



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

Texas

Reading

STAAR™ Alternative Grade 4

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

(4.19) 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 (Fiction)/Supporting Standard (Literary Nonfiction, Poetry, Drama)
- (B) summarize information in text, maintaining meaning and logical order. Readiness Standard (Fiction)/Supporting Standard (Literary Nonfiction, Poetry, Drama)

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

Essence Statement C: Uses a variety of strategies to demonstrate comprehension of literary texts.



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Level 3

A grade-appropriate fictional story will be read. The student will be presented a wide array of important events and minor details, as well as events that did not happen in the story. The student will select four important events that happened in the story. The student will organize the important events as they occurred in the story. The student will generate a presentation about the story.

Criteria

1. The student will select four important events that happened in the story.
2. The student will organize the important events as they occurred in the story.
3. The student will generate a presentation about the story.

How to do it:

Select a Start-to-Finish Literacy Starters fiction book at the "E" (Enrichment) level. For example, you might select *When Your Work Is Done*.

Print the photographs from the story. They are located on the Teacher Guide and Materials CD that ships with every Literacy Starters set. Your student will use these pictures later in the activity.

On sentence strips, write the important events of the story (examples displayed below). Then, write a few sentences containing minor details as well as events that did not happen in the story. Mix the sentence strips so that they are in no particular order.

Important Events

- Robert asked his mother if he could go fishing.**
- His mother said he could go fishing when his work was done.**
- Robert did many chores for his mother.**
- It began to rain, so Robert decided to go fishing tomorrow.**

Minor Details

- Robert is 14 years old.**
- A board on the fence had come loose.**
- Robert's mother was busy churning butter.**



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Events That Did Not Happen

Robert went fishing.

Robert yelled at his mother.

Use the print or computer book to read the book aloud several times to/with your student. As you read, ask your student to think about the four most important events of the story.

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

Display the sentence strips for your student. Ask him or her to choose sentences that represent the four most important events in the story and place them in the order that they occurred (in the order written above). Your student may:

1. place the sentence strips in order
2. tell you how they should be ordered as you arrange them on the table or whiteboard
3. point or use eye gaze to select and organize the sentence strips
4. use sign or a communication device to communicate his/her choices

Finally, have your student create a presentation about the story. He or she may:

5. Sequence some or all of the pictures from the book that you printed earlier and use the sentence strips to caption them. Students unable to physically arrange pictures and strips may communicate the order and placement of each using sign, a communication device, pointing, eye gaze or other method of making his or her choices known.
6. Sequence some or all of the pictures on a table, board or flip chart and re-tell the story verbally, through sign, or using a communication device.
7. Copy the story pictures from the Teacher Guide and Materials CD into PowerPoint and record his or her re-telling of the story.



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

8. Copy the story pictures from the Teacher Guide and Materials CD into a word processor and type words from the sentence strip and/or his or her own words to re-tell the story.

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



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Level 2

A grade-appropriate fictional story will be read. The student will identify important events from the story. The student will identify the beginning event in the story. The student will identify the ending event in the story.

Criteria

1. The student will identify important events from the story.
2. The student will identify the beginning event in the story.
3. The student will identify the ending event in the story.

How to do it:

Select a Start-to-Finish Literacy Starters fiction title at any level (C, T or E) based on the individual needs of your student. For example, the book *One Life Left* is a story based on Mark Twain's writings about Huck Finn and Tom Sawyer.

On a whiteboard or chart paper, create a chart like the one below. On your chart, write ONLY the headings (Beginning, Middle, End). Words in each column below the headings are examples for teacher use only.

On sentence strips the length of each column, write the parts of the story as displayed below.



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STAAR™ Alternate Standardized Assessment Tasks**

BEGINNING	MIDDLE	END
Huck found a dead cat and took it to the graveyard.	Huck and the cat fell into an open grave. The cat came back to life. Tom was afraid. Tom ran into a cave. Huck got mad and took the cat to the cave to find Tom. Huck threw the cat at Tom. Tom came out screaming.	Huck called Tom "Old Tomcat" because he screamed like a cat.

Use the print or computer book to read *One Life Left* aloud to/with your student several times. As you read the book the first time, ask your student to think about the important events in the story.

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

During the second reading, ask your student to identify the important events as they occur in the book. To identify an important event, he or she may verbalize, sign, use a communication device, point to, vocalize and/or focus on the appropriate text or page of the book. When your student indicates an important event, find the corresponding sentence strip and place it so that your student can see it.

Finally, ask your student to identify the beginning and ending events in the story. Your student may pick up and place each sentence strip on the chart, verbalize, vocalize, point, sign, use a communication device, or otherwise communicate to you the beginning and ending events and where they should be placed on the chart.

Place the remaining sentence strips (the middle events) on the chart in the order they occurred. (Your student may help with this, but is not required to complete this



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level of sequencing.) Read the events in the chart aloud to your student as a final review of the story.



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

Level 1

The student will be presented a teacher-created story about the student. As the beginning of the story is read, the student will respond to a dramatic event paired with sensory input. As the narrative continues, the student will experience other less dramatic events. The student will anticipate the beginning of the story as it is reread.

Criteria

- The student will respond to a dramatic event paired with sensory input.
- The student will experience other less dramatic events.
- The student will anticipate the beginning of the story as it is reread.

How to do it:

Although Start-to-Finish Literacy Starter books are not applicable to this activity, the following may be helpful in practicing for and accomplishing this goal.

Suggested Practice Activity:

It may be beneficial to model your teacher-made story after the Start-to-Finish book, *My Week*. This story includes a specific event that the character experiences on each day of the week... some that make him happy, and others that do not. Ask your student how each event would make him or her feel (happy, sad, scared, worried, etc.) and look for student responses in the form of vocalizations, head nods, and facial expressions.

To prepare your student for the teacher-made story, you might read the paperback or computer book, *My Week*, aloud and then practice anticipating the beginning of the story as it is reread.