

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. 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 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* also means 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 (6.5) 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 **drama** is a literary text presented in dialogue or pantomime. It is a story intended to be acted out as a play.

Dialogue is the lines spoken between the characters. In a drama, dialogue is the main tool used to develop the plot and the characters.

Level 3: page 7

The **turning point** in a literary text—a story or a drama—occurs when the main character realizes his problem just before the lesson learned is stated.

Level 2: page 7

The drama presented for the Level 2 task must have at least three characters in order to provide at least three choices as required for Level 2 tasks.

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
(6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Supporting Standard	Essence Statement B: Identifies the structure and elements of drama.

Level 3

Prerequisite skill: explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed

The student will be presented the text of a drama that will be read up to the turning point. The student will predict a credible ending for the drama. The student will justify his or her prediction based on the dialogue from the drama. The remainder of the drama will be read. The student will determine if his or her prediction was correct.

Predetermined Criteria

1. The student will predict a credible ending for the drama.
2. The student will justify his or her prediction based on the dialogue from the drama.
3. The student will determine if his or her prediction was correct.

Level 2

Prerequisite skill: identify the elements of dialogue and use them in informal plays

The student will be presented and read the text of a drama. The student will match the characters' names to the dialogue in the text. The student will be presented excerpts of dialogue from the drama that reflects characters' emotions. The student will be presented cards with the characters' names. There should be one card available in the presentation for each time a character has dialogue. The student will choose an emotion for each character based on the dialogue. The student will assist in acting out one excerpt of dialogue.

Predetermined Criteria

1. The student will match the characters' names to the dialogue in the text.
2. The student will choose an emotion for each character based on the dialogue.
3. The student will assist in acting out one excerpt of dialogue.

Reading Grade 6; Reporting Category 2 (6.5); Essence Statement: B

Level 1

Prerequisite skill: create or recreate stories, moods, or experiences through dramatic representations

The student will participate in initiating an interaction with an adult involving an object. The adult will respond to the student. The interaction between the student and adult will be recorded as dialogue. The interaction and recorded dialogue should be written as it would appear in a written drama with the student and adult's name used as the characters. The student will acknowledge the written dialogue. The student will participate in giving the recorded dialogue and object to two other individuals to act out. The student will experience the performance.

Predetermined Criteria

1. The student will acknowledge the written dialogue.
2. The student will participate in giving the recorded dialogue and object to two other individuals to act out.
3. The student will experience the performance.

Definitions/Examples for STAAR Reporting Category 3 (6.10) 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, 2, and 1: pages 12 and 13

Informational text includes expository, persuasive, and procedural text. An **expository text** that clarifies or explains something and includes a **cause and effect** occurrence is the appropriate type of text for these tasks.

- A **cause** is something that makes something else happen. To determine the cause, ask the question, "Why did it happen?"
- An **effect** is what happens as a result of the cause. To determine the effect, ask the question, "What happened?"

Levels 3 and 2: page 12

Signal words like those included in the following cause-and-effect statements help the reader recognize cause-and-effect relationships in text.

- because—The flower did not bloom *because* it did not get enough sunlight.
- but—The alarm clock went off, *but* Jose kept sleeping.
- since—*Since* it was cold, Yvette put on her sweater.
- so—The room was quite dark *so* Mary turned on her flashlight.
- due—*Due* to the loud noise, Keith covered his ears.

Level 3: page 12

The Level 3 task requires the student to generate a presentation that represents the cause-and-effect relationship in the text.

Examples of student-generated presentations include:

- drawings
- posters
- PowerPoint slide shows
- Re-enactments

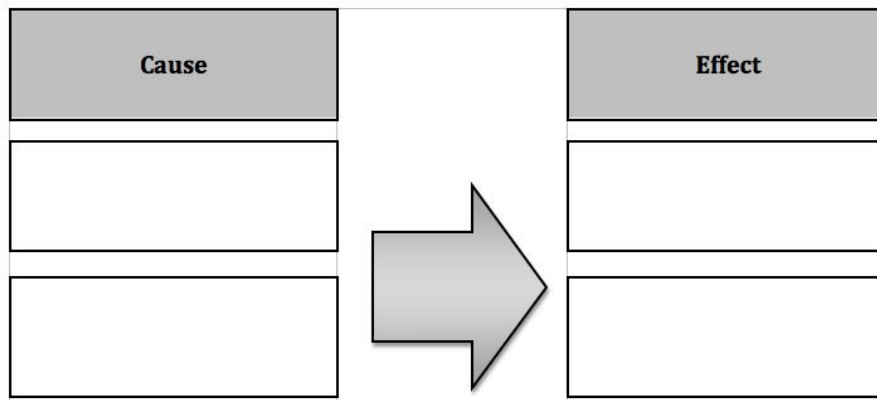
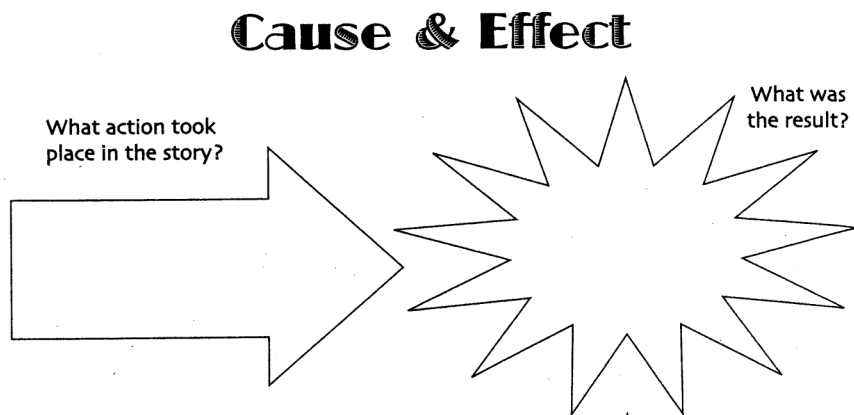
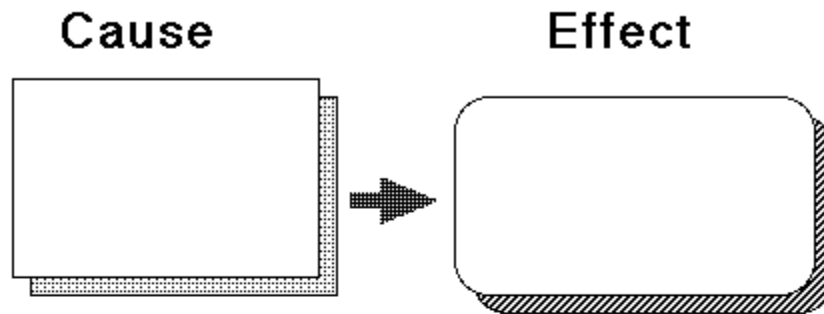
Level 2: page 12

