TELPAS Alternate

Observable Behaviors and Classroom Examples

Listening, Speaking, Reading, and Writing

2019–2020

Elementary and Secondary Examples

TELPAS
— ALTERNATE —
Texas English Language Proficiency Assessment System
Alternate

LISTENING

L1.	The student:				
Distinguishing Sounds	may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	classifies two words as the same or different based on initial or final word sounds	identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally	identifies words that are the same or different after hearing two spoken words in the same word family

Elementary	Student does not show a reaction when teacher shows a picture of a dog, says the initial sound for “d,” and then “dog.”	Student matches the picture of a dog to an identical picture after teacher shows the dog picture and makes the sound for “d.”	Student reads the word cards “dog” and “duck.” Student places the cards on a graphic organizer indicating they have the same initial sound.	Student identifies the initial “d” sound and the final “g” sound after hearing the word “dog.”	Student identifies “cat/cat” as the same, and “cat/cap” as different after hearing them spoken aloud.
Secondary	Student does not show a reaction when the teacher shows a picture of a rat, says the initial sound for “r,” then “rat.”	Student matches the picture of a rat to an identical picture after teacher shows the rat picture and makes the sound for “r.”	Student reads the word cards “bat” and “rat.” Student places the cards on a graphic organizer indicating they have the same final sound.	Student identifies the initial “r” sound and the final “t” sound after hearing the word “rat.”	Student identifies “rat/rat” as the same, and “rat/mat” as different after hearing them spoken aloud.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L2.	The student:				
Understanding Conjunctions	may or may not attend to two orally presented single-word options with picture support joined by “or”	makes a selection when given two orally presented single-word options with picture support joined by “or”	makes a selection when given two orally presented single-word options joined by “or”	makes a selection between a few orally presented options joined by “or” or “and”	responds appropriately to detailed requests or questions that contain different conjunctions (e.g., “and,” “but,” “or”)

Elementary	Student does not attend to the pictures of milk and juice after teacher shows the pictures and asks, “milk or juice?”	Student selects a picture of “milk” when given spoken choices paired with pictures of “milk” or “juice.”	Student selects “milk” when given spoken choices of “milk” or “juice.”	Student selects “milk” when given spoken choices of “milk”, “juice”, or “water.”	Student chooses “white milk and juice” when given spoken choices of “white milk and juice” or “white milk and water.”
Secondary	Student does not attend to the pictures of pizza and a hamburger after teacher shows pictures and asks, “pizza or hamburger?”	Student selects a picture of “pizza” when given spoken choices paired with pictures of “pizza” or “hamburger.”	Student selects “pizza” when given spoken choices of “pizza” or “hamburger.”	Student selects “pizza” when given spoken choices of “pizza”, “hamburger” or “salad.”	Student selects “cheese pizza and water” when given spoken choices of “pepperoni pizza and water” or “cheese pizza and water.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L3.	The student:				
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/ picture combinations	participates in a short discussion that includes recently learned academic vocabulary

Elementary	Student does not react when teacher says, “schedule” and shows a picture of a schedule.	Student chooses an identical picture of a schedule after teacher shows a picture of a schedule and says “schedule.”	Student points to a picture of the next task from a visual schedule when given the verbal request “What is next?”	Student touches a word/picture combination for “holiday” from a visual schedule given the verbal request “What is next?”	Student verbally responds with a short discussion when asked, “What is on your schedule this afternoon?”
Secondary	Student does not react when teacher says “vote” and points to a picture of a person voting.	Student chooses an identical picture of a person voting after teacher shows a picture of a person voting and says “voting.”	Student points to a picture of someone voting from a group of pictures when teacher says “voting.”	Student picks up a word/picture combination for “voting” from a group of word/picture combinations when teacher asks, “Which picture shows voting?”	Student verbally responds with a short discussion when asked, “Why do people vote?”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L4.	The student:				
Understanding Media (audio or video)	may or may not attend to a media presentation	selects a picture/ symbol that represents the gist of a media presentation shared frequently in class	selects a picture/ symbol that represents the gist of a media presentation on a familiar social topic	sequences a few pictures to retell the events of a media presentation on a familiar academic topic	sequences multiple pictures to retell the events of a media presentation on a recently learned academic topic

Elementary	Student turns toward a short video about magnets.	After watching a video about hand washing, teacher asks, “What was the video about?” Student points to a picture of hand soap when given two pictorial choices.	After viewing a narrated PowerPoint presentation about classroom rules, student circles a picture that represents students following directions in the classroom setting when given several choices.	After viewing a video, student sequences a few pictures retelling the main points of the media presentation about magnets.	After watching a video, student sequences multiple pictures retelling the steps to complete a science experiment when asked to retell the events.
Secondary	Student does not turn toward a video clip of the life cycle of a butterfly.	After watching a video presentation about the life cycle of a butterfly, teacher asks, “What was the video about?” Student points to a picture representing the life cycle of a butterfly when given two pictorial choices.	After watching a video presentation, student points to a word/picture combination representing the life cycle of a butterfly from many choices of different science topics.	After watching a video presentation, student places a few pictures in chronological order representing the steps in the life cycle of a butterfly when asked to retell the events.	After watching a video presentation, student places multiple pictures in chronological order representing the steps in the life cycle of a butterfly when asked to retell the events.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L5.	The student:				
Understanding the General Meaning	may or may not attend to spoken English when paired with concrete symbols	matches a single spoken content-based word with picture support to an identical picture	selects a picture that corresponds to the general meaning of a spoken content-based word	selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic	selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic
Elementary	Student does not pay attention to the spoken word "earth" when shown a model of the earth.	Student grabs a picture of the earth from a group of pictures when presented with the spoken word "earth" and an identical picture of the earth.	Student circles a picture of the earth from a group of pictures when presented with the spoken word "earth."	Student picks up a picture of the earth with its moon from a group of pictures after a simple classroom discussion about the earth and moon.	Student points to a diagram showing the earth's orbit from a group of pictures after hearing a detailed classroom discussion about the earth's orbit.
Secondary	Student touches teacher after hearing the spoken word "tundra" and shown a picture of the tundra.	Student grabs a picture of the tundra from a group of pictures when presented with the spoken word "tundra" and an identical picture of the tundra.	Student circles a picture of the tundra from a group of pictures when presented with the spoken word "tundra."	Student picks up a picture of the tundra from a group of pictures after a simple classroom discussion about the tundra ecosystem.	Student points to a picture of permafrost from a group of pictures after hearing a detailed classroom discussion about features of the tundra ecosystem.

