



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

### Texas

#### Reading

#### STAAR™ Alternative Grade 4

#### STAAR™ 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

##### **(4.11) Reading/Comprehension of Informational Text/Expository Text.**

Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to

- (A) summarize the main idea and supporting details in text in ways that maintain meaning; Readiness Standard
- (B) distinguish fact from opinion in a text and explain how to verify what is a fact; Supporting Standard
- (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; Readiness Standard
- (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. Readiness Standard

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

**Essence Statement D:** Identifies the main idea and supporting details in informational texts.



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### Level 3

A grade-appropriate informational article will be read. The student will determine one of the main ideas of the article. The student will generate a list of at least three facts supporting that main idea. The student will determine why the information in the article is important.

#### Criteria

1. The student will determine one of the main ideas of the article.
2. The student will generate a list of at least three facts supporting that main idea.
3. The student will determine why the information in the article is important.

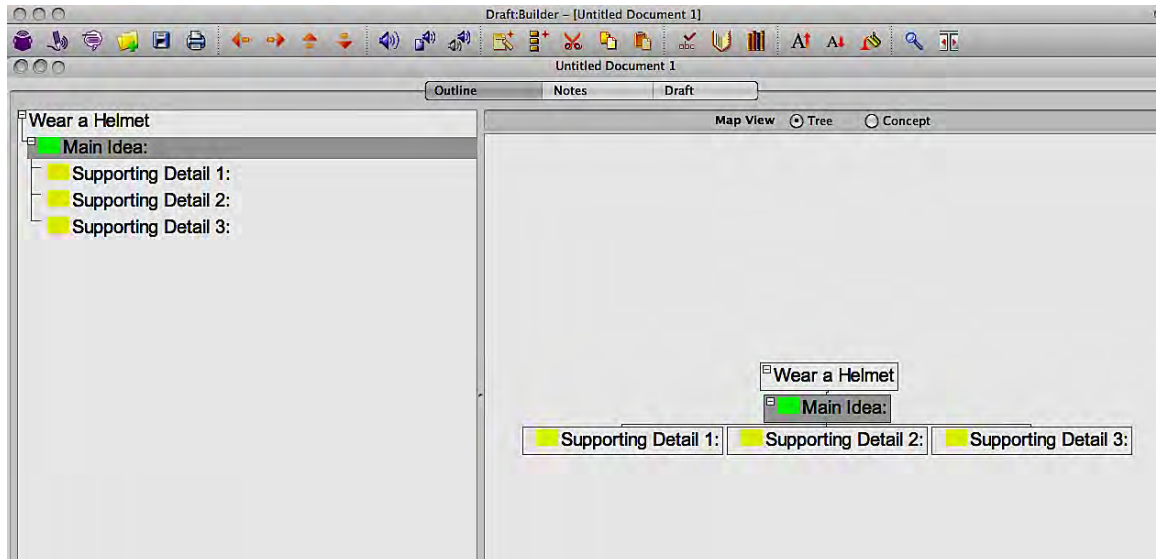
#### **How to do it:**

Select a Start-to-Finish Literacy Starters informational text at an “E” (Enrichment) level. For example, you might select the expository text, *Wear a Helmet*.

Create a graphic organizer into which you or your student may record his or her ideas. For example, you might create a template in a planning, organizing and writing program like Draft:Builder (by Don Johnston Inc.) or a graphic organizer drawn on paper like the following samples:



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Template created in Draft:Builder, by Don Johnston Incorporated. Program includes text-to-speech feedback and spelling/word selection support through Co:Writer.

