

Change in Materials from Primary to Generalization: Reading

Challenging the student with a Level 3 or Level 2 assessment task may allow the student the opportunity to generalize the skill. Generalization allows the student to demonstrate that he or she has internalized the skills by applying them in a new context. For a student with a cognitive disability, this demonstrates true mastery. Only students who demonstrate Level 3 or Level 2 assessment tasks in the primary observation without prompting earn the opportunity to generalize by performing the same task using a change in materials. Students being assessed with Level 1 assessment tasks cannot earn the opportunity to generalize regardless of how well the predetermined criteria were performed. Students at Complexity Level 1 are demonstrating a beginning awareness level of performance that would not be appropriate for generalization.

Key points when planning the change in materials for the generalization observation:

- The change in materials should not make the difficulty of the task harder or easier than what was expected in the primary observation.
- The change in materials should address the content or skill being measured in the task.
- The same three predetermined criteria measured in the primary observation must be measured.
- The same supports and response modes used in the primary observation must be used.
- The generalization observation must be conducted on a different day than the primary observation.
- The change in materials should require the student to provide a different answer to the predetermined criteria than was observed during the primary observation.
- The generalization observation can only be provided three times and the best performance is evaluated in the Assessment Management System.
- The date of the observation, the student's performance during the observation, and the change in materials used for generalization must be recorded on the state-required documentation form.

STAAR Alternate Documentation Form of Student Performance		Science Grade 8
Student Name: Jenee		School Year: 2012-2013
Instructions: Descriptions should include the date and specific information regarding evidence of student performance and any cues or prompts that were given. Add the date, any cues or prompts, and evidence of performance for Generalization of Skill, if applicable. Prepared supports from the first page of this document should not be referenced here.		
1. The student will locate two places on the map with significantly different temperatures.	Date of the Primary Observation: March 6, 2013 <small>(Information for the evaluator observation only.)</small> Jenee pointed to Billings, MT, and then to Miami, FL.	Date of the Generalization of Skill: March 13, 2013 Jenee pointed to Minot, ND, and San Antonio, TX.
	Generalization of Skill: Jenee pointed to Billings, MT, and San Antonio, TX.	Generalization of Skill: Jenee pointed to Minot, ND, and San Antonio, TX.
2. The student will compare the temperature and precipitation in both places for the same three-day period.	Description of Skill: Jenee accessed the forecasts for both cities, printed them out, and highlighted the temperatures and rainfall for each city's forecast. Jenee used the city/state index cards to label the circles on the Venn. She pointed to the middle of the Venn and said, "Cloudy every day." Jenee pointed to the Miami circle and said, "Storm." She pointed to the Billings circle and said, "Rain." After looking at the temperatures, Jenee said, "Miami hot" and "Billings cold."	Description of Skill: Jenee accessed the forecasts for both cities, printed them out, and highlighted the temperatures and rainfall for each city's forecast. She placed each city/state card on the Venn diagram as labels. Jenee pointed to the middle of the Venn and said, "Some sun." Jenee pointed to the San Antonio circle and said, "No rain." She pointed to the Minot circle and said, "Rain." After looking at the temperatures, Jenee pointed to San Antonio and said, "Hot" as she fanned herself with her hand. Jenee shivered and said, "Brrr" and pointed to Minot.
Level of Support: Independently	Level of Support: Independently	Level of Support: Independently
Level of Support: Jenee placed the Billings card on the Venn but needed a physical cue before adding the Miami card. After wait time and an indirect verbal cue, "What other information do you want me to put on the diagram?" was provided. Jenee gave the information about the rain but did not compare the temperatures. She responded when given the verbal direct cue, "Look at the temperatures and tell me what else to put on the diagram."	Level of Support: Jenee stopped responding after the information on the rain was recorded. She was provided wait time and the verbal indirect cue, "What about the temperatures?" before stating how to complete the Venn.	