L6.	The student:				
Understanding the Main Points	may or may not attend to a repeated word in an orally presented simple story with picture support	matches a picture of a repeated word in an orally presented simple story to an identical picture	selects a picture that corresponds to a repeated word in an orally presented simple story	answers questions about the main points of an orally presented simple story	answers questions about the main points of an orally presented detailed story
Elementary	Student does not look at teacher reading the book "If You Take a Mouse to School."	Student places the word "mouse" on the picture of a mouse in the book "If You Take a Mouse to School" when teacher reads the story orally.	Student holds up a picture of a mouse every time he or she hears the word "mouse" while teacher orally reads, "If You Take a Mouse to School."	Student points to a picture of a school from three picture choices, when asked the question "Where did the mouse go?"	Student answers the question "What does a plant need to grow?" after an oral presentation of "Magic School Bus Gets Planted."
Secondary	During an oral presentation of a shortened version of the novel "Holes," student gazes at teacher reading the word "dig"paired with a picture (after hearing the word repeated several times).	Student places a picture of the word "dig" next to a picture of someone digging a hole (after hearing the word repeated several times).	Student points to a picture of someone digging a hole from a choice of three pictures (after hearing the word repeated several times)	Student points to a picture of Stanley teaching Zero to read after being asked, "How did Stanley help Zero?"	After being asked direct questions, student discusses why friendships are important.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L7.	The student:				
Identifying Important Details	may or may not attend to information about a character in an orally presented simple story with picture support	matches a picture of a character in an orally presented simple story to an identical picture	identifies a character from an orally presented simple story	identifies a detail about a character from an orally presented simple story	identifies details about a character from an orally presented detailed story
Elementary	Student does not look at teacher when teacher discusses character traits from "The Three Little Pigs."	Student matches a picture of the Big Bad Wolf from a choice of pictures after teacher orally presents the story of "The Three Little Pigs."	Student points to a picture of the Big Bad Wolf from a choice of pictures after teacher orally presents the story of "The Three Little Pigs.".	Student holds up a picture of the third little pig once the story has been orally presented and when prompted by the teacher.	Student identifies details by answering questions after listening to the story "Ferdinand."
Secondary	During a read-aloud of a simplified version of the myth "King Midas," student may turn toward teacher discussing characteristics of King Midas paired with pictures portraying King Midas.	Student places a picture of the character King Midas next to an identical picture of King Midas from the book.	Student points to the picture of King Midas when presented three choices.	Student points to the words "loved gold" from three choices (read aloud to the student) when prompted by the teacher.	Student points to details describing King Midas (read by the teacher) from several choices.

L8.	The student:				
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multistep directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door", "walk to the restroom"," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L9.	The student:				
Retelling	may or may not attend to a "first/then" statement with picture support	chooses the correct picture when orally presented with a "first/then" statement	sequences pictures of events of an orally presented simple story	sequences the events of an orally presented simple story	identifies the main points found in an orally presented detailed story

Elementary	During a read-aloud of "The Very Hungry Caterpillar," student gazes at the pictures showing the caterpillar first eating the apple and then the pears, as teacher reads that the caterpillar first ate an apple and then ate two pears.	Student reaches for the picture of an apple after hearing teacher read aloud, "First the caterpillar ate an apple, then he ate two pears," and asks, "What did the caterpillar eat first?"	Student puts pictures in order from the story "The Very Hungry Caterpillar."	Student sequences word/picture cards representing the events from the story "The Very Hungry Caterpillar."	Student identifies the main points after listening to the story "The Cat in the Hat."
Secondary	During a read-aloud of a simplified version of "The Watsons Go to Birmingham – 1963," student looks toward teacher while teacher reads that Byron kisses a mirror and then his lips get stuck.	Student points to the picture of Byron's lips sticking to the mirror after teacher asks, "First Byron kisses the mirror, then what happens?"	Student places pictures of Byron kissing the mirror, Byron with his lips stuck to the mirror, and Dad pulling him off the mirror in sequential order.	Student places teacher-made cards with the phrases "Byron kisses the mirror," "Byron gets his lips stuck to the mirror," and "Dad pulls him off the mirror" in the correct order.	Student identifies the main points after listening to the story "The Watsons Go to Birmingham – 1963."

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

L10.	The student:				
Responding to Questions	may or may not attend to an orally presented simple question that is paired with picture support	attempts to respond to an orally presented simple question that is paired with picture support	responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support	responds to an orally presented question that includes only high-frequency vocabulary and is on a familiar topic	responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic

Elementary	Student gazes at the pencil when asked, “Where is the pencil?”	Student points to a picture when asked, “Which one is blue?”	Student grabs a word/picture card of a pencil when asked, “What do you use to write your name?”	Student selects the correct mode of transportation when asked, “How do you get to school?”	Student verbally responds to the questions, “What time do you wake up,” “What time do you get to school,” and “What time do you eat lunch?”
Secondary	Student looks at the speaker when asked, “What is your name?”	When asked, “What city do you live in?“ and presented with a picture representing his/her city, student gives a partial answer. (Ex: “Antonio” for “San Antonio.”)	When asked, “What city do you live in?” and presented with a picture representing his/her city, student verbalizes a correct response.	When asked, “What state do you live in?” student grabs a representation of the state of Texas when given three choices.	Student verbally answers when asked, “What city, state and country do you live in?”