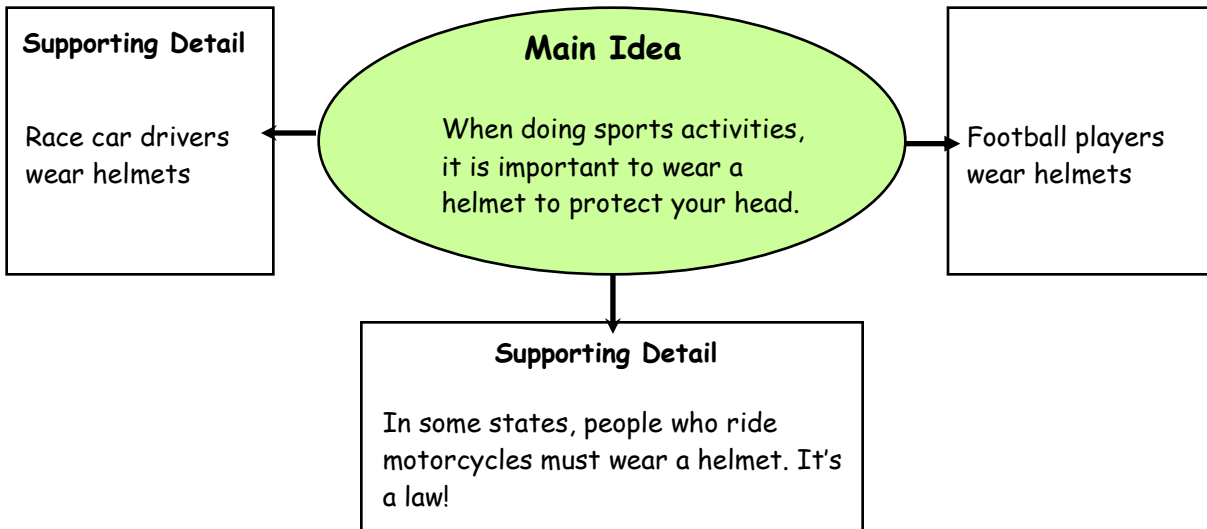
Main ideas and supporting details shown above are examples for teacher reference only. Student should receive blank graphic organizer with headings.

Use the paperback or computer book to read the text aloud to/with your student. As you read, ask your student to determine the main idea of the article (*when doing sports, it is important to wear a helmet*). Your student may verbalize, sign, write, type or use a communication device to communicate the main idea.

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



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Read the book aloud a second time. Ask your student to find three supporting details from the text. He or she may verbalize, sign, write, type or use a communication device to communicate the supporting details.

Finally, ask your student to determine and explain why the information in this article (book) is important. He or she may verbalize, sign, write, type or use a communication device to respond.

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

**TIP:** Using images from the book that are available for you to print and/or copy from the Teacher Guide and Materials CD that ships with every Literacy Starters book set, your student can create a more visually-engaging graphic organizer by connecting appropriate pictures to his or her main idea and supporting details.



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### Level 2

A grade-appropriate informational article will be read. The student will identify the main idea. The student will identify three important facts that support the main idea. The student will construct a graphic organizer with the information.

