



Start-to-Finish® Literacy Starters Alignments to STAAR™ Alternate Standardized Assessment Tasks

Texas

Reading

STAAR™ Alternative Grade 3

STAAR™ Reporting Category 1

Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.

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

(3.4) Reading/Vocabulary Development

Students understand new vocabulary and use it when reading and writing. The student is expected to

- (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; Readiness Standard
- (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; Readiness Standard
- (C) identify and use antonyms, synonyms, homographs, and homophones. Supporting Standard

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

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



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Level 3

The student will be presented a wide array of words representing all parts of speech from the student's sight word vocabulary. The student will classify the words into groups by parts of speech. The student will be presented an unfamiliar noun or verb along with its definition. The student will determine in which group the unfamiliar word belongs. The student will generate a sentence using the unfamiliar word.

Criteria

1. The student will classify the words into groups by parts of speech.
2. The student will determine in which group the unfamiliar word belongs.
3. The student will generate a sentence using the unfamiliar word.

How to do it:

Select a Start-to-Finish Literacy Starters book at the "E" (Enrichment) level. Books at this level include many familiar sight words. As well, they introduce new vocabulary words, in many cases along with the word definitions in context of the story. For example, in *Six Legs and Counting*, the characteristics that make a bug an "insect" are explored and explained. As well, four vocabulary words (insect, flower, skeleton, fly) with photographs are provided on flashcards that can be printed from the Teacher Guide and Materials CD that is available with each set of books.

Before you read, divide an 8-1/2 X 11 sheet of paper into four sections. Label the sections with four parts of speech that your learner is familiar with (for example noun, verb, adjective, and preposition). Prepare a list or flash cards of sight words from the story. For the story, *Six Legs and Counting*, you might use these words:

Nouns: bee, body, fly, leg,

Verbs: have, is, know, need

Adjectives: every, good, six, wrong

Prepositions: about, inside, on, outside

As well, select the vocabulary word your student will learn. Use one of the flashcards provided (described above) or select a different word and write it on an index card so your student can refer to it as needed.



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Have your student read the book aloud one time using the print and/or computer book with professional narration. Then, give him/her the word list or flash cards and the parts of speech sorting page. Ask your student to sort the sight words into their appropriate parts of speech.

Next, present your student with the new vocabulary word you selected before reading. Have your student read the book a second time looking for the new word as he/she reads. Ask your student to point at, verbalize, sign, use a communication device, highlight or otherwise locate and read/repeat the word you have chosen each time he or she sees it on a page of the book. Talk about how the word is used in the book, including the part of speech it represents in each sentence.

TIP: For nonverbal learners who cannot easily use a mouse to point at/click on a word in the computer book, you might use a Big Mac communicator switch (Ablenet) to allow him/her to “speak” the word when it appears on the page.

Finally, ask your student to classify the new vocabulary word into the appropriate part of speech based on how the word is used in the text (context). If needed, look for the word in the story and read the sentence(s) in which the word was used aloud. Have your student generate a new sentence using that word by speaking a sentence aloud, forming a sentence using a communication device programmed/created to include the appropriate vocabulary, writing a sentence using a word processor, etc.

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



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Level 2

The student will be presented and read a sentence using a familiar verb from the student's sight word vocabulary. The student will identify the familiar verb. An unfamiliar verb that can meaningfully and grammatically replace the familiar verb will be presented, read, and defined for the student. The student will assist in acting out the unfamiliar verb. The student will reproduce the sentence using the unfamiliar verb in place of the familiar verb. The new sentence will be read.

Criteria

1. The student will identify the familiar verb.
2. The student will assist in acting out the unfamiliar verb.
3. The student will reproduce the sentence using the unfamiliar verb in place of the familiar verb.

How to do it:

Select a Start-to-Finish Literacy Starters book at any level (E, T or C) according to the needs and interests of your student. For example, you might select the book *Better Butter*, in which the verb **buy** appears several times.

Before reading the book, write the word **buy** on an index card, paper or white board so that your student can refer to the word as needed.

Read the story aloud several times using the print book and/or the computer book with professional narration. As you read, ask your student to look/listen for the word, **buy**. He or she may identify the word by pointing, eye gaze or indicating yes/no as you point to different words on the page.

Write the word **purchase** below the word **buy** on the index card, paper or white board. Point to the word and read it aloud. Then, provide a simple definition of the word (for example, the word purchase means to pay money to buy something).

Re-read the story. After hearing each sentence that uses the word **buy**, read the sentence aloud to your student a second time substituting the word **purchase** for **buy**.



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After reading, assist your student in acting out the purchase of a familiar item in the classroom (i.e. a book or a pencil) as follows:

- give your student two dollar bills
- hold the item (book, pencil, etc.) and say, "You will use your money to purchase this book/pencil/etc. from me."
- have the student give you the money in return for the item. If your student is unable to physically exchange the money for the item, say, "This item costs two dollars. I will give you the book. Do you have two dollars to purchase this book?" Your student can respond by nodding yes/no, focusing eyes on the money, pointing to the money, etc.

Finally, write the sentence, "Today we can buy cream" on a computer, paper or white board. Have your student reproduce the sentence using the word *purchase* in place of the word *buy*. He/she can reproduce the sentence by:

- speaking the new sentence aloud
- signing the new sentence
- writing the word *purchase* (or placing an index card/sticky note on which the word is written) into a second sentence, "Today we can _____ cream."
- writing the new sentence using a word processor
- using a communication device to generate the new sentence



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Level 1

The student will be presented his or her daily schedule. The schedule will include an unfamiliar written noun for a new activity and a corresponding representation. The student will respond to the new activity on the schedule. The student will explore the written noun and the representation of the activity. The student will participate in the activity.

Criteria

1. The student will respond to the new activity on the schedule.
2. The student will explore the written noun and the representation of the activity.
3. The student will participate in the activity.

How to do it:

Select the Start-to-Finish Literacy Starters book *My Week*. This book is about a student's weekly schedule and the things he likes or doesn't like about it. It includes two repetitive lines:

This is a good thing.

This is a bad thing.

Read the book aloud with your student several times using the computer book or the paperback book. Talk about the activities the student in the book completes each day of the week, pointing to and talking about the pictures that represent each activity. Look for responses from your student, asking him or her, "Would you like this activity?" Your student may respond with a smile, a head nod, signing, vocalization, use of a communication device, etc.

Next, show your student his/her daily school schedule, to which you have added an activity. For example, you may add the activity "Read Start-to-Finish books" represented by a picture of a computer book as shown below.



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Tip: Right click on the image above, select **Copy** and then **Paste** the picture into the student's weekly schedule next to the activity name and time **OR** print the page and cut out the image to paste on the student's schedule.

With your student, explore the noun ***Start-to-Finish book***. Point to the words as you read them aloud from his/her schedule. Then, point to the picture representation and say, "With **Start-to-Finish** books, we can read the book using the computer **AND** we can read the book using the paperback." Display the paperback book and help your student to touch and explore the pages. Then, display the computer book and help your student explore reading the book using the mouse or single switch access to turn the pages and hear the text read aloud.

Finally, assist your student as he/she reads the book ***My Week*** aloud a second time using the paperback or computer book using the mouse, single switch, or touch screen. As you read, look for student response to the story through facial expression, eye gaze, vocalization/verbalization, pointing at pictures, or otherwise responding to the content.