* is a noun when it means the liquid a person drinks or uses to *water* the grass. The grass needs lots of *water* to live during the hot summer. The meanings for the two different parts of speech are related.
- *Son* and *Sun* are NOT multiple meaning words. Although both words are pronounced the same way and have different, unrelated meanings, they are NOT spelled the same way.

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	**Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations**
(5.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. Readiness Standard	**Essence Statement A:** Identifies new vocabulary words using a variety of strategies.

Level 3

Prerequisite skill: alphabetize a series of words and use a dictionary or a glossary to find words

The student will be presented a wide array of reference materials, some of which are not used to locate word meanings. The student will be presented and read an unfamiliar word. The student will select an appropriate reference material to find the meaning of the unfamiliar word. The student will locate the unfamiliar word in the reference material. The definition of the word will be read. The student will generate a sentence using the unfamiliar word.

Predetermined Criteria
1. The student will select an appropriate reference material to find the meaning of the unfamiliar word.
2. The student will locate the unfamiliar word in the reference material.
3. The student will generate a sentence using the unfamiliar word.

Reading Grade 5; Reporting Category 1 (5.2); Essence Statement: A

Level 2

Prerequisite skill: alphabetize a series of words to the first or second letter and use a dictionary to find words

The student will be presented and read an unfamiliar word with multiple meanings and a sentence using the word in context. The student will match the unfamiliar word to the same word in the sentence. The student will assist in finding the unfamiliar word in the dictionary. The multiple dictionary definitions for the unfamiliar word will be read. The student will identify the definition for the unfamiliar word as it is used in the sentence.

Predetermined Criteria
1. The student will match the unfamiliar word to the same word in the sentence.
2. The student will assist in finding the unfamiliar word in the dictionary.
3. The student will identify the definition for the unfamiliar word as it is used in the sentence.

Level 1

Prerequisite skill: attempt to use new vocabulary and grammar in speech

The student will be presented and read an unfamiliar written word associated with a person and a representation for the word. The person will be someone the student is in contact with daily. The student will participate in pairing the written word with the representation. The student will anticipate an interaction with the person when shown the representation. The student will respond to an interaction with the person.

Predetermined Criteria
1. The student will participate in pairing the written word with the representation.
2. The student will anticipate an interaction with the person when shown the representation.
3. The student will respond to an interaction with the person.

Definitions/Examples for STAAR Reporting Category 2 (5. 6)
Essence Statement B

The following definitions clarify terms used in the grade 5 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 6 and 7

The **setting** is the time and place in which the story occurs.

Levels 3 and 2: pages 6 and 7

Literary texts include fiction, poetry, drama, memoir, biography, and autobiography.
A **story** is a fictional literary text. The literary elements an author uses to create a story include the characters, the setting, and the plot.

Level 3: page 6

The following is a list of authors who write grade five appropriate short stories with different settings and different characters:
- Chris Crutcher—*Atheletic Shorts: Six Short Stories*
- Gary Soto—*Baseball in April and Other Stories*
- O. Henry—*Six Short Stories*
- Rudyard Kipling—*Just So Stories*
- Brothers Grimm—*Grimm's Fairy Tales*
- Frank Stockton—*The Lady or the Tiger and Other Short Stories*

Cited texts are provided only as examples and do not imply TEA endorsement.

Level 2: page 7

The setting in a book connects to the characters and affects how the characters act in the story. For example:
- Time period—If the setting takes place during the dinosaur era, characters aren't going to be driving around in cars.
- Location—If the setting for the story is Antarctica, the characters wouldn't be walking around in T-shirts and shorts.
- Feelings—In a setting that is in the character's home and includes other characters that they love, the character feels safe. In settings that are new and dangerous, the characters tend to be scared.

Level 1: page 7

In this task, the setting is the student's classroom on the day of the assessment. The schedule used for this task should be the one the student typically uses and refers to throughout his/her day.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	**Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations**
(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. The student is expected to (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; Readiness Standard (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; Readiness Standard (C) explain different forms of third - person points of view in stories. Supporting Standard	**Essence Statement B:** Identifies plot and character interaction in literary texts.

Level 3

Prerequisite skill: describe similarities and differences in the plots and settings of several works by the same author

The student will be presented two stories by the same author. The stories will have different settings. The student will determine the setting in each story. The student will determine details about the setting in each story. The student will evaluate how the setting affected the main character in each story.

Predetermined Criteria
1. The student will determine the setting in each story.
2. The student will determine details about the setting in each story.
3. The student will evaluate how the setting affected the main character in each story.

