WEAVING STAAR STEM, DEPTH AND COMPLEXITY TOOLS, AND COLLABORATION INTO A TAPESTRY OF STAAR READING MASTERY

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Objective

We will experience STAAR Reading practice activities that don’t make our brains and bodies go numb.
Get ready to

◦ Read interesting text
◦ Talk about what we are reading
◦ Experience test prep that is not a released STAAR
◦ Move
◦ Laugh
◦ And, most of all, THINK!
What promotes achievement? Eyes on text!!! It's really THAT simple.

- Research tells us that students need to hear a fluent reader, read aloud, and read independently EVERY DAY.
The Social Aspect of Learning
“Text Evidence on That Beat”
to the tune of “Juju on That Beat”

Text evidence on that beat
Text evidence on that beat
Text evidence on that - evidence on that - evidence on that beat
Now stop; go back; re-read your text; don’t slack
Don’t slack eh; don’t slack eh
Now check your text; check your text; check your text, eh
You’re beautiful; you’re Ms. P’s dears
Check this out!

- https://twitter.com/principal_ces/status/855560991559561217
Find the Evidence

Inference: “Punch, Brothers, Punch” does not take place in the modern era.

Find the evidence to support this inference. Point to it and raise your hand.
# TEKS Goals Chart

<table>
<thead>
<tr>
<th>Learner</th>
<th>Finding the key idea</th>
<th>Finding evidence for an inference</th>
<th>Finding context clues to determine the meaning of an unknown word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ima Goalsetter</td>
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<tr>
<td>Missy Masters</td>
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<td>Paul Pointearner</td>
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<td>Stella Staarrocker</td>
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<td>Gretta Grows</td>
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<td>Roger Readswell</td>
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Chart Progress on TEKS

Place your sticker by your name in the “Finding Evidence for an Inference” column.
Whole Brain Inference Strategy

What the author tells me
What I know from my experience
Roll those together
Make an educated guess
Or an inference
The author most likely reports that the “result” of sharing the rhymes with the university students “is too sad to tell” because

A. The students cannot overcome the power of the rhymes
B. He wants to use this outcome to show the seriousness of the need to avoid the rhymes
C. He uses exaggeration to make the ending more humorous
D. The university students spread the “pestilence” throughout the rest of the student body
Short Notes on the Side

- Read the highlighted paragraphs. Work with your group to write a short summary of this excerpt on the side. The best summary of the paragraph in the fewest words wins the competition.
BME – Finding Key Ideas

“Punch, Brothers, Punch” is **mainly about**

- **B M E A.** An advertisement for a train fare
- **B M E B.** The characteristics of a memorable jingle
- **B M E C.** How a catchy rhyme can get stuck in one’s head and cause frustration
- **B M E D.** How a pastor’s suffering over a rhyme affects his ability to deliver a eulogy
Walking Choice Boards

- Read “Dulce et Decorum Est”
- With a partner visit the choice boards for “Punch, Brothers, Punch” and “Dulce et Decorum Est”
Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.

| Which word or words in paragraph (or stanza) ___ help the reader understand the meaning of ___? | Which word is a synonym of ___ in paragraph (or stanza) ____? | Which word is an antonym of ____ in paragraph (or stanza) ____? |
What idea does the poet (or writer) convey through the description of _____ in lines __ through __ (or paragraph __ )?

The dialogue in lines __ through __ (or paragraph __ ) shows that__.

How does the speaker (or writer) feel throughout the poem (or selection)? What evidence supports this?

Make inferences and use evidence to support understanding.
Evaluate details read to determine key ideas.

| What is paragraph (or stanza) mainly about? | Write a sentence that expresses the main idea of section (or stanza). | Write a three sentence summary of the poem (or selection). |
Differentiating through Blended Learning

Access the Padlet through the QR code reader or the bit.ly. Choose a question and answer it. After you answer the question, select a picture that goes with your answer.
Inspiration for STAAR

To the tune of “The Rolex Song”

I just want to growy growy growy on my STAAR test
I’ve already got some strategies, so I’m not stressed
I just want some sparkle in my brain so that I can do my best
Got you looking at me, you will be impressed
All I ever wanted was to growy growy
Looking like Einstein with my brain all glowy
Now I feel joy, joy
Go Forth and Encourage Mastery on STAAR