Date

Performance

STAAR Alternate Documentation Form of Student Performance		Science Grade 8
Student Name: Jenee		School Year: 2012-2013
3. The student will determine how to prepare for the weather at each location.	Primary Observation: Based on the forecasts, Jenee responded with the appropriate clothing for each city using her communication device.	Generalization of Skill: Jenee said she would take a bathing suit to San Antonio and an umbrella to Minot.
Level of Support: Independently	Level of Support: Independently	
Description of Materials/Approach Provided During Instruction: Materials: Internet access; visual cards with steps on how to access information on the Internet; a variety of US maps on walls, in textbooks, and on the Internet; thermometer for measuring indoor and outdoor temperature; T-charts and Venn diagrams; voice-output device. Approach: Separate lessons on skills – Jenee was taught how to use a search engine to locate all kinds of information on the Internet. She was taught to follow a variety of directions outlined in steps on cards. During social studies she became familiar with all kinds of US maps and was able to locate cities. In mathematics she practiced using a thermometer to determine whether the temperature inside or outside was considered hot or cold. She worked on place value with numbers and rounding numbers. During language arts she was taught how to complete T-charts and Venn diagrams and how to use them to compare information in texts. In science, Jenee was instructed on different weather conditions, their impact on people and the environment, and how people should prepare for the different weather conditions.		Description of the Change in Materials for Generalization: Jenee was asked to locate two new cities with greatly differing temperatures on the same weather map that was used during the primary observation. As a result, the weather information she was asked to compare was different and the responses to the predetermined criteria varied from the primary observation.

Change in Materials

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words using a variety of strategies					
3/Reading	1/3.4	3	Vocabulary development: nouns and verbs	Given a wide array of words representing all parts of speech from the student's sight word vocabulary and an unfamiliar noun or verb along with its definition: classify the words into groups by parts of speech, determine in which group the unfamiliar word belongs, generate a sentence with the unfamiliar word	Use new words from the student's sight vocabulary representing all parts of speech and a different unfamiliar noun or verb resulting in a different sentence
3/Reading	1/3.4	2	Vocabulary development: verbs	Given a sentence using a familiar verb from the student's sight word vocabulary and an unfamiliar verb that is defined and can meaningfully and grammatically replace the familiar verb: identify the familiar verb, assist in acting out the unfamiliar verb, identify a new sentence using the unfamiliar verb	Use new verbs for sentences from the student's sight vocabulary and a different unfamiliar verb resulting in a different action and sentence
3/Reading	1/3.4	1	Vocabulary development: nouns	Given the student's daily schedule containing an unfamiliar written noun for a new activity and a corresponding representation: respond to the new activity on the schedule, explore the representation of the noun as the word is read, participate in the activity	Not Appropriate
Essence Statement B: Identifies plot and character interaction in literary texts					
3/Reading	2/3.8	3	Character interactions	Given a literary text with a clearly defined main character and multiple other characters: generate a list of all the characters in the story, determine the main character from the list, determine the actions that occurred between the main character and each of the other characters	Use a new literary text with different characters and actions between characters
3/Reading	2/3.8	2	Character interactions	Given a literary text with three characters: identify the characters, match each character to a description of the character, identify an action that occurred between two of the characters	Use a new literary text with different characters, descriptions and actions between characters
3/Reading	2/3.8	1	Main character	Given a story that has a dramatic action: explore a representation for the main character, participate in pairing the representation of the character to the teacher as the teacher demonstrates the dramatic action of the main character, respond to the dramatic action	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill focus		
3/Reading	2/3.16	3	Media literacy: impact	Given a wide array of literary books that have covers with varying presentations, some with sensory appeal: classify the books by media presentation, determine which group is the most appealing to him or her, generate a list of features that impact meaning and make the selected group appealing	Use a new wide array of literary books with some books having a different sensory appeal than previously used
3/Reading	2/3.16	2	Media literacy: impact	Given a literary book and media presentation for the same book: identify each form of the presented media, identify one way the forms of media are different after a section of the book has been read and the corresponding part of the media presentation viewed, identify one appealing feature that impacts meaning for one of the forms of media	Use a new literary book and corresponding media presentation emphasizing a different appealing feature impacting meaning
3/Reading	2/3.16	1	Media literacy: impact	Participate in previewing a literary book and a media presentation of the same book, experience a section of the book and the corresponding part of the media presentation, participate in pairing the book with the media presentation	
3/Reading	3/3.19	3	Comprehension strategies: questioning	Given a wide array of texts in which several are informational texts: select an informational text, generate relevant questions about information he or she wants to learn, locate information in the text that answers one of the questions	Use new informational texts in the wide array resulting in different student-generated questions
3/Reading	3/3.19	2	Comprehension strategies: questioning	Given an informational text: identify the topic of the text, choose a relevant question about the text, identify a fact from the text that answers the question	Use a new informational text on a new topic and different question choices
3/Reading	3/3.19	1	Comprehension strategies: previewing	Given an informational text: participate in previewing the text, explore a representation of one piece of information found in the text, acknowledge the representation as the information from the text is read	

