



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

### Texas

#### Reading

#### STAAR™ Alternative Grade 5

#### 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

##### **(5.2) 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 context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard
- 1. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of 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 reference materials, some of which are not used to locate word meanings. The student will be presented and read an unfamiliar word. The student will select an appropriate reference material to find the meaning of the unfamiliar word. The student will locate the unfamiliar word in the reference material. The student will generate a sentence using the unfamiliar word.

#### Criteria

1. The student will select an appropriate reference material to find the meaning of the unfamiliar word.
2. The student will locate the unfamiliar word in the reference material.
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 that includes a vocabulary word that is unfamiliar to your student. For example, you might select the book *A Butterfly is Born*.

Preview the book and select a word that is unfamiliar to your student. For example, you might choose the word **larva** found on pages 5, 7, 9 and 11 of the book.

Write or type the word **larva** on a piece of paper, a whiteboard or into a word processor. Then, gather and display a wide array of reference materials, some of which are not used to locate word meanings. Include the Start-to-Finish book, *A Butterfly Is Born* as one of the reference materials along with dictionaries, textbooks and non-reference books. Ask your student to select an appropriate reference material to find the meaning of the unfamiliar word.

**NOTE:** If you are using a computer, you might also assist your student in using an online reference.

Ask your student to locate the unfamiliar word in the reference material he or she selected. Read the word and the definition aloud several times.



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Have your student generate a sentence using the unfamiliar word. He or she may write or type the sentence into a word processor, or dictate the sentence to you using voice, sign, or a communication device.

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

Finally, read the paperback and/or computer book *A Butterfly Is Born* aloud to model the way in which an expository text can provide additional information -- both text and graphics -- to further define the word.

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



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

### Level 2

The student will be presented and read an unfamiliar word and a sentence using the word in context. The student will identify the word that is unfamiliar in the sentence. The student will assist in finding the unfamiliar word in the dictionary. The dictionary definition for the unfamiliar word will be presented along with definitions for two other words. The student will identify the definition for the unfamiliar vocabulary word using the context in the sentence.

#### **Criteria**

1. The student will identify the word that is unfamiliar in the sentence.
2. The student will assist in finding the unfamiliar word in the dictionary.
3. The student will identify the definition for the unfamiliar vocabulary word using the context in the sentence.

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

Select a Start-to-Finish Literacy Starters book at an "E" (Enrichment) or "T" (Transitional) level that includes a vocabulary word that is unfamiliar to your student. For example, you might select the book *A Butterfly is Born*.

Preview the book and select a word that is unfamiliar to your student. For example, you might choose the word **larva** found on pages 5, 7, 9 and 11 of the book.

On index cards, write three definitions: one for the word larva and two for other words. For example, you might write:

**an egg laid by many kinds of insects**

**young wingless often wormlike form that hatches from the egg of many insects**

**any kind of insect with wings**

On a piece of paper, a whiteboard or into a word processor, write or type the sentence **"The larva of a butterfly is also called a caterpillar."** Read the sentence aloud to your student. Ask him or her to identify the word that is unfamiliar in the sentence (**larva**).



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With your student, find the unfamiliar word in a print or online dictionary. For example, you might locate the word at <http://www.wordcentral.com/cgi-bin/student?book=Student&va=larva> and read the following definition aloud:

Main Entry: **lar·va** 

Pronunciation: <sup>l</sup>är-vä

Function: *noun*

Inflected Form(s): *plural lar·vae ; also larvas*

**1** : a young wingless often wormlike form (as a grub or caterpillar) that hatches from the egg of many insects

**2** : an early form of any animal that at birth or hatching is very different from its parents <the tadpole is the *larva* of the frog>

Display the 3 definition cards you prepared earlier. Ask your student to identify the definition of unfamiliar vocabulary word using the context in the sentence you read earlier: **“The larva of a butterfly is also called a caterpillar.”**

Finally, read the paperback and/or computer book *A Butterfly Is Born* aloud to model the way in which an expository text can provide additional information -- both text and graphics -- to further define the word.

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



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

### Level 1

The student will be presented and read an unfamiliar written vocabulary word associated with a person and a representation for the word. The person will be someone the student is in contact with daily. The student will participate in pairing the written word with the representation. The student will anticipate an interaction with the person when shown the representation. The student will respond to an interaction with the person.

#### Criteria

- The student will participate in pairing the written word with the representation.
- The student will anticipate an interaction with the person when shown the representation.
- The student will respond to an interaction with the person.

### How to do it:

Select a Start-to-Finish Literacy Starters book that includes a representation associated with a person with whom your student is in daily contact. For example, **you might choose the "C" (Conventional) level book *My Job***, which includes a representation of a lady working in the lunchroom.

On an index card, write an unfamiliar word associated with the lunch person. If the word ***lunchroom*** (used in the book) is a familiar word for your student, you might choose the word ***cafeteria***.

Using the print and/or computer book, read the book ***My Job*** aloud with your student. **When you get to page 7, stop and say something like, "This is a picture of a lunchroom (or cafeteria). Hold the index card next to the picture and say, "This word -- lunchroom or cafeteria -- is a name for the place shown in this picture." Ask your student to look at and respond to the word card when you say the word and to the picture as you point to it in the book.**

Talk about the person who works in the lunchroom (cafeteria). Show the representation to your student and say, **"(NAME OF PERSON) works in our lunchroom."** Look for a facial or vocal acknowledgement from your student.



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When it is time for lunch, point to the picture and say something like, "It is time for lunch. Let's go to the lunchroom (cafeteria) and see (NAME OF PERSON)!" Watch for your student to indicate that he or she is anticipating seeing that person. He or she might respond with a smile, a vocalization, body movement, sign language, using a communication device, etc.

In the lunchroom, show the picture from the book to one of the lunchroom workers your student interacts with daily. Explain that your student has learned to associate this new word (lunchroom/cafeteria) with that person. Encourage that person to acknowledge this by saying something to your student. Your student may respond using vocalization, facial expressions, sign, a communication device, etc.