Information should be presented orally with the exception of students who receive their input through sign language.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

SPEAKING

S1.	The student:				
Retelling Stories	may or may not attend to a teacher model retelling simple picture stories	imitates the retelling of simple picture stories by repeating words spoken by the teacher or group	retells simple stories with pictures using a few concrete, high-frequency words	provides a basic retelling of simple stories with pictures using a small number of combined words	provides details (e.g., people, places, actions) when retelling simple stories with or without pictures

Elementary	Teacher retells "The Three Little Pigs" story. Student does not turn his head toward the teacher.	Teacher retells "The Three Little Pigs" story. Student approximates the words "pig" and "wolf."	Student uses pictures from "The Three Little Pigs" to communicate "pigs," "houses," "wolf," and "fall."	Student independently produces "pigs build house" using a communication device when retelling the story "The Three Little Pigs."	Student independently signs "the wolf," "huff," "puff," "straw house," and "blow down" when retelling the story using pictures.
Secondary	Student keeps eye gaze on "Life Cycle of Butterfly" book.	Student uses gestures for "egg" and "butterfly" as the teacher retells the life cycle progression of a butterfly.	Student independently points to the key words "pupa," "larvae," and "butterfly" to retell the life cycle of a butterfly.	Student independently signs "lay an egg," "caterpillar eats," and "turns into butterfly" to retell the life cycle of a butterfly.	Student uses a graphic organizer with transitional words as prompts to retell the life cycle of a butterfly.

S2.	The student:				
Classroom Communication	may or may not attend to a teacher naming common classroom items	imitates naming common classroom items	uses single words to name common classroom items	combines a small number of words to talk about classroom items	uses details to talk about items in the classroom

Elementary	Student looks around the classroom as the teacher names "desk" and "door."	Teacher picks up and names a pencil. Student approximates "pencil."	Student independently names "chair" and "desk" when asked to name items.	Student independently signs "my desk" during a classroom discussion.	Student independently produces "The round teacher table" and "little student desk" using a communication device.
Secondary	Student remains silent during an introduction to lab safety materials.	Student tries to verbalize "goggles" after the teacher introduces and names the safety items.	Student independently signs "tray" and "gloves" to name safety items.	Student independently says "use first-aid kit" to communicate knowledge of lab safety.	Student independently uses a communication device to produce "Goggles protect your eyes. Gloves keep your hands safe."

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

S3.	The student:				
Discussing with a Group	may or may not attend to group discussions	imitates or attempts to imitate words heard in group discussions	shares information in group discussions using a few high-frequency, high-need vocabulary words	shares information in group settings using a small number of combined words	shares detailed information in group settings

Elementary	Student changes facial expression during a group weather activity.	Student uses gestures for “hot” and “cold” after teacher initiates the words during a group weather activity.	Student independently points to the words “hot” and “sun” to describe the weather during a group weather activity.	Student independently uses a communication device to produce “hot day” to describe the weather during a group weather activity.	Student independently speaks the words “It is hot and sunny outside today” during a group weather activity.
Secondary	Student remains silent during a group discussion about the surface of Mars.	Student imitates the word “red” after another student says “red” during a group discussion about the surface of Mars.	Student independently says “red” and “Mars” during a group discussion about the surface of Mars.	Student independently says “red dust there” to describe the surface of Mars during a group discussion.	Student independently uses a communication device to produce the words “Mars is covered with red dust and old volcanoes” during a group discussion about the surface of Mars.

S4.	The student:				
Asking Questions	may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?)	imitates asking single-word questions after a teacher model	asks simple social questions using a few high-frequency words	asks original social and academic questions using a small number of combined words	asks original, detailed academic questions using content-based vocabulary

Elementary	Student demonstrates little facial expression while teacher introduces single-word questions with the answer, such as “Where?”	Student tries to imitate the word “where” when the teacher asks “Where do you live?”	Student independently pushes the button to activate “How are you?” using a communication device during the morning meeting.	Student independently signs “What are you eating?” during lunch.	Student independently asks for a friend’s opinion of a book during reading time.
Secondary	Student makes a vocalization to the teacher asking “What?”	Teacher asks a question during a literacy lesson. Student repeats the question word.	Student independently signs “football game” to indicate “Are you going to the football game after school?” to a friend.	Student independently signs “Are you going?” when talking about the football game.	Student independently vocalizes “When was the Declaration of Independence written?” during American History class.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

S5.	The student:				
Giving Information	may or may not attend to a teacher model sharing personal experiences	imitates sharing personal experiences after a teacher model	shares personal experiences using a few high-frequency, high-need vocabulary words	shares personal experiences using a small number of combined words	shares detailed personal experiences
Elementary	Student demonstrates no change in facial expression when talking about birthdays.	Teacher tells the class about a special birthday cake. Student imitates "cake" when asked to share a birthday experience.	Student independently says "cake," "presents," and "balloons" when asked to share a birthday experience.	Student says "birthday cake good" when asked to share a birthday experience.	Student independently says "I got a new game for my birthday."
Secondary	Student does not eye gaze when teacher points to "Austin, Texas" on a map during a geography lesson.	Student mimics the sign for "Austin" when the teacher signs "We live in Austin."	Student independently presses buttons on a communication device to share the street and town where he lives.	Student independently verbalizes "live in Lubbock" when asked where he lives.	Student signs "I live in Austin, Texas, with my family."

S6.	The student:				
Expressing Opinions	may or may not attend to a teacher model expressing a single-word opinion (e.g., "good," "fun")	imitates expressing a single-word opinion after a teacher model	indicates an opinion between two given options using a few words	conveys an original opinion using a small number of combined words	provides a detailed social or academic opinion
Elementary	Student smiles when teacher is discussing a field trip to the zoo "being fun."	Student activates a switch for "fun" after the teacher expresses that the "field trip will be fun."	Teacher asks the student if the field trip will be fun or not fun. The student responds "It's fun."	Student independently signs "bus will be fun" in response to a question about whether the field trip will be fun.	Student independently vocalizes "I think that the field trip will be fun."
Secondary	Student makes a vocalization when the teacher says "Good citizens vote."	Student repeats "good" when the teacher says "Voting is a civic responsibility. It is good to vote."	Student independently signs that he will vote for a particular candidate for student council when given the two choices.	Student independently uses a communication device to produce "good citizen votes."	Student independently says "I voted. I am a good citizen."