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Description of Instruction	Generalization Options
Essence Statement A: Identifies new vocabulary words using a variety of strategies					
4/Reading	1/4.2	3	Vocabulary development: antonyms	Given a wide array of familiar words, some of which are antonyms and an unfamiliar word and its meaning: locate a pair of words that are antonyms, locate an antonym for the unfamiliar word, generate a sentence using the unfamiliar word	Use new antonyms in the wide array and a different unfamiliar word resulting in the generation of a different sentence
4/Reading	1/4.2	2	Vocabulary development: word categories	Given familiar words that can be grouped into three teacher-selected conceptual categories and an unfamiliar word with its meaning: sort the words into three categories, identify the category for the unfamiliar word, complete three sentences each containing one blank to be filled in with a word from each of the three categories	Use new familiar and unfamiliar words resulting in different sentences and different conceptual categories
4/Reading	1/4.2	1	Vocabulary development: context	Given a social story that introduces an unfamiliar word to be used in a social situation: acknowledge the unfamiliar word in the story as it is read, participate in using the unfamiliar word in an appropriate social context, respond to the interaction resulting from the use of the unfamiliar word	Not Appropriate
Essence Statement B: Identifies themes in fictional stories					
4/Reading	2/4.3	3	Moral lessons in fables	Given a fable read until the turning point for which the student predicts the outcome and then hears the ending moral: evaluate the accuracy of his or her prediction, determine how the character learned the lesson, determine how the character might feel as a result of learning the lesson	Use a new fable with different characters and moral
4/Reading	2/4.3	2	Moral lessons in fables	Given a fable and three scenarios that are common to a school experience (one that is related to the moral of the fable and two that are not): identify what happened to a specified character in the fable, identify what that character learned, identify the scenario that corresponds to the moral of the fable	Use a new fable with different characters, moral, and school scenarios
4/Reading	2/4.3	1	Moral lessons in fables	Given a fable and representations of the characters: explore the representations, participate in acting out the fable using the representations for the characters, participate in an action reflecting the moral of the story	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement C: Identifies the main idea and supporting details in informational texts					
4/Reading	3/4.11	3	Main idea and details	Given an informational text: determine one of the main ideas of the text, generate a list of at least three facts supporting the main idea, determine why the information in the text is important	Use a new informational text resulting in different facts and main idea
4/Reading	3/4.11	2	Main idea and details	Given an informational text: identify the main idea, identify three important facts that support the main idea, construct a graphic organizer with the information	Use a new informational text resulting in different facts and main idea
4/Reading	3/4.11	1	Main idea and details	Given a representation of the topic of an informational text and the text: explore the representation, participate in pairing the representation with the text, acknowledge the representation each time the topic is read	Not Appropriate
Essence Statement D: Recognizes sequence and uses factual information from graphic features in procedural texts					
4/Reading	3/4.13	3	Graphic features	Given a how-to informational text with graphic features in which multiple steps to create a product must be followed in a specific order (the first step will be presented first and the other steps randomized): determine the steps that are not in the correct order, organize the steps in the correct order, execute the steps to make the product	Use a new how-to text and graphic features to create a different product resulting in different steps
4/Reading	3/4.13	2	Graphic features	Given a how-to informational text with multiple steps to create a product and graphics of the steps presented separately in random order: identify the final product to be made, match each graphic to its corresponding step, assist in following the directions to make the product	Use a new how-to text and graphic features to create a different product resulting in different steps
4/Reading	3/4.13	1	Graphic features	Given two steps in a process to make a product and a format for "first – then" associations and representations: participate in placing the "first" and "then" representations in the format, participate in following the two-step directions to make the product, experience the final product	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words using a variety of strategies					
5/Reading	1/5.2	3	Vocabulary development: dictionary	Given a wide array of reference materials, some of which are not used to locate word meanings and an unfamiliar word: select an appropriate reference material to find the meaning of the unfamiliar word, locate the unfamiliar word in the reference material, generate a sentence using the unfamiliar word after the definition is read	Use a wide array with some new reference material options and a new unfamiliar word resulting in a different sentence
