



Standardized Assessment Tasks for
STAAR Alternate

Grade 6 Reading

Definitions/Examples for STAAR Reporting Category 1 (6.2) Essence Statement A

The following definitions clarify terms used in the grade 6 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: page 4

An **unfamiliar word** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word.

Multiple meaning words or multi-meaning words are words that sound alike, are spelled alike, and have more than one unrelated meaning. Examples of multiple meaning words appropriate for the Level 3 and Level 2 tasks include:

- **Charge** is a verb that is a multiple meaning word. *Charge* means to rush towards someone or something. To blame someone for something is to *charge* them. Charge is to ask or set the price for something as in "What will you me *charge* for a haircut?"
- **Pitcher** is a noun that is a multiple meaning word. A *pitcher* is the person who throws the ball in a baseball game. A *pitcher* is also a container for liquids.
- **Leaves** is a multiple meaning word from two different parts of speech. Leaves is a noun in the sentence: *The children like to jump in the leaves.* Leaves is a verb in the sentence: *They do not like it when their father leaves.*

Types of words that are NOT appropriate include:

- **Skate** is NOT an example of a multiple meaning word. The word *skate* is a verb referring to gliding or moving smoothly along on and a noun referring to a piece of equipment with the same name. The meaning for the two different parts of speech is related.
- **Bear and Bare** are NOT multiple meaning words. Although both words are nouns pronounced the same way with different unrelated meanings, they are not spelled the same.

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
<p>(6.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <ul style="list-style-type: none"> (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., cause and effect or compare and contrast organizational text structures) 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 	<p>Essence Statement A: Identifies new vocabulary words in text using a variety of strategies.</p>

Level 3

Prerequisite skill: use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

The student will be presented and read a teacher-generated paragraph that includes an unfamiliar multi-meaning word used in two different ways. The student will locate the multi-meaning word each time it is used in the paragraph. Using a reference material, the student will locate the definition for each way the multi-meaning word is used in the paragraph. The definitions will be read. The student will generate two sentences each using one of the meanings of the multi-meaning word.

Predetermined Criteria

1. The student will locate the multi-meaning word each time it is used in the paragraph.
2. The student will locate the definition for each way the multi-meaning word is used in the paragraph.
3. The student will generate two sentences each using one of the meanings of the multi-meaning word.

Level 2

Prerequisite skill: use context to determine the relevant meaning of unfamiliar words or multiple-meaning words

The student will be presented and read a multi-meaning word. The student will assist in finding the word in a reference material. Two meanings of the word from that entry will be read. The student will identify a representation for each meaning of the word. The student will be presented two sentences using the word in different ways and two sentences in which the word is used incorrectly. The sentences will be read. The student will match each representation to the sentence with the corresponding meaning.

Predetermined Criteria

1. The student will assist in finding the word in a reference material.
2. The student will identify a representation for each meaning of the word.
3. The student will match each representation to the sentence with the corresponding meaning.

Level 1

Prerequisite skill: increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English

The student will be presented 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. The student will explore the object. As the word is read, the student will participate in pairing the written word for the object with the object. The student will anticipate the object when the word is presented.

Predetermined Criteria

1. The student will explore the object.
2. The student will participate in pairing the written word for the object with the object.
3. The student will anticipate the object when the word is presented.

Definitions/Examples for STAAR Reporting Category 2 (6.6) Essence Statement B

The following definitions clarify terms used in the grade 6 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

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. **Characters** are the people or animals in stories.

Examples of grade-appropriate fictional stories for the Level 3, Level 2, and Level 1 tasks include:

- *The True Confessions of Charlotte Doyle* by Avi
- *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis
- *My Louisiana Sky* by Kimberly Willis Holt
- *Where the Red Fern Grows* by Wilson Rawls
- *The Lightning Thief* by Rick Riordan
- *Wednesday Wars* by Gary Schmidt
- *Stargirl* by Jerry Spinelli

A biography is NOT appropriate for the Level 3, Level 2, and Level 1 tasks. A biography is a true story about a person's life. The people and sequence of events in biographies are NOT fictional.

Level 3: page 7

Plot is a related sequence of events. Characters affect the plot by what they say and do in the story.