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

S7.	The student:				
Expressing Feelings	may or may not attend to a teacher model expressing feelings	imitates expressing single-word feelings after a teacher model	expresses feelings using high-frequency words (e.g., “sad,” “mad”)	expresses feelings using a small number of combined words (e.g., “feel happy now”)	expresses feelings in detailed phrases or sentences
Elementary	Student smiles when teacher says “I feel happy today.”	Student approximates “happy” after teacher says “I feel happy today.”	Student makes a gesture for “happy” when the teacher asks “How do you feel?”	Student independently produces “feel sad now” on his communication device after his friend moved.	Student independently verbalizes “I feel sad because my fish died” in response to a moment of silence.
Secondary	Student turns his head when teacher says “I am afraid of storms.”	Student makes a gesture for “afraid” when teacher signs “I am afraid of storms.”	Student independently produces “afraid” using his communication device when participating in a classroom discussion about storms.	Student independently signs “feel angry.”	Student independently says “I am angry because I cannot go outside.”

S8.	The student:				
Describing Objects	may or may not attend to a teacher describing familiar objects	imitates using single words when describing familiar objects	uses a few high-frequency words to describe familiar objects	combines a small number of words to describe familiar objects	produces a detailed description of familiar objects
Elementary	Student does not look at the model of the circle during a lesson on shapes.	Student approximates “circle” when the teacher holds up a model of a circle.	Student independently signs “round” and “circle” to describe a clock face.	Student independently says “like a circle” to describe a clock face.	Student independently produces “The clock is round. It is a circle.”
Secondary	Student vocalizes when the teacher holds up a box of crackers and describes the box.	Student repeats the word “corner” when the teacher says that the box has 8 corners.	Student makes a sign for “box” and “open” to describe the box of crackers.	Student independently generates “open box of crackers.”	Student independently says “That box of crackers has 8 corners. One side can open.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

S9.	The student:				
Explaining Tasks	may or may not attend to a teacher model explaining routine tasks	imitates explaining routine tasks after a teacher model	explains routine tasks using high-frequency words	explains routine tasks using a small number of newly learned vocabulary words	gives detailed explanations of routine tasks

Elementary	Student looks at the teacher, who is explaining how to sharpen a pencil.	Student approximates “sharp” as the teacher is modeling how to sharpen a pencil.	Student independently produces the words “pencil” and “sharpen” when the teacher asks what to do when the pencil lead breaks.	Student independently says “make pencil point.”	Student independently says “First I put my pencil in the pencil sharpener. It makes a noise. I pull the pencil out to check it.”
Secondary	Student eye gazes at the teacher as she explains how to transition to breakfast.	Student tries to say “note” as the teacher checks his backpack asking for notes from home.	Student independently produces “money” and “buy” when entering the classroom, indicating that he wants to buy a school T-shirt.	Student independently says “time lunch” after morning work.	Student independently says “It’s time to go home on the bus. I need my backpack” at the end of the day.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

S10.	The student:				
Reacting to Media (print, electronic, audio, visual)	may or may not attend to media presentations	imitates single words heard in media presentations	responds to media presentations using a few high-frequency words	provides a simple original response to media presentations	provides a detailed response to media presentations

Elementary	Student looks at the screen when morning announcements begin.	Student repeats “good morning” after hearing the greeting while watching the morning announcements.	Student independently says “pledge” when the morning announcements start.	Student independently signs “do the pledge” while watching the morning announcements.	Student independently produces “I say the pledge. I listen to the announcements.”
Secondary	Student stares at the monitor during a virtual field trip to the art museum.	Student imitates a greeting from the presenter to the class during a virtual field trip.	Student independently produces “pretty” in response to seeing a painting during the virtual field trip.	Student independently signs “go there” during a virtual field trip.	Student independently says “I like looking at paintings. My favorite was the one of the flowers” after going on a virtual field trip.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

READING

R1.	The student:				
Understanding Letter-Sound Relationships	may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations	matches familiar letter/sound combinations to the same letter/sound combinations	pairs the initial sound of words with pictures of objects that have the same initial sound	pairs the sound made by consonant blends (e.g., *bl*, *br*, *sm*) with pictures of words containing that blend	pairs the sound made by digraphs (e.g., *wh*, *sh*, *ch*) with pictures of words containing that diagraph

Elementary	Student shows no response when teacher matches the letter “C” to the word/ picture card “cat.”	After teacher modeling, student selects two cards that begin with the same letter.	Teacher shows student a ball and asks, “What sound does this start with?” Student indicates the sound for “b.”	Teacher shows student word/picture cards for “green” and “grape.” Teacher asks what sound the words on the card make. Student indicates “gr.”	Teacher shows student word/picture cards for” “shop” and “shoe.” Teacher asks what sound the words on the card make. Student indicates “sh.”
Secondary	Student attends to the teacher matching the letter “B” to the word “broccoli” on a shopping list.	Given an item on the shopping list, student locates other items on the list beginning with the same sound.	Provided with a picture or object from a shopping list, student produces the initial letter sound.	Provided with a shopping list picture or object beginning with a consonant blend, student produces the initial consonant blend sound.	Provided with a shopping list picture or object beginning with a digraph, student produces the initial diagraph sound.

R2.	The student:				
Decoding	may or may not attend to familiar word/picture combinations	matches familiar word/picture combinations to identical word/picture combinations	selects requested high-frequency words from a group of words	decodes words or phrases consisting of a few simple high-frequency words	decodes longer phrases or sentences with some unfamiliar words