5/Reading	1/5.2	2	Vocabulary development: dictionary	Given an unfamiliar word with multiple meanings and a sentence using the word in context: match the unfamiliar word to the same word in the sentence, assist in finding the unfamiliar word in the dictionary, identify the definition for the unfamiliar word as it is used in the sentence after the multiple dictionary definitions for the unfamiliar word have been read	Use a new unfamiliar word with multiple meanings and a new sentence
5/Reading	1/5.2	1	Vocabulary development: context	Given an unfamiliar written vocabulary word associated with a person well known to the student and a representation for the word: participate in pairing the written word with the representation, anticipate an interaction with the person when shown the representation, respond to an interaction with the person	Not Appropriate
Essence Statement B: Identifies the structure and elements of poetry					
5/Reading	2/5.4	3	Poetry; repetitive language	Given a poem with repetitive words, phrases, or stanzas that portray a specific image: locate the repetitive words of the poem, determine the image that is created by the repetition, determine the pattern produced by the placement of the repetition throughout the poem	Use a new poem with different repetitive phrases portraying a different image
5/Reading	2/5.4	2	Poetry: rhyming words	Given a poem with a rhyming pattern at the end of the lines: identify the rhyming words, identify the pattern produced by the placement of the rhyming words, complete another line of the poem adding the last word with an appropriate rhyming word for the pattern	Use a new poem with different rhyming words
5/Reading	2/5.4	1	Poetry: rhyming words	Given two written rhyming words to be placed at the end of two lines of poetry: experience the sensory input for each word as it is read in isolation, participate in placing each rhyming word at the end of the appropriate line of poetry when the two lines of poetry are presented, respond to the sensory input as the rhyming words are read in context	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Task Summary	Generalization Options
Essence Statement C: Recognizes persuasive language in text					
5/Reading	3/5.12	3	Persuasive text: author's purpose	Given a persuasive text: determine what the author is persuading the reader to think or to do, generate a list of points the author uses in his or her argument, evaluate the effectiveness of the author's argument	Use a new persuasive text on a new topic resulting in different points by the author
5/Reading	3/5.12	2	Persuasive text: author's purpose	Given a persuasive text: identify the topic, share one point made by the author, identify a statement that communicates the author's opinion	Use a new persuasive text on a new topic resulting in different points by the author
5/Reading	3/5.12	1	Persuasive text: author's purpose	Given an environmental sign that includes text and a clear directive: explore the sign, participate in the appropriate action, anticipate repeating the action when the sign is presented again	Not Appropriate
Essence Statement D: Uses a variety of strategies to demonstrate comprehension of informational texts					
5/Reading	3/5.19	3	Text features	Given an informational text: locate text features, predict what the text is about, justify his or her prediction based on text evidence	Use a new informational text on a new topic with different text features
5/Reading	3/5.19	2	Text features	Given an informational text with subheadings and a question that can be answered by the text under one of the subheadings: identify the subheadings, identify the subheading where the answer to a given question is most likely found, answer the question	Use a new informational text on a new topic with different subheadings and questions
5/Reading	3/5.19	1	Text features	Given a three-step recipe where the first and second steps include an ingredient paired with its word and utensil paired with a word representing the action repeated in all three steps; the third step only shows the ingredient paired with the word: acknowledge the ingredient for each step, participate in blending the first two ingredients, anticipate the action required to complete the third step	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies					
6/Reading	1/6.2	3	Vocabulary development: context	Given a teacher-generated paragraph that includes an unfamiliar multiple meaning word used in two different ways: locate the multiple meaning word each time it is used in the paragraph, locate the definition for each way the multiple meaning word is used in the paragraph using a reference material, generate two sentences each using one of the meanings of the multiple meaning word	Use a new paragraph and a different unfamiliar multiple meaning word resulting in different sentences
6/Reading	1/6.2	2	Vocabulary development: context	Given a multiple meaning word: assist in finding the word in a reference material, identify a representation for each meaning of the word read from the reference material, match each representation to the sentence with the corresponding meaning from a choice of four sentences only two of which have the word used in context correctly	Use a new multiple meaning word resulting in different representations and sentences
