



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

Texas

Reading

STAAR™ Alternative Grade 3

STAAR™ Reporting Category 2

Understanding and Analysis of Literary Text: The student will demonstrate an ability to understand and analyze literary texts.

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

(3.6) Reading/Comprehension of Literary Text/Poetry.

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. The student is expected to

(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
Supporting Standard

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

Essence Statement B: Identifies the structure and elements of poetry.



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Level 3

A grade-appropriate rhyming poem will be presented and all but the last two lines will be read. The student will locate the rhyming words in the poem. The student will generate a word not in the poem that rhymes with one of the identified words. The last two lines of the poem will be read omitting the last rhyming word. The student will determine a meaningful word to complete the rhyme.

Criteria

- (A) The student will locate the rhyming words in the poem.
- (B) The student will generate a word not in the poem that rhymes with one of the identified words.
- (C) The student will determine a meaningful word to complete the rhyme.

How to do it:

Sorry... a Start-to-Finish Literacy Starter book with poetry elements is not available.



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Level 2

A short grade-appropriate rhyming poem will be presented and read to the student. The student will assist in imitating the rhythm as the poem is read. The student will be presented a word from the poem that has a corresponding rhyming word in the poem. The student will identify a word from the poem that rhymes with the presented word. The student will identify a word not in the poem that rhymes with the pair.

Criteria

1. The student will assist in imitating the rhythm as the poem is read.
2. The student will identify a word from the poem that rhymes with the presented word.
3. The student will identify a word not in the poem that rhymes with the pair.

How to do it:

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Level 1

The student will be presented two written rhyming words from a couplet. As the two rhyming words are read, the words will be emphasized and paired with sensory input. The student will experience the sensory input as the two words are read. The student will be presented and read the text of the couplet. The student will participate in placing the rhyming words at the end of each line. The student will respond to the sensory input when each rhyming word in the couplet is read.

Criteria

1. The student will experience the sensory input as the two words are read.
2. The student will participate in placing the rhyming words at the end of each line.
3. The student will respond to the sensory input when each rhyming word in the couplet is read.

How to do it:

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