Elementary	Teacher reads a familiar story to student and points to the word and picture of “cat” and says “cat.” Student then touches teacher and smiles.	Student matches a word/picture combination of “cat” to an identical word/ picture combination of “cat”.	Teacher asks student to find the word “cat”. Student locates the word “cat” from a group of words.	Student reads the phrase “fast black cat” independently.	Student reads the sentence, “The cat jumps on the sofa.”
Secondary	Teacher reads a word/ picture combination of a familiar staff member “Mr. Smith” and says “Mr. Smith.” The student touches the picture.	Student matches a word/picture combination of “Mr. Smith” to an identical word/picture combination of “Mr. Smith.”	Teacher asks student to find the words “Mr. Smith”. Student locates the words “Mr. Smith” from a group of other familiar staff members’ names.	Student reads the words “Mr. Smith” and “bus” from the sentence “Mr. Smith drives the bus.”	Student reads the sentence, “Mr. Smith drives the bus for our field trip.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R3.	The student:				
Developing Sight Vocabulary	may or may not attend to sight word/ picture combinations	matches sight word/ picture combinations with identical sight word/picture combinations	selects sight words from a group of words	reads short phrases that include simple sight vocabulary	reads longer phrases or sentences that include more content-specific sight vocabulary
Elementary	Teacher presents a word/picture combination of “tiger.” Student walks away.	Teacher reads a book to student with the word “tiger” in it. Teacher then presents a word/ picture combination of “tiger” to student. Student matches the word/ picture combination of “tiger” to an identical word/ picture combination of “tiger.”	Teacher presents the word cards “tiger,” “dog,” and “bird” and asks student to find the “tiger.” Student locates “tiger.”	Student reads the phrase, “big orange tiger” from the sentence “The big orange tiger has black stripes.”	Student reads the sentence, “Tigers hunt for food at night.”
Secondary	Teacher presents a word/picture combination of “water.” Student walks away.	Teacher reads a book about animals that live in the water. Teacher then presents a word/ picture combination of “water” to student. Student matches the word/picture combination of “water” to an identical word/picture combination of “water.”	Students play vocabulary bingo about animals that live in the water. Teacher displays the vocabulary card “shark” and students locate and mark the appropriate words found on their cards.	Student reads the phrase, “sharks eat “and “fish” from the sentence “Sharks eat many different kinds of fish.”	Student reads the phrase “water moves over the gills” from the sentence “Sharks breathe when oxygen is absorbed as water moves over the gills.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R4.	The student:				
Understanding Environmental Print	may or may not attend to printed word/picture combinations frequently found in the environment	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations	selects requested printed words that pair with pictures frequently found in the environment	reads a word or words frequently found in the environment	reads academic words frequently found in the instructional environment

Elementary	Student turns away when presented with a picture of food items labeled “fruit” on a classroom poster about healthy food.	Student selects a word/picture combination titled “fruit” from a group of word/picture combinations when presented with an identical titled picture of “fruit.”	Teacher presents student with a picture of fruit. Student selects the printed word “fruit” from a group of other simple printed words.	Student reads the printed words “fruits” and “vegetables” on a classroom poster about healthy food.	Student selects the printed word for “healthy” and “balanced diet” from a classroom poster about healthy food.
Secondary	Student looks at the printed word for “computer” when shown a picture of a computer.	Student selects the picture titled “computer” from a group of word/picture combinations when presented with an identical titled picture of a computer.	Student selects the printed word “computer” from a group of other simple printed words when presented with a picture of a computer.	Student reads the words “computer,” “mouse,” and “keyboard” from labels around the computer lab.	Student reads the printed words “technology” and “software” from the word wall in the classroom.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R5.	The student:				
Using Visual and Textual Supports	may or may not attend to word/ picture combinations of content-based vocabulary words in texts	matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud	selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled)	identifies missing words from groups of content-based vocabulary words to complete cloze sentences	completes cloze sentences with recently learned content-based vocabulary words

Elementary	Teacher reads a text about nutrition to student and points to a labeled picture of vegetables. Student smiles.	Teacher reads a text about nutrition to the student. Teacher points to a labeled picture of a carrot. Student matches the labeled picture with a similar word/picture combination of a carrot.	Teacher shows a visual representing a carrot growing in the ground with the stem, soil, and leaves labeled and reads the labels. Teacher says “point to the word leaves.” Student points to the word “leaves” in the diagram.	Student is given the printed sentence “Carrots have __, stems, and __.” Student selects “leaves” and “roots” from a word bank to complete the sentence.	Student is given the printed sentence, “Carrots are __ that are good for your __.” Student independently completes the sentence using recently learned content-based vocabulary by adding “vegetables” and “eyes.”
Secondary	Teacher reads a text about going to the bank and points to a labeled picture of coins. Student looks away.	Teacher reads a text about going to the bank. Teacher points to a labeled picture of a penny. Student matches the labeled picture of a penny to a similar word/picture combination of a penny.	Teacher shows a visual representing different labeled coins and reads the labels. Teacher says “point to the word penny.” Student points to the word “penny” in the visual.	Student fills in sentences like: a __ is worth one cent, a __ is worth five cents, a __ is worth ten cents, and a __ is worth twenty-five cents from a word bank to complete the sentence.	Student is given the printed sentence, “You should __ your money in a __ and not spend it all.” Student independently completes the sentence using recently learned content-based vocabulary by adding “save” and “bank.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R6.	The student:				
Participating in Shared Reading	may or may not attend to a teacher reading predictable texts	participates with the teacher reading predictable texts	supplies missing single words in predictable texts	supplies missing phrases in predictable texts	reads predictable texts with a peer

Elementary	Teacher reads “The Very Hungry Caterpillar” to the student. Student looks at his hand and smiles.	Student echo words from a predictable text in multiple choral reads of the text.	Teacher pauses during read aloud and student supplies the name of the food on each page.	Teacher rereads “The Very Hungry Caterpillar” to student and pauses throughout the book allowing student to say the repeated predictable missing phrases.	Teacher provides students with book “The Very Hungry Caterpillar” and allows student to partner read each page individually with teacher support when needed.
Secondary	Student listens to a story about football that frequently repeats words and phrases. Student reaches for the book.	Student follows with his finger a story about football that frequently repeats words and phrases during multiple choral reads of the text.	Teacher pauses during read aloud of a story about football that frequently repeats words and phrases. Student says “football” and “touchdown” as appropriate for the story.	Teacher rereads a story about football that frequently repeats words and phrase and pauses throughout the book allowing student to say the repeated predictable missing phrases.	Teacher provides students with a story about football that frequently repeats words and phrases and allows student to partner read each page individually with teacher support when needed.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R7.	The student:				
Understanding Ideas/Details in Graphic Sources	may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.)	matches graphic sources with identical graphic sources	selects high-frequency printed words that provide ideas or details from graphic sources when asked	identifies short phrases that provide ideas or details from graphic sources	identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction

Elementary	Student is presented with a recipe with icons for each step in the cooking activity. Student visually explores the recipe when directed.	After viewing a step in the recipe, the student matches a photograph of eggs to an icon of eggs in the recipe.	Student selects from the printed words “add,” “bake,” or “mix” to indicate the next action needed to complete the recipe.	Student reads the verb phrase from the recipe for the next action needed to complete the recipe. (Example: pour the milk, stir the mix, roll the dough.)	Student identifies the sentences in the recipe that tell about units of measurement.
Secondary	Teacher presents a map of Texas with landforms. Student continues to look at other students and smiles.	Teacher presents picture cards of different landforms. Teacher shows a mountain to the student and ask the student to find another mountain. Student finds another mountain from a group of picture cards.	During group discussion, teacher asks student to describe the mountain. Student selects the words “tall” and “pointy.”	Student reads the phrases “Hill Country” and “Gulf Coast” from a map of Texas.	Teacher presents student with a short text and a map about the landforms in Texas. Student uses the map and sentences from the text in order to describe Coastal Plains.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R8.	The student:				
Identifying the Main Idea/Details	may or may not attend to word/ picture combinations that represent the main idea of texts	matches word/picture combinations that represent the main idea of texts with identical word/picture combinations	selects word/picture combinations that represent details (e.g., who, what, when, where) from texts	identifies the details of simple short texts	identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences

Elementary	Teacher presents an adapted version of the book "Cloudy with a Chance of Meatballs." Teacher shows pre-made word/picture cards of the important illustrations from the book. Student pays close attention to teacher.	Teacher presents a labeled picture of the main character. Teacher asks student to find the same character from a group of characters. Student points to a matching labeled picture card.	Teacher asks, "Who is the main character in the story?" Teacher shows student three labeled picture cards to student. Student chooses the main character.	Student reads a short section of the book. Teacher asks, "What color was the tomato tornado?" Student says "red."	Student reads several pages of the book. Teacher asks, "Why did Flint Lockwood make his invention?" Student responds with reasons found within the story.
Secondary	Teacher presents an adapted graphic novel about a super hero. Teacher shows pre-made word/ picture cards of the important illustrations from the novel. Student pays close attention to teacher.	Teacher presents a labeled picture of the main character. Teacher asks student to find the same character from a group of characters. Student points to a matching labeled picture card.	Teacher asks, "Where did the story mostly take place?" Teacher shows student three labeled picture cards. Student chooses "city."	Student reads a short section of the graphic novel. Teacher asks "What are the hero's superpowers?" Student says "fly" and "x-ray vision."	Student reads several pages of the graphic novel. Teacher asks, "How did the super hero save the city?" Student responds with ideas found within the story.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R9.	The student:				
Making Predictions	may or may not attend to word/ picture combinations that predict the next event in a series of pictures	matches word/picture combinations to identical word/ picture combinations that represent predictions in short texts read aloud	selects single words to predict the next event in short texts read aloud	identifies simple phrases that predict the next event in a series of pictures with short captions	identifies sentences that predict the next event in short texts read aloud

Elementary	Teacher presents "If you Give a Mouse a Cookie" to student. Teacher shows pre-made word/ picture cards with the sequence of events from the story. Student claps and pays close attention to teacher.	Teacher pauses while reading and models making a prediction by choosing a word/ picture card representing what will happen. Student chooses the word/ picture combination that matches the prediction.	Teacher pauses while reading and asks, "What do you think the mouse will ask for next?" Student selects the word "milk" from a group of words.	Student reads an adapted text of "If You Give a Mouse a Cookie." Teacher presents word/ picture cards with short phrases such as, "ask for cookie," "ask for milk," and "ask for straw." Student chooses the phrase that predicts the next event.	Student reads adapted text. Teacher presents three sentences describing what the mouse might request next. Student chooses the sentence that predicts what will happen next in the story.
Secondary	Teacher reads a simple social story about making a new friend. Student follows along by viewing the word/ picture cards associated with the story.	Teacher pauses while reading and models making a prediction by choosing a word/ picture card representing what will happen. Student chooses the word/ picture combination that matches the prediction.	Teacher pauses while reading and asks, "What do you think should happen next?" The student selects the word "handshake" from a group of words.	Student reads a section of a simple social story. Teacher presents word/ picture cards with short phrases such as, "take turns talking," "ask questions," and "face the person." Student chooses the phrase that predicts the next event.	Student reads a section of a simple social story about friends being together. Teacher presents three sentences describing what could happen next. Student chooses the sentence to predict what will happen next in the story.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

R10.	The student:				
Making Connections between Ideas	may or may not attend to a teacher sharing personal connections to word/ picture combinations	matches pictures to similar pictures representing ideas shared from texts read aloud	indicates which pictures identify shared ideas between two texts read aloud	identifies shared ideas after reading two simple short texts	identifies shared ideas after reading two more detailed texts

Elementary	Teacher reads aloud an excerpt of “First Day Jitters.” Teacher shares that he/she sometimes gets nervous on the first day of school. Student looks at and plays with a marker.	Teacher shows picture of the book character being nervous for school and points to several emotion cards on the table. Teacher asks, “What other character looks nervous?” Student points to emotion card for nervous.	Teacher reads and presents illustrations from “First Day of Kindergarten” and “First Day Jitters,” along with emotion picture cards. Teacher asks student to select the emotion shown in both books. Student picks the “nervous” card.	After student reads short adapted versions of “First Day of Kindergarten” and “First Day Jitters,” teacher asks, “How did the characters feel at the end?” Student responds with “happy.”	After student reads short adapted versions of “First day of Kindergarten” and “First Day Jitters,” two students discuss through “think-pair-share” how they might feel on the first day of school.
Secondary	During a reading of an informational text about chores, teacher presents a picture card of a messy room. Teacher shares that a messy room makes it difficult to find things. Student nods.	Student is presented with a set of picture cards representing chores. Student locates picture card of the chore being read about in the text.	After the teacher reads a pair of texts about chores, student selects cards representing chores presented in both texts.	After the student reads two short texts about chores, the student tells which chores appeared in both texts.	After the student reads two texts about chores, student describes which of the chores from the two texts he/she does at home.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