6/Reading	1/6.2	1	Vocabulary development: context	Given an object and the written word for the object that he or she uses routinely in daily life and is not used as a representation for another object or activity: explore the object, participate in pairing the written word for the object with the object as it is read, anticipate the object when the word is presented	Not Appropriate
Essence Statement B: Recognizes how elements of fiction contribute to plot development					
6/Reading	2/6.6	3	Plot development	Given a story with multiple characters: determine the main characters in the story, locate an interaction between two of the main characters in the story, conclude how the interaction affected the plot in the story	Use a new story with different characters, interactions, and plot
6/Reading	2/6.6	2	Plot development	Choose words that describe the main character in a story, answer a question about what the character did in the story, identify one way the character affected the action in the story	Use a new story with different characters and plot
6/Reading	2/6.6	1	Plot development	Given a representation for a character from a story and a sensory experience representing the character's action in the story: explore the representation of the character, experience the sensory input, participate in using the representation of the character and sensory experience to simulate the action as the text is read	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement C: Recognizes the meaning of figurative and sensory language in literary texts					
6/Reading	2/6.8	3	Simile	Given a story or poem that includes similes: locate a simile in the text, conclude the meaning of the simile in the text, generate a simile about himself or herself	Use a new poem with a different simile; student-generated simile must be different than that used in the primary observation
6/Reading	2/6.8	2	Sensory language	Given a story or poem that contains sensory language: identify a sensory word or phrase in the text, match the identified sensory word or phrase to the appropriate sense, choose an additional word or phrase that would appeal to the same sense	Use a new poem with different sensory language and word options
6/Reading	2/6.8	1	Sensory language	Given a representation for one of the five senses and a literary text with a sensory word that is related to that sense: acknowledge the body part associated with the sense, experience the sensory input as the sensory word is read, participate in pairing the sensory word with the representation for the sense	Not Appropriate
Essence Statement D: Recognizes the arguments presented in persuasive texts					
6/Reading	3/6.11	3	Persuasive texts: appealing language	Given information about an upcoming event: select the key information about the event including what, when, and where; generate a list of appealing features about the event, generate an advertisement for the event using the selected facts and appealing features	Use new information about a different event resulting in different facts and appealing features to generate a different advertisement
6/Reading	3/6.11	2	Persuasive texts: appealing language	Given an advertisement about an event and information describing both the positive and negative features of the event: identify what the advertisement is about, choose words from the advertisement that make the event appealing, identify one feature that adds additional appeal for the event	Use a new advertisement with different features about a different event resulting in new words
6/Reading	3/6.11	1	Persuasive texts: appealing language	Given facts about an event: respond to the facts, respond differently to the advertisement for the same event that includes appealing features, participate in inviting someone to the event	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies					
7/Reading	1/7.2	3	Vocabulary development: homophones	Given two unfamiliar homophones and a reference material: compare the spelling of the two words, determine the meanings of the two words, generate two sentences using each word correctly	Use new homophones resulting in different meanings and sentences
7/Reading	1/7.2	2	Vocabulary development: antonyms	Given one unfamiliar word and three known words, one of which is an antonym to the unfamiliar word and three sentences: identify the meaning of the unfamiliar word using a reference material, identify the antonym for the unfamiliar word, identify the sentence that uses the pair of antonyms correctly	Use a new unfamiliar word and different known words resulting in different meanings and sentences
7/Reading	1/7.2	1	Vocabulary development: antonyms	Given two written position words that are opposites and an object: participate in placing the object paired with one of the words in the position indicated by the word, participate in changing the object paired with the other word to the opposite position as indicated by that word, anticipate changing the object and words to the opposite positions	Not Appropriate
Essence Statement B: Identifies the structure and elements of a drama					
7/Reading	2/7.5	3	Structure and elements of drama	Given a drama read by different characters and a story: compare the format of a drama to the format of a story, locate a series of dialogue in the drama between two characters having a conflict, generate a description of one character based on the dialogue	Use a new drama and story to compare with different characters and a different conflict