Reading Grade 5; Reporting Category 2 (5.6); Essence Statement: B

Level 2

Prerequisite skill: describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

The student will be presented and read a literary text. The student will identify the setting. The student will identify what happened to the main character at the beginning, middle, and end of text. The student will identify a statement about the relationship between the setting and the character.

Predetermined Criteria
1. The student will identify the setting.
2. The student will identify what happened to the main character at the beginning, middle, and end of text.
3. The student will identify a statement about the relationship between the setting and the character.

Level 1

Prerequisite skill: retell a main event from a story read aloud

The teacher will inform the student that he or she will be writing a story about his or her day. The student will 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. The teacher and student will then transition to the student's schedule for that day. The student will acknowledge the events in his or her schedule. The teacher will use the events from the student's schedule to complete the story. The student will respond to the story as it is read from beginning to end.

Predetermined Criteria
1. The student will experience entering the classroom to establish the setting of the story.
2. The student will acknowledge the events in his or her schedule.
3. The student will respond to the story as it is read from beginning to end.

Reading Grade 5; Reporting Category 2 (5.6); Essence Statement: B

Definitions/Examples for STAAR Reporting Category 2 (5.14)
Essence Statement C

The following definitions clarify terms used in the grade 5 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 9

In the Level 3 assessment task, the student will generate a list of features for one illustration from a grade-appropriate illustrated story. The student's list should contain multiple features.

Levels 3 and 2: pages 9 and 10

Features in illustrations include:
- Color
- Shape
- Size
- Texture
- Details

Examples of illustrated grade five appropriate books:
- *The Light Princess* by George McDonald; illustrated by Maurice Sendak
- *The Phantom Tollbooth* by Norton Juster; illustrated by Jules Feiffer
- *The Secret Garden* by Frances Burnett; illustrated by Tasha Tudor
- *The Pepins and Their Problems* by Polly Horvath; illustrated by Marilyn Hafner
- *Spy Force Mission: In Search of the Time and Space Machine* by Deborah Abella; illustrated by George O'Conner
- *No Talking* by Andrew Clements; illustrated by Mark Elliott
- *Molly Moon's Hypnotic Time Travel Adventure* by George Bying; illustrated by Mark Zug
- *The Scarecrow and His Servant* by Phillip Pullman; illustrated by Peter Bailey

Cited texts are provided only as examples and do not imply TEA endorsement.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation	**Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation**
(5.14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to (C) identify the point of view of media presentations. Supporting Standard	**Essence Statement C:** Recognizes that literary media conveys meaning.

Level 3

Prerequisite skill: recognize different purposes of media (e.g., informational, entertainment)

The student will be presented a grade-appropriate illustrated story. The story will be read and the illustrations reviewed. The student will generate a list of the features for one illustration. The student will determine the most appealing feature of the illustration. The student will determine the author's purpose for using the illustration with the text.

Predetermined Criteria
1. The student will generate a list of features for one illustration.
2. The student will determine the most appealing feature of the illustration.
3. The student will determine the author's purpose for using the illustration with the text.

Reading Grade 5; Reporting Category 2 (5.14); Essence Statement: C

Level 2

Prerequisite skill: recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)

The student will be presented an illustration from a grade-appropriate story. The student will identify a feature of the illustration. Three parts of the story will be read. The student will identify the part of the story that corresponds to the illustration. The student will answer a question about the purpose of the illustration.

Predetermined Criteria
1. The student will identify a feature of the illustration.
2. The student will identify the part of the story that corresponds to the illustration.
3. ~~The student will identify the part of the story that corresponds to the illustration~~.

Level 1

Prerequisite skill: recognize that spoken words can be represented by print for communication

The student will participate in a preferred activity that is paired with a representation. The activity will be taped, photographed, or illustrated for a later media presentation. Using the representation, the student will participate in creating a story about himself or herself engaged in the preferred activity. The story will be read. The recorded media presentation of the story will be presented. The student will respond to a media presentation of the story.

Predetermined Criteria
1. The student will participate in a preferred activity that is paired with a representation.
2. The student will participate in creating a story about himself or herself engaged in the preferred activity.
3. The student will respond to a media presentation of the story.

Reading Grade 5; Reporting Category 2 (5.14); Essence Statement: C

Definitions/Examples for STAAR Reporting Category 3 (5.11)
Essence Statement D

The following definitions clarify terms used in the grade 5 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 14 and 15

Informational text includes expository, persuasive, and procedural texts. An **expository text** that clarifies or explains something and includes a Table of Contents is the appropriate type of text for these tasks. Expository text can readily be found in trade books, text books, encyclopedias, and newspapers and magazine articles.