The **topic** is the subject of the big idea that describes what the text is about.

Examples of topics include:

- Weather
- Volcanoes
- Sports
- Computers

The following are examples of cause-and-effect graphic organizers:



Other examples of cause-and-effect organizers can be found on the Internet.

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
<p>(6.10) 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</p> <ul style="list-style-type: none"> (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; Readiness Standard (B) explain whether facts in an argument are used for or against an issue; Supporting Standard (C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; Readiness Standard (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. Readiness Standard 	<p>Essence Statement C: Recognizes how organizational patterns impact main idea and details in informational texts.</p>

Level 3

Prerequisite skill: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison

A grade-appropriate (multi-paragraph) expository text with a cause and effect relationship will be presented and read. The student will locate the signal word from the text that indicates a cause and effect relationship. The student will determine the cause and then determine the effect. The student will generate a presentation that represents the cause and effect relationship.

Predetermined Criteria

1. The student will locate the signal word from the text that indicates a cause and effect relationship.
2. The student will determine the cause and then determine the effect.
3. The student will generate a presentation that represents the cause and effect relationship.

Level 2

Prerequisite skill: identify explicit cause and effect relationships among ideas in texts

A grade-appropriate expository paragraph with a cause and effect relationship will be presented and read. The student will identify the topic of the paragraph. The student will be presented cards each with a cause or an effect signal word. Using the cards, the student will identify the signal word that is used to indicate a cause and effect relationship in the paragraph. The student will complete a graphic organizer that represents the cause and effect relationship from the paragraph.

Predetermined Criteria

1. The student will identify the topic of the paragraph.
2. The student will identify the signal word that is used to indicate a cause and effect relationship in the paragraph.
3. The student will complete a graphic organizer that represents the cause and effect relationship from the paragraph.

Level 1

Prerequisite skill: retell important facts in a text, heard or read

The student will be presented an object or objects that can be used to demonstrate a cause and effect relationship as stated in a text. The student will explore the object or objects. The grade-appropriate expository text with a cause and effect relationship will be presented and read. The student will participate in simulating the cause and effect relationship stated in the text. The student will respond to the effect.

Predetermined Criteria

1. The student will explore the object or objects.
2. The student will participate in simulating the cause and effect relationship stated in the text.
3. The student will respond to the effect.

Definitions/Examples for STAAR Reporting Category 3 (6.12) 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 and 2: pages 15 and 16

A **how-to** or **procedural text** is a type of informational text written with the intent to explain the steps in a procedure.

Examples include:

- Recipes
- Directions for a project
- Directions for an art activity

Graphic features or **graphics** are pictures, images, or symbols in addition to or instead of text.

In the Level 3 and Level 2 tasks, the student is presented with a how-to or procedural text that includes graphics for the materials and/or actions required to complete the steps in a procedure.

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>(6.12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. The student is expected to</p> <p>(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. Supporting Standard</p>	<p>Essence Statement D: Uses graphic features to understand procedural texts.</p>

Level 3

Prerequisite skill: follow and explain a set of written multi-step directions

A grade-appropriate how-to informational text with graphic features will be presented and read. The student will locate the graphic features in the text. The student will determine the relationship of the graphics to the written steps. The student will evaluate the importance of the graphic features.

Predetermined Criteria

1. The student will locate the graphic features in the text.
2. The student will determine the relationship of the graphics to the written steps.
3. The student will evaluate the importance of the graphic features.

Level 2

Prerequisite skill: follow written multi-step directions

A grade-appropriate how-to informational text with graphic features and missing text from one of the steps will be presented. The text will be read as presented. The student will identify the step that has the missing text. Using the graphic features, the student will supply the missing text. The student will assist in following the directions to complete the activity.

Predetermined Criteria

1. The student will identify the step that has the missing text.
2. The student will supply the missing text.
3. The student will assist in following the directions to complete the activity.

Level 1

Prerequisite skill: follow pictorial directions (e.g., recipes, science experiments)

The student will be presented an example of a product he or she will be making and simple written steps paired with pictures or representations. The student will explore the product. The steps will be read. The student will participate in following the steps of the procedure to completion. The student will participate in pairing his or her finished product with the example and the written steps.

Predetermined Criteria

1. The student will explore the product.
2. The student will participate in following the steps of the procedure to completion.
3. The student will participate in pairing his or her finished product with the example and the written steps.