7/Reading	2/7.5	2	Structure and elements of drama	Identify the characters in a drama, match the characters with the section of the drama spoken by the characters, identify a relationship between two of the characters	Use a new drama with different characters and a different relationship
7/Reading	2/7.5	1	Structure and elements of drama	Given sentences from a teacher-generated story that can be dramatized and the same story converted into a two-person dialogue exchange: acknowledge the teacher's presentation of the sentences as they are read without emotion, respond to the teacher's exaggerations as the dialogue is read, participate in his or her part of the dialogue exchange	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement C: Recognizes how organizational patterns impact main idea and details in informational texts					
7/Reading	3/7.10	3	Main idea and supporting details	Given an informational text that provides both positions of an argument: generate a list of the points made in the text, organize the points into pros and cons, justify which argument the author supported most effectively	Use a new informational text with different arguments than previously used
7/Reading	3/7.10	2	Main idea and supporting details	Identify the topic of an informational text, identify the cause and effect of an occurrence in the text, identify the main idea	Use a new informational text with a different topic, main idea, and cause and effect relationship
7/Reading	3/7.10	1	Main idea and supporting details	Given a teacher-generated text about an object and its parts and two identical objects that are the topic of the text: participate in placing one object into a graphic organizer to represent the topic, participate in removing parts of the second object as the text is read, participate in placing the parts on the graphic organizer to represent the details in the text	Not Appropriate
Essence Statement D: Uses graphic features to understand procedural texts					
7/Reading	3/7.12	3	Graphic features	Given an article that includes a timeline showing information over several years: locate information in the article that supports each point on the timeline, compare the information over the years, determine how the timeline was helpful	Use a new article and timeline representing different information over the years
7/Reading	3/7.12	2	Graphic features	Given a written recipe involving multi-step directions in which one of the steps will require the student to refer to a servings chart on a package: identify the chart on the package when the chart is referenced in the directions, identify the amounts needed per serving for each ingredient in the chart, complete the directions for the recipe	Use a new recipe resulting in different steps and serving chart
7/Reading	3/7.12	1	Graphic features	Given a sign with text: participate in performing the action connected with the sign, participate in placing the universal no icon on the sign, respond to the change in information	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement A: Identifies new vocabulary words in text using a variety of strategies					
8/Reading	1/8.2	3	Vocabulary development: context	Given a paragraph about a topic of interest to the student that includes an unfamiliar vocabulary word that is not defined in the paragraph or represented by a picture: locate the unfamiliar word in the paragraph, predict the meaning of the word based on context, compare the meaning of the word in a reference material to his or her prediction	Use a new paragraph on a different topic and unfamiliar word
8/Reading	1/8.2	2	Vocabulary development: homophones	Given three sentences each containing a pair of homophones along with six cards each representing the meaning of one of the homophones: identify the homophones in the sentences, match the meaning cards to the homophones using the context of the sentences, complete a new sentence using any two of the homophones	Use new sentences and new homophones
8/Reading	1/8.2	1	Vocabulary development: compound words	Given two words that are meaningful for the student and retain their original meanings as a compound word and a representation for each word: explore the representation for each word when it is read, participate in combining the words and representations to create a compound word, participate in pairing the new representation for the compound word with the compound word when it is read	Not Appropriate
Essence Statement B: Uses a range of reading skills to make inferences within and across literary texts					
8/Reading	1/8.19	3	Comparing literary nonfiction texts	Given a collection of biographies and autobiographies for student selection: generate a reason for selecting to read about that person's life after the text is read, generate a reason why the person was notable, compare the text to another previously read text about the same person	Use a collection of new biographies and autobiographies about different people
8/Reading	1/8.19	2	Comparing literary nonfiction texts	Given two biographies about two different people with a common link: identify who the texts are about, complete a graphic organizer highlighting details about each person, identify how the two people are linked	Use new biographies about different people with a different link
8/Reading	1/8.19	1	Literary nonfiction texts	Given a teacher-generated book about a person familiar to the student with the title of the book paired with a representation for the person: explore the cover of the book and the representation, anticipate having the book read, respond to the book as it is read	Not Appropriate