Level 1: page 15

The teacher will need to begin with a grade five appropriate expository text and modify the content for the individual student. The modified text must be presented with a cover, table of contents page, and two or three other pages that include section titles referenced in the table of contents.

The following are examples of expository texts modified for the Level 1 task:

Example 1
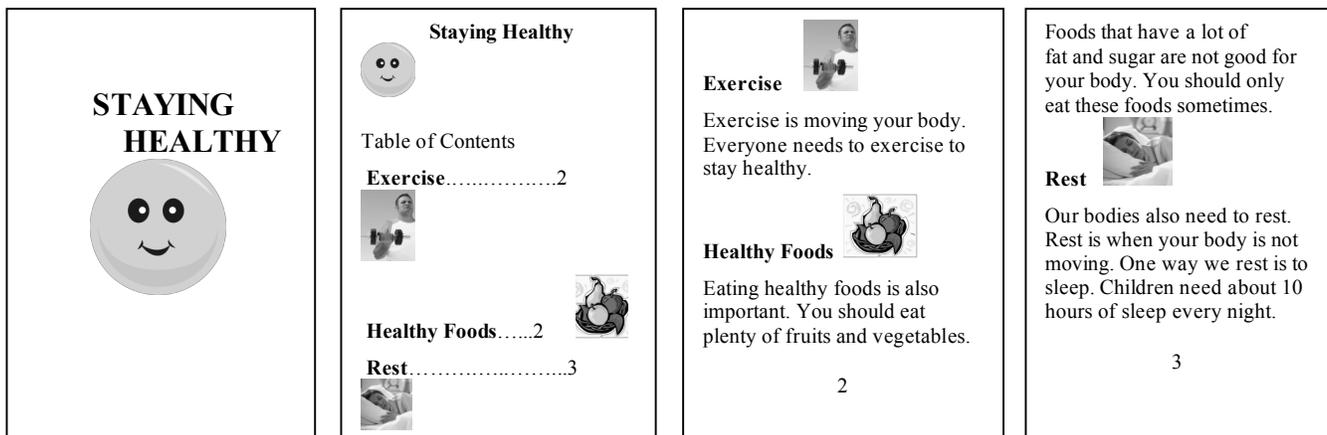
This example can be modified further by:
- Replacing pictures with tactile representations in both the Table of Contents and text
  - Happy face – raised outline and mouth with glue or yarn
  - Man lifting a weight – small beanbag, piece of a jump rope, or other representation for the gym
  - Food – small plastic piece of fruit (banana, apple) or vegetable (tomato, bean)
  - Rest – piece of a blanket or foam from a pillow representing sleep/rest
- Pairing pictures with sensory experiences
  - Happy face – allowing student to touch your smiling face
  - Man lifting a weight – audio tape of a basketball game (squeaking shoes, bouncing ball, buzzer)

- o   Food – spraying the icon with apple scented air freshener
  - o   Rest – placing a blanket on lap or placing a pillow behind the student's back
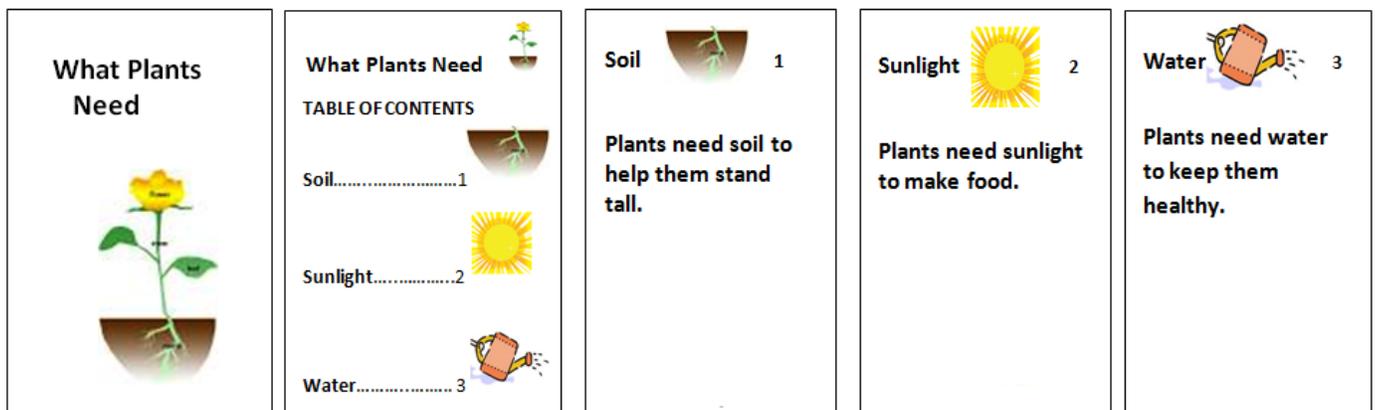- Reducing the text in each section to one summarized sentence

