



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

Texas

Reading

STAAR™ Alternative Grade 3

Reporting Category 3

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

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

(3.19) Reading/ Comprehension Skills.

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (A) make inferences about text and use textual evidence to support understanding; Readiness Standard
- 1. summarize information in text, maintaining meaning and logical order.
Readiness Standard

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

Essence Statement D: Uses a variety of strategies to demonstrate comprehension of informational texts.



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Level 3

A wide array of grade-appropriate texts, several of which are informational texts, will be presented to the student. The student will select an informational text. After previewing the text, the student will generate relevant questions about information he or she wants to learn about from the text. Selected portions of the text will be read. The student will locate information in the text that answers one of the questions.

Criteria

1. The student will select an informational text.
2. The student will generate relevant questions about information he or she wants to learn about from the text.
3. The student will locate information in the text that answers one of the questions.

How to do it:

Select 6 Start-to-Finish Literacy Starters books at the "E" (Enrichment) and/or "T" (Transitional) level. Select 3 books that are more informational in nature and 3 books that are more narrative. For example, you might choose:

One Life Left

My Week

I Can Do That

Giants in the Desert

I Choose Africa

A Butterfly Is Born

Instruct your student to select a text that is more informational in nature (*Giants in the Desert*, *I Choose Africa* or *A Butterfly is Born*) and preview that text.

After previewing the selected text, have your student generate several relevant questions about information he or she wants to learn about from the text. Your student may write or type the questions using a word processor, or may verbalize,



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sign or use a communication device to communicate his/her questions as you write them down.

TIP: Use a talking word processor like Write: OutLoud to support student writing with auditory feedback and effective phonetic spell checking. Use a word prediction program like Co:Writer to assist student in word selection and spelling.

Finally, read the text aloud several times using the paperback or computer book selected by your student. While reading, have the student look for and identify information that answers at least one of the questions he/she generated earlier. Your student may identify the information verbally, by pointing to the information, or by signing or using a communication device. He or she might also use the computer book to re-read the page on which the answer is found to speak the answer aloud.



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Level 2

A grade-appropriate informational text will be presented to the student. The student will identify the topic of the text. The student will choose a relevant question about the text. A section of the text that relates to the question will be read. The student will identify a fact from the text that answers the question.

Criteria

1. The student will identify the topic of the text.
2. The student will choose a relevant question about the text.
3. The student will identify a fact from the text that answers the question.

How to do it:

Select a Start-to-Finish Literacy Starters informational book at the "E" (Enrichment) level according to the needs and interests of your student. For example, you might select the book *Nine Planets*, which includes a number of facts about the planets in our solar system.

Before reading, use the paperback or computer book to preview the cover and pages of the text with your student. **Note:** If using the computer book, select "Read to Myself" to turn off the automatic narration of each page and facilitate quick and easy preview through the pages.

Ask your student to identify the topic of the text based on the cover, title and pictures he/she previewed. To do this, write three possible topics on index cards, a white board, or a piece of paper. For example, you might offer the topics **Space Ships**, **Planets in Our Solar System**, and **Dan and Loretta in Love**. Your student may identify the appropriate topic verbally, using sign or a communication device, picking up/pointing to/gazing at a topic, or providing a vocal or physical signal when you are pointing at the correct topic.

Next, on index cards, paper or a white board, write the following three questions related to the text:

What is the brightest planet? (pg 7)

What planet is known for its rings? (pg 15)



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What is the large spot on Neptune called? (pg 19)

NOTE: the page on which the answer will be found is listed to the right of each question above. This is for teacher reference only. Do not write the page numbers on the student's list of questions.

Ask your student to choose one of the questions have written about the text. Explain that he or she will read the text to find the answer to the chosen question.

Finally, read the story -- or selected parts of the story -- aloud several times using the print book and/or the computer book. As you read, ask your student to look and listen for the answer to the chosen question. He or she may identify the answer by vocalizing, signing, pointing, eye gaze or indicating yes/no as you point to different information on the page. If your student is using the computer book, he or she can have the computer re-read the page with the answer on it aloud a second time to identify their selection.



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Level 1

A grade-appropriate informational text will be presented. The student will participate in previewing the text. One piece of information and a representation for the information from the text will be presented. The student will explore the representation. The student will acknowledge the representation as the information from the text is read.

Criteria

- The student will participate in previewing the text.
- The student will explore the representation.
- The student will acknowledge the representation as the information from the text is read.

How to do it:

Select a Start-to-Finish Literacy Starters book about a subject for which you can **easily provide a representation. For example, you might choose the level "C"** (Conventional) book, *Shop Til I Drop*. This book is about a student who has decided that her messy bedroom needs a plant to make it look nicer. The photographs are colorful and engaging with minimal text on each page, and includes content that is easily represented by commonly-found physical objects.

TIP: Photographs from the book are available for you to open and print from the Teacher Guide and Materials CD shipped with each set of books.

Preview and/or read the book aloud with your student using the computer or paperback book. Talk about the messy bedroom and the various items the main character plans to buy, pointing to and talking about the pictures that represent each item. Look for responses from your student, asking him or her questions like, **"Wow! I think that is the messiest room I've ever seen, don't you?"** Your student may respond with a smile, a head nod, signing, vocalization, use of a communication device, maintaining focus on the book, etc.

Next, choose one object from the story. For example, you may have a plant in your classroom that you can bring for your student to explore. As well, you may want to have several pictures of plants that your student can hold, touch, and/or



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manipulate. Help your student touch the various parts and pieces of the potted plant: the pot, the dirt and the plant itself.

Finally, read the story (or a section of the story) aloud a second time. As you read about the different parts of a potted plant, help your student to make connections between the book and the plant, and to acknowledge the representation where appropriate. Depending on the abilities of your student, he/she can make only a single connection (for example, acknowledge the plant when it is being talked about in the text on pages 4, 7, and 8. Students who desire to make multiple connections (to the dirt, the plant and the pot) should be encouraged to do so.