Level 2: page 8

Characters affect the **action** by what they say and do in the story.

Levels 2 and 1: page 8

Actions are events that can be isolated or are random throughout the story.

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 Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p>(6.6) 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</p> <ul style="list-style-type: none"> (A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; Readiness Standard (B) recognize dialect and conversational voice and explain how authors use dialect to convey character; Supporting Standard (C) describe different forms of point-of-view, including first- and third-person. Supporting Standard 	<p>Essence Statement B: Recognizes how elements of fiction contribute to plot development.</p>

Level 3

Prerequisite skill: describe the interaction of characters including their relationships and the changes they undergo

A grade-appropriate story with multiple characters will be presented and read. The student will determine the main characters in the story. The student will locate an interaction between two of the main characters in the story. The student will conclude how the interaction affected the plot in the story.

Predetermined Criteria

1. The student will determine the main characters in the story.
2. The student will locate an interaction between two of the main characters in the story.
3. The student will conclude how the interaction affected the plot in the story.

Reading Grade 6; Reporting Category 2 (6.6); Essence Statement: B

Level 2

Prerequisite skill: describe main characters in works of fiction, including their traits, motivations, and feelings

A grade-appropriate text will be presented and read. The student will choose words that describe the main character in the story. The student will answer a question about what the character did in the story. The student will identify one way the character affected the action in the story.

Predetermined Criteria

1. The student will choose words that describe the main character in the story.
2. The student will answer a question about what the character did in the story.
3. The student will identify one way the character affected the action in the story.

Level 1

Prerequisite skill: describe characters in a story and the reasons for their actions

The student will be presented a representation for a character from a grade-appropriate story. The student will explore the representation of the character. The student will be presented sensory input representing the character's action in the story. The student will experience the sensory input. The corresponding section of the story will be read. The student will participate in using the representation of the character and sensory experience to simulate the action.

Predetermined Criteria

1. The student will explore the representation of the character.
2. The student will experience the sensory input.
3. The student will participate in using the representation of the character and sensory experience to simulate the action.

Definitions/Examples for STAAR Reporting Category 2 (6.8) Essence Statement C

The following definitions clarify terms used in the grade 6 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 **story** is a fictional literary text. The literary elements an author uses to create a story include the characters, the setting, and the plot.

A **poem** 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.

Figurative language is used by an author to describe or compare something using images and figures of speech. Figurative language includes similes, metaphors, personification, hyperbole, onomatopoeia, and alliteration.

Level 3: page 11

A **simile** is a form of figurative language used by an author or a poet to describe or compare something using the words *like* or *as*. It is a comparison of two things that are basically different to suggest they are alike. For example:

- The candle shone *as bright as* the sun.
- He is *as strong as an ox*.
- She moves *as slowly as* a snail.
- They fought *like cats and dogs*.
- The snow was *like* a blanket covering the ground.
- Life is *like a box of chocolates*.

Metaphors are NOT appropriate for the Level 3 task. A metaphor is also a form of figurative language. It is a more subtle comparison than a simile in which the author describes a person or thing using words that are not meant to be taken literally. For example:

- The boy found himself in a sea of trouble.
- Life is journey.
- Lidia had a broken heart.
- The movie was a bomb.

Levels 2 and 1: page 12

Sensory language is the author's use of words and details that *appeal to a* reader's *senses* (sight, touch, taste, hearing, smell). **Sensory words** are words that pertain to the five senses. Examples of sensory words are:

- Sight: *dim, hazy, misty, shiny, striped*
- Sound: *clang, cheer, hiss, hush, roar, thud*
- Touch: *chilly, dusty, fluffy, scratchy, sticky*

- Taste: *bitter, creamy, ripe, salty, sour,*
Smell: *musty, spicy, sweet, scented*

Words that name the five senses (sight, sound, touch, taste, smell) and words that name the body parts associated with the senses (eyes, ears, hands, tongue, ear) are NOT examples of sensory language.

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
<p>(6.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. The student is expected to</p> <p>(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. Readiness Standard</p>	<p>Essence Statement C: Recognizes the meaning of figurative and sensory language in literary texts.</p>

Level 3

Prerequisite skill: identify the author’s use of similes and metaphors to produce imagery

A grade-appropriate story or poem that includes similes will be presented and read. The student will locate a simile in the text. The student will conclude the meaning of the simile in the text. The student will generate a simile about himself or herself.

