



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

Texas

Reading

STAAR™ Alternative Grade 4

STAAR™ Reporting Category 1

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

TEKS Knowledge & Skills Statement / STAAR™ Tested Student Expectations

(4.2) Reading/Vocabulary Development.

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

- (A) determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard
- (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; Readiness Standard
 1. use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. Readiness 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 familiar words, some of which are antonyms. The student will locate a pair of words that are antonyms. The student will be presented and read an unfamiliar word and its meaning. Using the wide array of words, the student will locate an antonym for the unfamiliar word. The student will generate a sentence using the unfamiliar word.

Criteria

1. The student will locate a pair of words that are antonyms.
2. The student will locate an antonym for the unfamiliar word.
3. The student will generate a sentence using the unfamiliar word.

How to do it:

Select a Start-to-Finish Literacy Starters book at an "E" (Enrichment) level on an engaging subject, such as *Wonders of Africa*, to provide context for many of the words your student will be working with in this activity.

Before you begin to work with your student, look through the book to find about 6 or 8 familiar words for which you can find familiar antonyms. Write each word from the book and each antonym on index cards. Then, add a few words from the book that do **not** have antonyms. Select one set of antonyms in which the word from the book is familiar to the student, but the antonym is probably **not** (for example, *wonderful* and *ordinary*). Using the book, *Wonders of Africa*, your index cards might include the following words:

plant	animal	many
few	longest	shortest
largest	smallest	highest
lowest	same	different
mountain	road	lion
river	wonderful	ordinary



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Use the print or computer book to read the book aloud to/with your student.

TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently.

After reading page 15 of the book, point to the word **end** in the first sentence on the page. Explain the next activity to your student as follows: "This is the word **end**. What is a word you know that means the opposite of **end**?" Wait for your student to give an appropriate answer such as **beginning** or **start**.

Next, spread the index cards out on the table, keeping the card with the word **ordinary** from the student's sight.

Ask your student to identify a pair of words that are antonyms. Your student may pick the cards up, point to the cards he/she wants, speak or sign the words on the cards showing antonyms, use a communication device into which the words have been programmed, etc. If necessary, you can hold up two cards at a time and ask the student, "Are these words antonyms?" Your student may respond vocally, by a head nod, smile, or using communication switches programmed to say "Yes" and "No."

After your student has identified a pair of words that are antonyms, show him or her the card with the word **ordinary** printed on it. Read the word aloud and explain its meaning to your student. For example, you might say "The word **ordinary** means average or normal. If something is ordinary, there is nothing very special about it at all."

Ask your student to find the index card with the antonym to the new word, **ordinary** (wonderful). If your student is having difficulty locating the correct word, remove a few index cards from those on the table to reduce the difficulty of the task.

Finally, have your student generate a sentence using the new word, **ordinary**. He or she may write or type the sentence into a word processor, speak the sentence aloud, generate a sentence using a communication device, or communicate the sentence to you using sign language.

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 familiar words that can be grouped into three teacher-selected conceptual categories. The student will sort the words into the three categories. The student will be presented with an unfamiliar word for one of the categories and its meaning. The student will identify the category for the unfamiliar word. The student will be presented a sentence with three blanks—one blank for a word from each category. The student will complete the sentence with the unfamiliar word and a word from each of the other two categories.

Criteria

1. The student will sort the words into the three categories.
2. The student will identify the category for the unfamiliar word.
3. The student will complete the sentence with the unfamiliar word and a word from each of the other two categories.

How to do it:

Select the level "E" (Enrichment) Start-to-Finish Literacy Starters book *Giants in the Desert*. This book describes the animals that depend on the saguaro cactus to live, and offers context for new and familiar words in three categories:

Desert Animals	Things the Saguaro Provides	Characteristics of a Desert

On a white board or chart paper, create a chart like the one above. The columns should be long enough for your student to place word cards in the appropriate categories.

Next, write familiar words from the story on index cards or adhesive notes. Include one vocabulary word (highlighted below) that will be unfamiliar to your student. For example:



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hot	food	mice
shade	lizards	shade
a home	woodpeckers	a drink
nectar	dry	hawks
a perch	seeds	

Now you are ready to read the book. Use the print or computer book to read *Giants in the Desert* aloud once or twice to/with your student.

TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently.

After reading, display the chart and word cards for your student. Keep the word card **perch** out of sight, as you will present it to your student later. Ask him or her to place each word in the correct category on the chart, or to indicate which category into which each word should be placed using voice, sign, a communication device, pointing or eye gaze.

Display the word card for **perch** to your student and give him or her a simple definition of the word. For example, you might say, "A perch is a place to sit. In the story, the hawks used the saguaro cactus as a perch." As well, you might look at the photograph on page 12 to illustrate your definition. Then, ask your student to place the new word into the appropriate category on the chart.

Finally, write the following questions on a white board or chart paper. Ask your student to indicate a word from the categories to fill in the blank in the sentence. Your student will use a word from each category to fill in the blanks. The answers are in italics below for teacher use only.

The desert is very dry and _____ *hot* _____.

Lizards rest in the cool _____ *shade* _____ of the cactus.

The cactus is a perch for _____ *hawks* _____.



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Your student may select and place each word card in the correct sentence, or indicate which word should be placed into a sentence using voice, sign, a communication device, pointing or eye gaze.



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Level 1

The student will be presented and read a social story that introduces an unfamiliar word to be used in a social situation. The student will acknowledge the unfamiliar word in the story when it is read. The student will participate in using the unfamiliar word in an appropriate social context. The student will respond to the interaction resulting from the use of the unfamiliar word.

Criteria

- The student will acknowledge the unfamiliar word in the story when it is read.
- The student will participate in using the unfamiliar word in an appropriate social context.
- The student will respond to the interaction resulting from the use of the unfamiliar word.

How to do it:

Sorry... an appropriate Start-to-Finish Literacy Starter social story is not available for this activity.