



Readtopia™

STAAR Alternate 2 Alignment

**(The State of Texas Assessments
of Academic Readiness Alternate 2)**

- = Aligned with Standard
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(and/or can be met with additional teacher input)

STAAR Alternate 2: Listening	Addressed with Readtopia
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Listening Comprehension Skills

Students comprehend with increasing accuracy what they hear in conversations and in stories read aloud (Pre-K.II.A).

Listening and Speaking / Listening

Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity (K.21; 1.27; 2.28; 3.29; 4.27; 5.27). Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity (6.26; 7.26; 8.26; Eng I.2 ●; Eng II.24; Eng III.24).

Students Are Expected To:

Listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective (6)	●
Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems (7–8)	◐
Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes (Eng I–II)	◐

STAAR Alternate 2: Speaking

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Speaking (Conversation) Skills

Students become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults (Pre-K.II.B).

Speech Production Skills

Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language (Pre-K.II.C). **Listening and Speaking / Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity (K.22; 1.28; 2.29; 3.30; 4.28; 5.28). Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity (6.27; 7.27; 8.27; Eng I.25; Eng II.25; Eng III.25).

Students Are Expected To:

Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement (5–6)	◐
Participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues (7–8)	◐
Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making (Eng I–II)	◐
participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria (Eng III)	◐

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STAAR Alternate 2: Reading Fluency	Addressed with Readtopia
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Reading / Fluency

Students read grade-level text with fluency and comprehension (1.5; 2.4; 3.3; 4.1; 5.1; 6.1; 7.1; 8.1).

Students Are Expected To:

Read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension (4–5)	◐
Adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text (6–8)	●

STAAR Alternate 2: Reading | Vocabulary

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Vocabulary Skills

Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know (Pre-K.II.D).

Sentences and Structure Skills

Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning (Pre-K.II.E). **Reading / Vocabulary Development.** Students understand new vocabulary and use it correctly when reading and writing (K.5). Students understand new vocabulary and use it when reading and writing (1.6; 2.5; 3.4; 4.2; 5.2; 6.2; 7.2; 8.2; Eng I.1; Eng II.1; Eng III.1).

Students Are Expected To:

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 (6)	●
Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words (7)	●
Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings (8)	●
Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes (Eng I–III)	●
Infer word meaning through the identification and analysis of analogies and other word relationships (Eng II–III)	●
Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings (Eng III)	●

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STAAR Alternate 2: Reading Literary Theme and Genre	Addressed with Readtopia
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Reading / Comprehension of Literary Text / Theme and Genre

Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding (K.6; 1.7; 2.6; 3.5; 4.3; 5.3; 6.3; 7.3; 8.3; Eng I.2; Eng II.2; Eng III.2).

Students Are Expected To:

Infer the implicit theme of a work of fiction, distinguishing theme from the topic (6)	●
Describe multiple themes in a work of fiction (7)	●

STAAR Alternate 2: Reading | Literary Fiction

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Reading / Comprehension of Literary Text / Fiction

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding (K.8; 1.9; 2.9; 3.8; 4.6; 5.6; 6.6; 7.6; 8.6; Eng I.5; Eng II.5; Eng III.5).

Students Are Expected To:

Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction (6)	◐
Describe different forms of point-of-view, including first- and third-person (6)	◐
Explain the influence of the setting on plot development (7)	◐
Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts (7)	●
Analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited (7)	◐
Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved (8)	●
Analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict (8)	●
Analyze the way in which a work of fiction is shaped by the narrator's point of view (Eng I)	◐

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STAAR Alternate 2: Reading Expository Text	Addressed with Readtopia
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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 (K.10; 1.14; 3.13; 4.11; 5.11; 6.10; 7.10; 8.10; Eng I.9; Eng II.9; Eng III.9). Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding (2.14).

Students Are Expected To:

Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres (5-6)	◐
Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions (6)	◐
Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence (7–8)	◐
Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order (8)	◐
Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence (Eng I–II)	◐
Summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion (Eng III)	◐

STAAR Alternate 2: Reading Procedural Texts	Addressed with Readtopia
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Reading / Comprehension of Informational Text / Procedural Texts

Students understand how to glean and use information in procedural texts and documents (K.11; 1.15; 2.15; 3.15; 4.13; 5.13; 6.12; 7.12; 8.12; Eng I.11; Eng II.11; Eng III.11).

Students Are Expected To:

Follow multi-tasked instructions to complete a task, solve a problem, or perform procedures (6)	●
Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams (6)	●
Follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures (7)	●
Explain the function of the graphical components of a text (7)	●
Analyze text for missing or extraneous information in multi-step directions or legends for diagrams (8)	●
Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose (8)	●
Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) (Eng I)	●
Analyze factual, quantitative, or technical data presented in multiple graphical sources (Eng I)	●
Evaluate text for the clarity of its graphics and its visual appeal (Eng II)	●
Synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics) (Eng II)	●

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STAAR Alternate 2: Reading Media Literacy	Addressed with Readtopia
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Reading / Media Literacy

Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts (K.12 [with adult assistance]; 1.16; 2.16; 4.14; 5.14). Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts (3.16; 6.13; 7.13; 8.13; Eng I.12; Eng II.12; Eng III.12).