Predetermined Criteria

1. The student will locate a simile in the text.
2. The student will conclude the meaning of the simile in the text.
3. The student will generate a simile about himself or herself.

Level 2

Prerequisite skill: identify language that creates a graphic visual experience and appeals to the senses

A section of a grade-appropriate story or poem that contains sensory language will be presented and read. The student will identify a sensory word or phrase in the text. The student will match the identified sensory word or phrase to the appropriate sense. The student will choose an additional word or phrase from the text that appeals to the same sense.

Predetermined Criteria

1. The student will identify a sensory word or phrase in the text.
2. The student will match the identified sensory word or phrase to the appropriate sense.
3. The student will choose an additional word or phrase from the text that appeals to the same sense.

Level 1

Prerequisite skill: identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)

The student will be presented a representation for one of the five senses. The student will acknowledge the body part associated with the sense. A literary text with a sensory word that is related to that sense will be read to the student. As the sensory word is presented and read, the student will experience sensory input. The student will participate in pairing the sensory word with the representation for the sense.

Predetermined Criteria

1. The student will acknowledge the body part associated with the sense.
2. The student will experience sensory input.
3. The student will participate in pairing the sensory word with the representation for the sense.

Definitions/Examples for STAAR Reporting Category 3 (6.11) Essence Statement D

The following definitions clarify terms used in the grade 6 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

An **event** is something that happens of some importance that occurs at a special place and at a particular time.

Features of an event are the special attractions characteristic of that event. Examples of school events and features include:

- Carnivals—games, rides, food
- Rodeos—animals, clowns, music
- Football games—football players, cheerleaders, bands
- Pep rallies—cheerleaders, bands, loud music
- School dances—music, food, formal clothing

Level 3: page 14

The **key information** for an event tells the reader the facts about the event such as what, when, where, and who; whereas, features of an event are the special attractions characteristic of that event. Examples of key information for an event include:

- Date
- Time
- Place
- Cost for admission ticket

Level 2: page 15

The teacher will implement this task with a specific student in mind and choose a known event the student likes. The **negative features** that will be added to the advertisement may not be universally disliked but should be known dislikes for the specific student.

Examples of events with features that might be negative to a student may include:

- Community movie night in the park—*movie is old and in black and white*
- Advertisement for amusement park—*scary fast roller coaster ride with many loops upside down*
- Advertisement for circus—*clowns, lions, fire, tigers, and noise level often frighten or upset children*

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 Expectation	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation
<p>(6.11) 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</p> <p style="padding-left: 40px;">(B) identify simply faulty reasoning used in persuasive texts. Supporting Standard</p>	<p>Essence Statement D: Recognizes the arguments presented in persuasive texts.</p>

Level 3

Prerequisite skill: explain how an author uses language to present information to influence what the reader thinks or does

The student will be presented information about an upcoming event. The student will select the key information about the event, including what, when, and where. The student will generate a list of features of the event. The student will generate an advertisement for the event using the key information and appealing features.

Predetermined Criteria

1. The student will select the key information about the event.
2. The student will generate a list of features of the event.
3. The student will generate an advertisement for the event using the key information and appealing features.

Level 2

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

The student will be presented and read an advertisement about an event. The student will identify what the advertisement is about. The student will choose words from the advertisement that make the event appealing. Additional information describing both positive and negative features of the event will be presented. The student will identify one feature that adds appeal for the event.

Predetermined Criteria

1. The student will identify what the advertisement is about.
2. The student will choose words from the advertisement that make the event appealing.
3. The student will identify one feature that adds appeal for the event.

Level 1

Prerequisite skill: use language for different purposes

The student will be presented the facts about an event. The student will respond to the facts. The student will be presented an advertisement for the same event that includes appealing features. The student will respond differently to the advertisement. The student will participate in inviting someone to the event.

Predetermined Criteria

1. The student will respond to the facts.
2. The student will respond differently to the advertisement.
3. The student will participate in inviting someone to the event.