WRITING

W1.	The student:				
Representing Sounds with Letters	may or may not attend to routine writing activities that involve letter/sound relationships	attempts to write the initial letter sound for pictures	writes initial and final letters for one-syllable words with picture prompts	writes a few familiar, one-syllable words with correct letter/sound correspondence (i.e., initial, medial, final)	writes simple, familiar phrases with correct letter/sound correspondence

Elementary	Student does not attend to teacher writing the letter of the day.	Teacher holds up a card with a picture of a cat. Student attempts to write the letter “c.”	Student writes the letters “c” and “t” when shown a picture of a cat and asked to write the word.	Student writes the words “hat,” “can,” and “dog” during a spelling activity.	Student writes the phrase “Dog and cat.”
Secondary	Student watches teacher writing first letter of the word “den.”	Student writes the letter “b” in an attempt to write the first letter of the word “den.”	Teacher says “den” and shows student a picture of a fox’s den. Student inserts letters “d” and “n” on white board with “__e__.”	Student writes “fox,” “den,” “eat,” and “food” after a science unit about animals and their habitats.	Student writes the phrase “Lives in den and eat bird” after a science unit about animals and their habitats.

W2.	The student:				
Using New Vocabulary	may or may not attend to writing activities that use new vocabulary from content-based instruction	attempts to write letters that represent recently learned vocabulary from content-based instruction	writes letters or single words that represent recently learned vocabulary from content-based instruction	writes original messages that incorporate a few recently learned vocabulary words from content-based instruction	writes original detailed sentences using recently learned vocabulary from content-based instruction

Elementary	Student vocalizes while teacher writes the word “energy” on the board.	Student tries to write the letter “e” to represent the word “energy.”	Student writes “enrgy” to represent the word “energy”.	Student writes “Sun givs enrgy.” to describe a source of energy.	Student writes “The sun gives lite energy to peple.” to describe a source of energy on which people rely.
Secondary	Student watches other students writing the word “government” in their notebooks.	Student writes “g” to represent the word “government.”	Student writes “gvnmtt” to represent the word “government”.	Student writes “goverenmet help us” to describe a function of government.	Student writes “The goverenmet help people falo rules.” to describe a function of government.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

W3.	The student:				
Spelling	may or may not attend to writing activities that involve the spelling of familiar words	attempts to copy familiar English words using symbols or letters	attempts to independently spell highly familiar words	spells a small number of familiar words with some accuracy	spells a large number of familiar and unfamiliar words with consistent accuracy

Elementary	Student will eye gaze at teacher writing his/her name below a picture of the student.	Student attempts to arrange the magnetic letters of his/her name in order, when looking at a card with his/her name printed on it.	Student writes “Lesa Mare” when attempting to spell her name “Lisa-Marie”	Student labels one of his drawings about what he likes to do after school with the words “frend,” “hows,” “play,” and “ball.”	Student writes in her journal in response to a prompt about what she did that weekend by writing, “I went to store with my family.”
Secondary	Student will attend to teacher writing the word “art” on the daily schedule.	Student attempts to copy the printed word “art” on the schedule by typing “tar.”	Student types “pensl” when attempting to type the word “pencil.”	Student lists her favorite activities in art class by writing “draw,” “pant,” “color,” and “glu.”	Student describes an activity in art class by writing “I make a model of my dog with clay.”

W4.	The student:				
Spelling Patterns and Rules	may or may not attend to word/picture combinations in word families	matches word/picture combinations from word families with other word/picture combinations from the same word families	sorts words into common word families	generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., __at, __an)	consistently applies the spelling rule for a word family (e.g., replaces *ch* with *tr* to change “chain” to “train”)

Elementary	Student vocalizes while teacher shows and reads the word/picture combinations for “cat,” “rat,” and “hat”.”	Student matches the word/picture combination of “cat” to “mat.”	Using a pocket chart, student sorts word/picture cards (bat, pat, sat, pig, fig, dig) into the correct word families of “at” and “ig.”	Student creates words in the “ig” word family by adding a letter card as the beginning sound to the ending “ig” (big, rig, and wig).	Student identifies that the words “feat,” “beat,” “meat,” and “heat” all end in “eat.”
Secondary	Student looks at the floor while teacher shows and reads the word/picture combinations for “light,” “fight,” and “night.”	Student matches the word/picture combination of “light” to “right.”	Using a T-chart student sorts word/picture cards (tight, sight, bright, snake, brake, lake) into the correct word families of “ight” and “ake.”	Student creates words in the “ight” word family by adding a letter card as the beginning sound to the ending “ight” (fright, height, might).	Student identifies that the words “store, “chore,” “tore,” and “more” all end in “ore.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

W5.	The student:				
Writing with Subject-Verb Agreement	may or may not attend to writing activities that include subject-verb agreement	matches simple sentences to the same simple sentences with correct subject-verb agreement	completes simple sentences with verbs so that the sentences have subject-verb agreement	identifies subject-verb agreement errors in his or her own writing, but is unable to edit correctly	edits his or her own writing for subject-verb agreement

Elementary	Student does not pay attention to a writing activity where teacher demonstrates an example of subject-verb agreement.	Student matches the sentence strip with the text "The dog runs." to an identical sentence strip with the text "The dog runs."	Student completes a cloze sentence by providing the correct verb tense. (Example: The boy are/is playing ball.)	When teacher reads aloud a student's writing, student indicates that there is an error in subject-verb agreement. Student is unable to correct the error.	When teacher reads aloud a student's writing, student will stop teacher when there is an error in subject-verb agreement. Student will correct the error. (Example: It should be "I run at recess." not "I runs at recess.")
Secondary	Student watches teacher demonstrate an example of subject-verb agreement on the board.	Student matches the sentence "I am hungry." to an identical sentence "I am hungry." on a worksheet."	Student completes a cloze sentence by providing the correct verb tense. (Example: The sky look/looks cloudy today.)	When student re-reads her writing, she will indicate when there is an error in subject-verb agreement. Student will ask teacher how to revise it.	When student re-reads her writing, she will independently revise errors with subject-verb agreement.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