READING

Grade/ Subject	Rep Cat/ K&S	Level	Skill Focus	Assessment Summary	Generalization Options
Essence Statement C: Recognizes how organizational patterns impact main idea and details in informational texts					
8/Reading	3/8.10	3	Main idea: text features	Given three paragraphs about a topic from a grade-appropriate informational text: generate a subheading for each paragraph, generate a title for the text, determine the paragraph that should include newly presented information using the subheadings	Use new paragraphs about a different topic resulting in different subheadings, title, and information
8/Reading	3/8.10	2	Main idea: text features	Given an informational text that includes bold print and captions: identify the text features, identify three interesting facts from the text, identify the main idea of the text	Use new informational text with different text features, main idea, and facts
8/Reading	3/8.10	1	Main idea: supporting details	Given an informational book with an emphasized title and two representations for two details that could occur in the book: explore the two representations and the title, participate in pairing the representations with the title, participate in pairing the representations to the details as the text is read confirming their inclusion in the book	Not Appropriate
Essence Statement D: Recognizes the various techniques used in media that impact the meaning in informational texts					
8/Reading	3/8.13	3	Media literacy: design features	Given a print version of a current news item and a video clip of the identical news item: generate a brief summary of the information for each media presentation, determine the techniques used in each presentation, compare the techniques used to present the information	Use a different news item and corresponding video clip resulting in different information and techniques
8/Reading	3/8.13	2	Media literacy: design features	Given two advertisements for similar products that clearly communicate a benefit of each product but use different design techniques: identify the benefit promoted by each advertisement, complete a table indicating which design technique was used for each product, identify the technique from the table that he or she found most appealing	Use new advertisements and design techniques for different products
8/Reading	3/8.13	1	Media literacy	Given an advertisement for a product and the product: acknowledge the advertisement, participate in pairing the product with the advertisement, experience using the product	Not Appropriate