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.

Levels 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.

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<thead>
<tr>
<th>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(5.2) Reading/Vocabulary Development.</strong> Students understand new vocabulary and use it when reading and writing. The student is expected to</td>
<td><strong>Essence Statement A:</strong> Identifies new vocabulary words using a variety of strategies.</td>
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<tr>
<td>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard</td>
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<tr>
<td>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard</td>
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<tr>
<td>(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</td>
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</tbody>
</table>

### 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.

Reading Grade 5; Reporting Category 1 (5.2); Essence Statement: A
Definitions/Examples for STAAR Reporting Category 2 (5.4)
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 7 and 8

**Poetry** is a type of literature in which the author, poet, uses the sound and meaning of words to create ideas and feelings. Poems are usually presented in verse composed of short lines that include rhythm or rhyme or both.

**Level 3: page 7**

**Repetition** in poetry is when the poet repeats words or groups of words to create an effect or an image. A pattern is created by the placement of the repetition. For example:

- The pattern of the repetition of the word “galloped” creates the image of the horse galloping across the field.

  The horse *galloped, galloped, galloped* away

- The pattern in the poem “Dare to Do Right” by George Lansing Taylor is created by the poet’s repetition of the first line of each stanza in the poem.

  *Dare to do right! Dare to be true!*

- The pattern in the poem “The Charge of the Light Brigade” by Alfred Lord Tennyson is created by repeating the last line in each stanza of the poem.

  *Rode the six hundred.*

- The pattern in the poem “Do It Now” by an anonymous poet is created by repeating a line for emphasis in the poem.

  *If you’ve got a job to do,*

  *Do it now!*

  *If it's one you wish were through,*

  *Do it now!*
Rhyme is when words have similar sounds in their last syllables.

The **rhyming pattern** is the arrangement of rhymes in a poem. Examples of rhyming patterns include:

- The rhyming pattern is at the end of every line in “From a Railway Carriage” by Robert Louis Stevenson.

  Faster than fairies, faster than witches,
  Bridges an houses, hedges and ditches

- The rhyming pattern is at the end of every other line in “The Village Blacksmith” by Henry Wadsworth Longfellow.

  Under a spreading chestnut-tree
  The village smithy stands;
  The smith, a mighty man is he,
  With large and sinewy hands;
  And the muscles of this brawny arms
  Are strong as iron bands.

- Rhyming words DO NOT have to follow the same spelling pattern. Notice that the rhyming words at the end of every other line of the anonymous poem “My Mother” do not follow the same spelling pattern.

  I have the finest mother
  That any boy could have;
  She cleanses all my scratches,
  And binds them up with salve.
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<tbody>
<tr>
<td><em>(5.4)</em> Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. The student is expected to</td>
<td><strong>Essence Statement B:</strong> Identifies the structure and elements of poetry.</td>
</tr>
<tr>
<td>(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. Supporting Standard</td>
<td></td>
</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill:** describe how rhyme, rhythm, and repetition interact to create images in poetry

The student will be presented and read a grade-appropriate poem with repetitive words, phrases, or stanzas that portray a specific image. The student will locate the repetitive words of the poem. The student will determine the image that is created by the repetition. The student will determine the pattern produced by the placement of the repetition throughout the poem.

**Predetermined Criteria**
1. The student will locate the repetitive words of the poem.
2. The student will determine the image that is created by the repetition.
3. The student will determine the pattern produced by the placement of the repetition throughout the poem.

Reading Grade 5; Reporting Category 2 (5.4); Essence Statement: B
**Level 2**

**Prerequisite skill:** respond to and use rhythm, rhyme, and alliteration in poetry

The student will be presented and read a grade-appropriate poem with a rhyming pattern at the end of lines. The student will identify the rhyming words. The student will identify the pattern produced by the placement of the rhyming words. The student will be given another line of the poem without the last word. The student will complete the line with an appropriate rhyming word.

Predetermined Criteria
1. The student will identify the rhyming words.
2. The student will identify the pattern produced by the placement of the rhyming words.
3. The student will complete the line with an appropriate rhyming word.

**Level 1**

**Prerequisite skill:** respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds

The student will be presented two written rhyming words to be placed at the end of two lines of poetry. As the two rhyming words are read in isolation, each word will be emphasized and paired with sensory input. The student will experience the sensory input for each word. The student will be presented and read the two lines of poetry. The student will participate in placing each rhyming word at the end of the appropriate line of poetry. The student will respond to the sensory input as the rhyming words are read in context.

Predetermined Criteria
1. The student will experience the sensory input for each word.
2. The student will participate in placing each rhyming word at the end of the appropriate line of poetry.
3. The student will respond to the sensory input as the rhyming words are read in context.
Definitions/Examples for STAAR Reporting Category 3 (5.12)

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.

Levels 3 and 2: pages 11 and 12

A **persuasive text** is a type of informational text written with the intent to persuade or convince the reader of something or to rally support for a cause of a belief. Persuasive text may include:

- Speeches
- Editorials in newspapers
- Opinion pieces in magazines
- Essays

Expository text clarifies and provides information for the reader and is NOT appropriate for the Level 3, Level 2, or Level 1 tasks.