Example 2
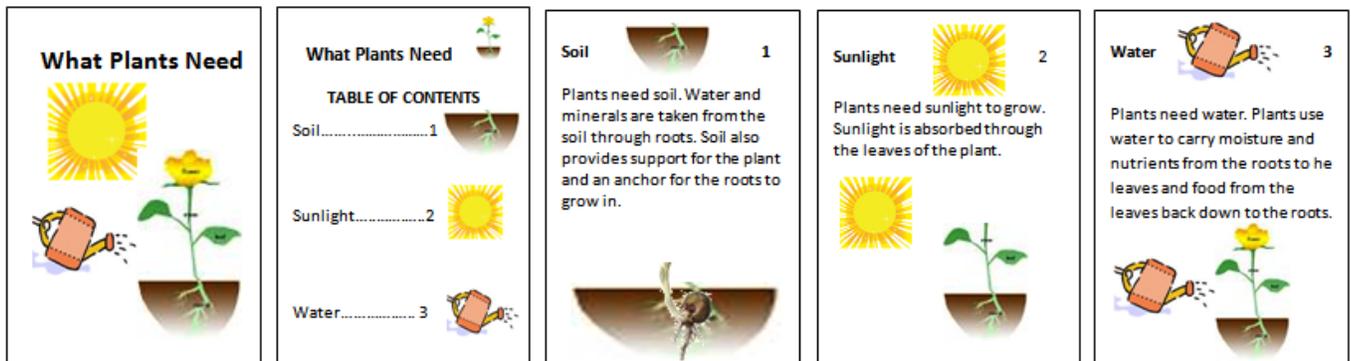
This text was modified so that each section listed in the Table of Contents appears on a single page.

The text could be modified further by:
- Having the Table of Contents as a removable page from the text
- Using pictures that are fastened to the text and can be moved (i.e., from the Table of Contents to the page in the text)
- Pairing pictures with sensory experiences
  - o   Soil – dirt
  - o   Sunlight – heating pad, sock warmer
  - o   Water – bowl of water, spray bottle of water, bottled water

Example 3

The text in example 2 was further modified, as shown above, by reducing the text in each section to one summarized sentence. In addition, illustrations not used as representations for the table of contents and section headings were removed to reduce distractions and help focus the student on the necessary representations.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	**Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations**

(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to
 	
  (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; Readiness Standard
  (B) determine the facts in text and verify them through established methods; Supporting Standard
  (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; Readiness Standard
  (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; Readiness Standard
  (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. Readiness Standard
	Essence Statement D: Identifies the main idea and supporting details in informational texts.

Level 3

Prerequisite skill: use text features (e.g., table of contents, index, headings) to locate specific information in text

The student will be presented an expository text that includes a Table of Contents. Using the Table of Contents, the student will determine a specific piece of information he or she would like to learn about the topic. The student will 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. The student will locate the actual page in the book referenced in the Table of Contents. The section of the text will be read. The student will determine if the section contains the desired information.

Predetermined Criteria
1. The student will 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.
2. The student will locate the actual page in the book referenced in the Table of Contents.
3. The student will determine if the section contains the desired information.

Level 2

Prerequisite skill: use text features (e.g., title, tables of contents, illustrations) to locate specific information in text

The student will be presented an expository text with a Table of Contents. The student will identify the main title of the text. Using the Table of Contents, the student will identify a section specified by the teacher. The section of the text will be read. The student will identify a detail from the specified section that supports the section title.

Predetermined Criteria
1. The student will identify the main title of the text.
2. The student will identify a section specified by the teacher.
3. The student will identify a detail from the specified section that supports the section title.

Reading Grade 5; Reporting Category 3 (5.11); Essence Statement: D

Level 1

Prerequisite skill: discuss the ways authors group information in text

The student will be presented an expository text that includes a Table of Contents. The Table of Contents will contain a representation for the main title and unique representations for each section. The student will explore the representation for the main title of the text. The student will experience the representations in sequential order for each section listed in the Table of Contents. As each section is read, the student will participate in pairing the representations for each section listed in the Table of Contents with the corresponding information in that section of text.

Predetermined Criteria
1. The student will explore the representation for the main title of the text.
2. The student will experience the representations in sequential order for each section listed in the Table of Contents.
3. The student will participate in pairing the representations for each section listed in the Table of Contents with the corresponding information in that section of text.

Reading Grade 5; Reporting Category 3 (5.11); Essence Statement: D