Students Are Expected To:

Explain messages conveyed in various forms of media (6)	◐
Interpret both explicit and implicit messages in various forms of media (7)	◐
Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts (Eng I)	◐
Compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet) (Eng I)	◐
Evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media (Eng III)	◐

STAAR Alternate 2: Reading | Comprehension Skills

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Reading / Comprehension Skills

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers (K.19; 1.19; 2.19; 3.19; 4.19; 5.19; 6.19; 7.19; 8.19; Eng I.19; Eng II.19; Eng III.19).

Students Are Expected To:

Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (3–8)	●
Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence (5–6)	●
Ask literal, interpretive, evaluative, and universal questions of text (5–8)	●
Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (6–8)	◐
Make connections between and across texts, including other media (e.g., film, play), and provide textual evidence (7)	◐
Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) (7–8)	●
Make complex inferences about text and use textual evidence to support understanding (7–Eng II)	●
Make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence (8)	◐
Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) (Eng I–III)	●
Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding (Eng III)	●

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STAAR Alternate 2: Writing Writing Process	Addressed with Readtopia
Writing / Writing Process	
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text (K.13 [with adult assistance]; 1.17; 2.17; 3.17; 4.15; 5.15; 6.14; 7.14; 8.14; Eng I.13; Eng II.13; Eng III.13).	
Students Are Expected To:	
Planning and Developing	
Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (5–8)	◐
Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing (5–8)	◐
Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (Eng I–III)	◐
Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning (Eng I–III)	◐
Revising	
Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences (5–8, Eng I–III)	◐
Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed (7–8)	◐
Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed (Eng I–II)	◐
Revising	
Edit drafts for grammar, mechanics, and spelling (5–8, Eng I–III)	◐

STAAR Alternate 2: Writing | Persuasive Texts

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Writing / Persuasive Texts

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues (2.20; 3.21; 4.19; 5.19; 6.18; 7.18; 8.18; Eng I.16; Eng II.16; Eng III.16).

Students Are Expected To:

Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives (5–6)	●
Write a persuasive essay to the appropriate audience that establishes a clear thesis or position (7–8)	●
Write a persuasive essay to the appropriate audience that considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments (7–8)	●
Write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion (7–8)	●
Write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (Eng I)	●
Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence (Eng I–II)	●
Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (Eng III)	●

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STAAR Alternate 2: Conventions Spelling	Addressed with Readtopia
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Oral and Written Conventions / Spelling
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Students spell correctly (K.18; 1.22; 2.23; 3.24; 4.22; 5.22; 6.21; 7.21; 8.21; Eng I.19, Eng II.19; Eng III.19).

Students Are Expected To:

Use spelling patterns and rules and print and electronic resources to determine and check correct spellings (4–6)	●
Differentiate between commonly confused terms (e.g., <i>its, it's; affect, effect</i>) (5–6)	◐
Spell correctly, including using various resources to determine and check correct spellings (7–8; Eng I–III)	●

STAAR Alternate 2: Conventions Handwriting		Addressed with Readtopia
Oral and Written Conventions / Handwriting, Capitalization, and Punctuation		
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions (K.17;1.21; 2.22; 3.23; 4.21; 5.21; 6.20; 7.20; Eng I.18; Eng II.18; Eng III.18).		
Students Are Expected To:		
Handwriting		
Use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations (5–6)		◐
Use conventions of capitalization (7–8, Eng I–II)		◐
Punctuation		
Recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)		◐
Recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens		◐
Use correct punctuation marks, including: (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information (Eng I)		◐
Use correct punctuation marks including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information (Eng II)		◐
Mechanics		
Correctly and consistently use conventions of punctuation and capitalization (Eng III)		◐

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STAAR Alternate 2: Conventions	Addressed with Readtopia
Oral and Written Conventions / Conventions	
<p>Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity (K.16 [with adult assistance]; 1.20; 2.21; 3.22; 4.20; 5.20; 6.19; 7.19; 8.19; Eng I.17; Eng II.17; Eng III.17).</p>	
Students Are Expected To:	
Use complete simple and compound sentences with correct subject-verb agreement (3–6)	◐
Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: <ul style="list-style-type: none"> (i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., rice, paper); (iii) predicate adjectives (<i>She is intelligent.</i>) and their comparative and superlative forms (e.g., <i>many, more, most</i>); (iv) conjunctive adverbs (e.g., <i>consequently, furthermore, indeed</i>); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., <i>all, both, nothing, anything</i>); (vii) subordinating conjunctions (e.g., <i>while, because, although, if</i>); (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., <i>on the contrary, in addition to</i>) (6) 	◐
Identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <ul style="list-style-type: none"> (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., <i>consequently, furthermore, indeed</i>); (v) prepositions and prepositional phrases and their influence on subject-verb agreement; (vi) relative pronouns (e.g., <i>whose, that, which</i>); (vii) subordinating conjunctions (e.g., <i>because, since</i>); and (viii) transitions for sentence to sentence or paragraph to paragraph coherence write complex sentences and differentiate between main versus subordinate clauses (7–8) 	◐
Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses (7–8)	◐
Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) (Eng I–Eng III)	◐

STAAR Alternate 2: Conventions	Addressed with Readtopia
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Oral and Written Conventions / Conventions (Continued):

Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity (K.16 [with adult assistance]; 1.20; 2.21; 3.22; 4.20; 5.20; 6.19; 7.19; 8.19; Eng I.17; Eng II.17; Eng III.17).

Students Are Expected To:

<p>Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., <i>whose, that, which</i>); and (v) subordinating conjunctions (e.g., <i>because, since</i>) 	◐
<p>Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., <i>each other, one another</i>) (Eng I–II) 	◐
<p>Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) (Eng I–Eng III)</p>	◐