Texas

Reading
STAAR™ Alternative Grade 6

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

(6.2) Reading/Vocabulary Development.
Students understand new vocabulary and use it when reading and writing. The student is expected to

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard
- (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard
- 1. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. Readiness Standard

Essence of TEKS Knowledge & Skills Statement / STAAR™ -Tested Student Expectations

Essence Statement A: Identifies new vocabulary words in text using a variety of strategies.

Level 3

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.

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.

How to do it:

Sorry… this activity as described above requires the use of a teacher-generated paragraph. The following activity, however, provides an opportunity to practice these skills with your student prior to completing the teacher-generated activity.

Practice Activity

Select the Start-to-Finish Literacy Starters book, *A School of Fish*. This book contains the multi-meaning word *school* used in two ways: 1) as the place students go to learn and 2) as a group of fish swimming together.

First, read page 14 aloud to your student: "That's just like at school." Have your student point at, highlight, gaze at or otherwise locate the word *school* in the sentence. Using a print or online dictionary, ask your student to locate the definition for the word as it is used in this sentence. Your student may speak, sign, or use a communication device to speak the definition. He or she may also point to the appropriate definition in the dictionary or on the computer screen.

TIP: Direct your student's attention to the picture of a school building on the page of the book to help provide context for the meaning of the word.

Next, look at the cover of the book and read the title aloud to your student: "A School of Fish." Have your student point at, highlight, gaze at or otherwise locate the word *school* in the sentence. Using a print or online dictionary, ask your student to locate the definition for the word as it is used in this sentence. Your student may speak, sign, or use a communication device to speak the definition. He or she may also point to the appropriate definition in the dictionary or on the computer screen.

TIP: Direct your student's attention to the picture on the cover of the book to help provide context for the meaning of the word.

Read the book aloud several times using the print and/or computer book with professional narration. Direct your student to identify the word *school* each time it appears in the book. As well, ask your student to identify the appropriate definition for the word based on its context. Your student may speak, sign, or use a communication device to speak the definition. He or she may also point to the appropriate definition in the dictionary or on the computer screen.

Finally, ask your student to generate two sentences each using one of the meanings of the multi-meaning word. He or she may speak, sign, use a communication device, write or type the sentences.

TIP: Use Write:OutLoud and Co:Writer (Don Johnston) to help student write using auditory feedback and word selection/spelling support.

Level 2

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 identify the sentences that correspond to the representations.

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 identify the sentences that correspond to the representations.

How to do it:

Select the Start-to-Finish Literacy Starters book, *A School of Fish*. This book contains the multi-meaning word *school* used in two ways: 1) as the place students go to learn and 2) as a group of fish swimming together.

On an index card, paper or whiteboard, write the word ***school.*** Display and read the word aloud to your student several times.

Next, use a print or online dictionary to assist your student in locating the word and its definitions. Point out that this word has multiple meanings. For example, you might go to http://www.wordcentral.com, type the word ***school*** into the word search field, and locate and read aloud the following definitions:

Note: In the entry field, click on **school[1,noun]** to see the following definition.

> **1 a :** a place or establishment for teaching and learning <public *schools*> <a music *school*>

Note: In the entry field, click on **school[3,noun]** to see the following definition.

> **:** a large number of water-dwelling animals of one kind (as fish) swimming together

Read the book, *A School of Fish*, aloud several times using the print and/or computer book with professional narration. Direct your student to identify a picture representation for each of the definitions you read aloud for the word **school** (school of fish is on book cover, school building is on page 14)**.** Your student may speak, sign, or use a communication device to communicate a link between a definition and a picture. He or she may also point to the appropriate definition in the dictionary or on the computer screen while viewing the appropriate photo representation.

TIP: You may also point to a photo representation in the book and ask your student a question such as, "Does this show a place where people go to learn?" and look for your student to answer "Yes" or "No" vocally, through sign, using a communication device, nodding or facial expression.

Finally, ask your student to identify two sentences, each using one of the meanings you learned for the multi-meaning word, from four sentences you have written on index cards, paper or a white board and read aloud to the student. For example, you might write:

A school of fish was swimming through the coral reef.

People go to school to learn about things like math, science and literature.

A large group of dogs is called a school.

You can school yourself to stay calm at all times.

Your student may speak, sign, use a communication device, or point to/gaze at the two sentences that use the target word appropriately using the two forms of the word as presented in the book and through the definitions.

After identifying the two sentences that represent the word meanings he or she has been working with, ask your student to pair each sentence with the appropriate photographic representation from the book. Your student may physically place the representation next to a selected sentence, point to or gaze at a representation as you read a sentence aloud, or otherwise indicate a sentence/photograph pairing.

Level 1

The student will be presented an object and the 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 experience 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.

Criteria

- The student will experience the object.
- 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.

How to do it:

Select a Start-to-Finish Literacy Starters book that include content related to an object your student uses routinely in daily life. For example, you might choose the "C" (Conventional) level book, *Can It!,* that is about a student who collects cans to make money that he uses to purchase blankets and food for people who need them.

Present your student with a new, full soda can. On an index card, write and speak the word **can.** Point to the can, say the word, and then point to the word **can** and say the word a second time.

Assist your student in touching, holding, looking at, smelling and listening to the sound the can makes as you open it and tap on it with your fingernail or a pencil. Pour the contents into a glass and, if possible, help your student to taste the soda.

Hold up the word card and say the word, **can.** Ask your student, "Where is the can?" Your student may respond by pointing, eye gaze, looking at the can and vocalizing, etc.

After your student has responded, place the word card next to the empty can and say, "Great! Now we are going to read a story about a boy who collects cans. When you hear the word **can** read aloud in the book, look at (or point at, or touch) the can on the table." Your student might also vocalize, smile, or make another physical movement in anticipation of the object as the word is read aloud.

Finally, read the print and/or computer book aloud to/with your student. He or she should anticipate the object when the word is presented.

TIP: Depending on the needs of your student, you may also want to hold up the word card each time the word *can* is read aloud.