

Template for Planning Assessment Tasks for STAAR Alternate

Logan will **predetermined criteria** if I provide him with **materials** and allow **supports.**

- 1. match the unfamiliar word to the same word in the sentence
- 2. assist in finding the unfamiliar word in the dictionary
- 3. identify the definition for the unfamiliar word as it is used in the sentence

- white, unlined index card with unfamiliar word “pound” written in large, black print
- sentence using unfamiliar word from Ch. 1 of Because of Winn Dixie by Kate DiCamillo: Opal yelled, “That’s my dog. Don’t call the pound!”
- sentence written in large, black print on unlined strip of white paper
- modified children’s dictionary with page fluffers to aid page turning
- list of alphabet letters in sequence to reference when looking for the word in the dictionary
- pictures of three meanings of the word “pound” (dog pound, a hand holding a hammer and striking a nail, a one pound bag of apples on a scale)

- teacher will read all text, pointing to each word as it is read
- allow the text to be reread no more than two times if requested by Logan
- teacher will highlight the letter on the alphabet list that Logan points to when asked “Where will we find the word “pound” in the dictionary?”
- teacher will locate the exact page in the dictionary that the word “pound” is on after Logan finds the section for letter “p”
- to narrow Logan’s search on the page, the teacher will cover the column of text in the dictionary that does not have the word “pound” listed

Given the materials and supports, Logan will be able to **verb by** **response mode.**

- 1. match by
- 2. assist by
- 3. identify by

- placing the unfamiliar word on the index card under the word in the sentence
- turning the pages of the dictionary until the section of the beginning letter of the unfamiliar word is found and pointing to the word after the teacher identifies the exact page
- pointing to the picture that defines the unfamiliar word as it was used in the sentence