W6.	The student:				
Verb Tenses	may or may not attend to a teacher using past tense to talk about events	matches simple past-tense verbs to identical simple past-tense verbs	attempts to write a few simple, regular past-tense verbs after a teacher model	identifies some simple, regular past-tense verbs combined with a few other words to communicate past events	writes simple past-tense verbs in phrases or sentences to communicate past events

Elementary	Student tries to get his friend's attention while teacher writes a sentence using past tense during the morning message. (Example: Yesterday we baked a cake.)	Student will find the card with the same past-tense verb as the verb in teacher's sentence. (Example: Student puts the card "baked" on top of the word "baked" from teachers' sentence.)	After teacher writes the words "mixed," "covered," and "baked" on the board, student arranges letter cards to write "mixd," "cover," and "baked."	Student matches a picture of each event to the following phrases: "mixed the cake," "covered the cake," and "baked the cake."	Student writes "I liked the cake." on the board.
Secondary	Student vocalizes while teacher writes a sentence using past tense during a science lesson. (Example: We planted seeds in a pot yesterday.)	Student will find the card with the word "planted" and place it on top of the word "planted" in teacher's sentence.	After teacher writes the words "planted," "used," and "watered" on the board, student writes "plant," "uze," and "waterd" on white board.	Student matches a picture of each event to the following phrases: "planted the seeds." "used the hose," and "watered the dirt."	Student writes "This morning I pulled weeds." in his science journal.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

W7.	The student:				
Using Negatives	may or may not attend to writing activities that include a sentence with a negative	sorts sentences with and without negatives that have picture support	completes a familiar sentence stem that includes a negative (e.g., “I do not like”)	writes simple messages using a negative	writes original detailed sentences that involve a negative

Elementary	Student vocalizes or eye gazes when teacher writes “I do not like rain.”	Student sorts picture/ sentence cards into groups of “I like” or “I do not like” on a pocket chart. (Example: Picture/ sentence card with “I do not like bugs.” goes under the “I do not like” part of the pocket chart.)	Student completes the sentence stem “I do not like ___ .” by writing the word “snakes.”	Student writes “not like nap” in his journal.	Student writes “I do not like gym class. I do not like to jump rope.”
Secondary	Student nods and gazes when teacher writes “We don’t run in the hall.” during a lesson about class rules.	Student sorts picture/ sentence cards into groups of “Do” and “Don’t” on a graphic organizer. (Example: Picture/ sentence cards with “We do listen.” and “We don’t yell.”)	Student completes the sentence stem “We don’t __ .” by writing the word “hit.”	Student writes “don’t lie” on the board during a lesson about class rules.	Student writes “In our class we don’t hurt others. We are friends that help each other.”

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

W8.	The student:				
Connecting Words	may or may not attend to a teacher connecting two ideas with a conjunction	matches pictures of two ideas that are combined with a conjunction with identical pictures that are combined with a conjunction	uses conjunctions in writing to combine two words	uses conjunctions in writing to combine two phrases	uses conjunctions in writing to combine ideas from two sentences

Elementary	Student listens as teacher describes the lunch menu: "Today, we are eating chicken nuggets *and* mashed potatoes."	Student matches a word/picture card for "milk" and a word/picture card for "cookies" with a single word/picture card of "milk and cookies."	After being asked about two things she likes to eat, student writes "grapes and chips."	After being asked what he ate for breakfast, student writes "ate eggs and drank milk."	Student combines the two sentences: "I like to eat pizza." and "I like to eat chicken nuggets." by writing "I like to eat pizza and chicken nuggets."
Secondary	Student puts head on desk as teacher writes about the weather: "This morning, the weather is sunny *but* cold."	Student places a word/picture card for "sunny" and a word/picture card for "cold" on either side of "but" in the teacher's sentence.	Student writes two different words to describe the weather and connects them with "but."	Student describes the weather by writing "cold outside but warm inside."	Student writes "The weather is cold outside but warm inside."

W9.	The student:				
Narrating	may or may not attend to writing activities that narrate events	attempts to label a series of pictures that depict the order of events	labels a series of pictures that depict the order of events using a few letters or single words	writes simple original narratives on self chosen topics consisting of a few words or phrases	writes original narratives on self chosen topics with increased length and detail

Elementary	Student watches teacher write about a trip to the beach.	Student incorrectly labels pictures that show the steps a girl took to build a sand castle.	Student labels three pictures that show the steps a girl took to build a sand castle (Example: "dg" for "dig," "water" for "add water," and "pet" for "pat the sand.")	Student writes about a day at the beach with the phrase "fun with sand."	Student writes about a day at the beach: "I go to beach with mom. It is fun and sunny."
Secondary	Student ignores the teacher as the teacher writes about his weekend.	Student incorrectly labels pictures that show activities that she did over the weekend.	Student labels three pictures that show activities he did over the weekend (Example: "TV", "cuk" for "cook," and "plae" for "play.")	Student writes about his weekend with the phrase "watch TV show with mom."	Student writes about his weekend: "I watch TV with mom. I cooked with mom and played outside."

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.

W10.	The student:				
Descriptive Language	may or may not attend to writing activities that use descriptive language	attempts to write symbols or letters that represent descriptive language	writes single descriptive words or letters that represent descriptive language	writes original messages incorporating a few simple descriptive vocabulary words	writes original detailed sentences incorporating descriptive vocabulary

Elementary	Student watches other students write descriptions of their favorite animals.	Student scribbles on paper in an attempt to describe a dog.	Student writes “nic” (nice) to describe a dog.	Student writes “nic an bown” (nice and brown) to describe a dog.	Student writes “A dog is happy and fun. A dog runs fast.”
Secondary	Student watches other students write descriptions of Martin Luther King, Jr.	Student scribbles on paper in an attempt to describe MLK, Jr.	Student writes “bav” (brave) to describe MLK, Jr.	Student writes “was smart an nic” (was smart and nice) to describe MLK, Jr.	Student writes “He was a brave and smart man. He said the rite thing even if it was hard.” to describe MLK, Jr.

This document has been formatted for accessibility. It is intended for use with the TELPAS Alternate domain training PowerPoint presentations.