Level 3: page 11

The **author’s argument** is the **points** or the language the author includes to influence the reader to believe, buy or do something. Examples of techniques used by an author to make his or her points in an argument include:

- An *emotional appeal* to the readers emotions rather than to logic or reason
- A *sweeping generalization* making an oversimplified statement about an issue based on limited information
- An *appeal to number, facts, or statistics* showing the reader how many people think something is true

Level 2: page 12

The **topic** for a persuasive text is the subject or the single idea that names what the author is trying to persuade the reader to think or do.

For example, the topic for a persuasive article might be “dogs in city parks.” The author’s **opinion** would be whether the author supported or disagreed with the idea of people walking their dogs in city parks.
The type of **environmental sign** to be used for the Level 1 task must include text with a directive that tells the reader what to do, gives a command, or instruction. Examples of an environmental signs appropriate for the task include:

- Stop
- Yield
- Exit
- Entrance

Examples of environmental signs NOT appropriate for the Level 1 task include:

- Boys
- Cafeteria
- Library
- Girls
STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.

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<tr>
<td>(5.12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. The student is expected to (A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; Supporting Standard (B) recognize exaggerated, contradictory, or misleading statements in text. Supporting Standard</td>
<td>Essence Statement C: Recognizes persuasive language in texts.</td>
</tr>
</tbody>
</table>

**Level 3**

**Prerequisite skill:** identify what the author is trying to persuade the reader to think or do

A grade-appropriate persuasive text will be read. The student will determine what the author is trying to persuade the reader to think or do. The student will generate a list of the points the author uses in his or her argument. The student will evaluate the effectiveness of the author’s argument.

**Predetermined Criteria**

1. The student will determine what the author is trying to persuade the reader to think or do.
2. The student will generate a list of points the author uses in his or her argument.
3. The student will evaluate the effectiveness of the author’s argument.

Reading Grade 5; Reporting Category 3 (5.12); Essence Statement: C
Level 2

Prerequisite skill: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language

A grade-appropriate persuasive text will be read. The student will identify the topic. The student will share one point made by the author. The student will identify a statement that communicates the author’s opinion.

Predetermined Criteria
1. The student will identify the topic.
2. The student will share one point made by the author.
3. The student will identify a statement that communicates the author’s opinion.

Level 1

Prerequisite skill: provide appropriate information for various situations

The student will be presented an environmental sign that includes text and a clear directive. The student will explore the sign. The text on the sign will be read. The student will participate in the appropriate action. The sign will be presented again. The student will anticipate repeating the action.

Predetermined Criteria
1. The student will explore the sign.
2. The student will participate in the appropriate action.
3. The student will anticipate repeating the action.

Transition
Definitions/Examples for STAAR Reporting Category 3 (5.19)
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 and 2: pages 14 and 15

**Informational text** includes expository, persuasive, and procedural text.

An **expository text** that clarifies or explains something or a **persuasive essay** written to convince the reader of something are appropriate types of informational text for the Level 3 and Level 2 tasks.

The text selected for the Level 3 and 2 tasks must include **text features**—titles, headings, and subheadings—as a means for understanding what the text is about.

Resources for text with text features:
- Textbooks
- Encyclopedias
- Newspaper articles
- Magazine articles

Novels and short stories are literary texts and are NOT appropriate for the Level 3 and Level 2 tasks.
STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.

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<td><strong>(5.19) Reading/Comprehension Skills.</strong> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to**</td>
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<tr>
<td><strong>(D) make inferences about text and use textual evidence to support understanding; Readiness Standard (Expository)/Supporting Standard (Persuasive)</strong></td>
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<tr>
<td><strong>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. Readiness Standard (Expository)/Supporting Standard (Persuasive)</strong></td>
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<td><strong>Essence Statement D:</strong> Uses a variety of strategies to demonstrate comprehension within and across informational texts.</td>
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**Level 3**

**Prerequisite skill:** use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions

A grade-appropriate informational text will be presented to the student. The student will locate text features. The student will predict what the text is about. The informational text will be read. The student will justify the accuracy of his or her prediction using text evidence.

Predetermined Criteria
1. The student will locate text features.
2. The student will predict what the text is about.
3. The student will justify the accuracy of his or her predictions using text evidence.

Reading Grade 5; Reporting Category 3 (5.19); Essence Statement: D
**Level 2**

**Prerequisite skill:** confirm predictions about what will happen next in text by "reading the part that tells"

The student will be presented a grade-appropriate informational text with sub-headings. The student will identify the sub-headings. The sub-headings will be read. The teacher will ask a question that can be answered by the text under one of the sub-headings. The student will identify under which sub-heading the answer will most likely be found. The section that the student chose will be read. The student will answer the question using information from the text.

**Predetermined Criteria**
1. The student will identify the sub-headings.
2. The student will identify under which sub-heading the answer will most likely be found.
3. The student will answer the question using information from the text.

**Level 1**

**Prerequisite skill:** predict what might happen next in text based on the cover, title, and illustrations

The student will be presented a three-step recipe. The first and second steps will include an ingredient paired with its word, and a utensil paired with a word representing the action repeated in all three steps. The third step will only show the ingredient paired with its word. The student will acknowledge the ingredient for each step. The student will participate in blending the ingredients for steps one and two. After the student acknowledges the ingredient for the third step, the student will anticipate the action required to complete the third step.

**Predetermined Criteria**
1. The student will acknowledge the ingredient for each step.
2. The student will participate in blending the ingredients for steps one and two.
3. The student will anticipate the action required to complete the third step.

**Transition**