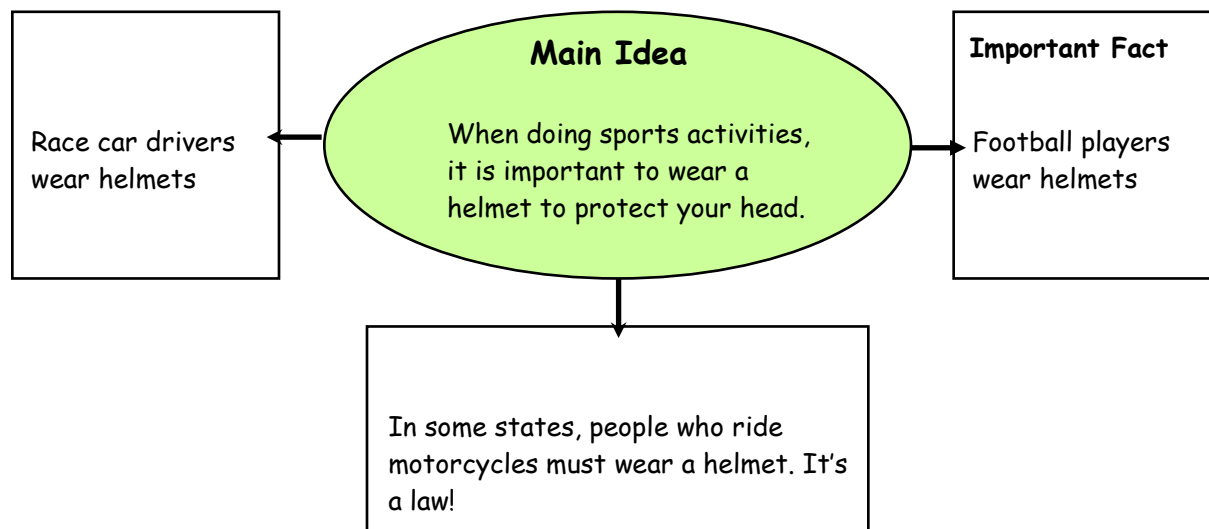
#### Criteria

1. The student will identify the main idea.
2. The student will identify three important facts that support the main idea.
3. The student will construct a graphic organizer with the information.

#### **How to do it:**

Select a Start-to-Finish Literacy Starters informational text at an “E” (Enrichment) or “T” (Transitional) level. For example, you might select the expository text, *Wear a Helmet*.

Create a graphic organizer into which you or your student may record his or her ideas. For example, you might create a graphic organizer like the following:



*Main ideas and important facts shown above are examples for teacher reference only. Student should receive blank graphic organizer with headings.*



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Next, create sentence strips or sticky notes with the main idea, 3-4 supporting details, and one distractor sentence. For example, you might create the following:

*When doing sports activities, it is important to wear a helmet to protect your head.*

*Race car drivers wear helmets.*

*Football players wear helmets.*

*Some states have a law that motorcycle riders must wear helmets.*

*Skateboarders should wear helmets, but sometimes they don't.*

*People should wear helmets at all times.*

Place the sentence strips/sticky notes where your student can easily see them.

Use the paperback or computer book to read the text aloud to/with your student. As you read, ask your student to identify the main idea of the article. He or she may verbalize, sign, pick up, point to or use eye gaze to select the main idea from the sentences you have prepared. Attach the main idea to the graphic organizer.

Read the book aloud a second time. Ask your student to find three important facts from the text. He or she may verbalize, sign, pick up, point to or use eye gaze to select 3 important facts from the sentences you have prepared. Attach the important facts to the graphic organizer.

**TIP: Using images from the book that are available for you to print and/or copy from the Teacher Guide and Materials CD that ships with every Literacy Starters book set, your student can create a more visually-engaging graphic organizer by adding appropriate pictures to his or her main idea and important facts.**



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

### Level 1

The student will be presented with a representation of the topic of a grade-appropriate informational text and the text. The student will explore the representation. The student will participate in pairing the representation with the text. The text will be read. The student will respond to the representation each time the topic is read in the text.

#### Criteria

1. The student will explore the representation.
2. The student will participate in pairing the representation with the text.
3. The student will respond to the representation each time the topic is read in the text.

#### **How to do it:**

Select a Start-to-Finish Literacy Starters informational book like the level "T" (Transitional) book, *Down in the Dumps*. This book talks about recycling, and includes content for which you can easily find physical representations: a recycling bin, a large bag of chips, a reusable lunch bag, an empty soda can, a recycling symbol.

**NOTE:** The recycling bin/symbol offers multiple opportunities for pairing the representation with the book. Other items are only mentioned once or twice in the text.

Before reading, assist your student as he or she looks at, touches, smells and otherwise explores one or more of the items referred to in the story. Talk about the characteristics of the item. For example, if using a recycling bin, you might say,

*"Our class recycle bin has the recycle symbol on the front. It looks like three arrows that form a triangle. Let's feel how the symbol is raised on the plastic. This is because the image has been painted or stuck onto the bin."*



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

With your student, turn to page 14 in the paperback book. Point out that the three girls are standing around a very large recycling bin with a recycling symbol attached to it. **Ask your student, "Is this like *our* recycling bin?" Your student can respond vocally, using sign or a communication device, head nod, facial expression, etc. Comment on the ways your bin is like/unlike the one in the book.**

Using the print and/or computer books, read the book aloud with/to your student several times. As you read, ask your student to respond to the representation each time the subject (recycling) is referred to in the text. As before, he or she may respond vocally, using sign or a communication device, by pointing, a head nod, facial expression, etc.

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