



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

Texas

Reading

STAAR™ Alternative Grade 5

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

(5.14) Reading/Media Literacy.

Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to

(A) identify the point of view of media presentations. Supporting Standard

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

Essence Statement B: Recognizes that literary media conveys meaning.



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Level 3

The student will be presented a grade-appropriate illustrated story. The story will be read. The student will generate a list of the features for one illustration. The student will analyze how the illustration supports the text. The student will determine the author's purpose for using the illustration with the text.

Criteria

1. The student will generate a list of features for one illustration.
2. The student will analyze how the illustration supports the text.
3. The student will determine the author's purpose for using the illustration with the text.

How to do it:

Select a Start-to-Finish Literacy Starters narrative book at an "E" (Enrichment) level. For example, you might select *The Adventures of Mark Twain*, which offers both photographs and illustrations that can be used in this activity.

Use the print or computer book to read the text aloud to/with your student several times. As you read, ask your student to think about the ways in which the graphics -- photographs and illustrations -- help him or her understand more about the story.

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

Ask your student to choose one graphic from the book. For example, there is an interesting graphic on page 17 that combines a photograph with an illustration showing Mark Twain thinking about his life as a boy on the Mississippi River.

Have your student analyze and list the ways his or her chosen illustration supports the text. He or she can speak, sign, write, type, use a communication device, or otherwise communicate thoughts. For example, referring to the image on page 17 of *The Adventures of Mark Twain*, your student might say something like,



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“This picture shows that, when Mark Twain said, ‘Those were the days, alright. Life on the Mississippi!’ he was seeing pictures in his mind. He was remembering being young.”

“This helps me understand what he was thinking.”

Your student may also mention illustration features such as realism (photo), colorful illustration, thought bubble or other aspects of the images on the page that make the story more interesting, understandable and/or enjoyable to read.

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

Finally, ask your student to determine and express the author’s purpose for using the illustration with the text through voice, sign, writing, typing or using a communication device. For example, your student might say something like, “The author wanted me to be able to see that Twain’s life as a kid was different than my life is today” or “The author used this illustration to help me understand what Mark Twain was thinking.”



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Level 2

The student will be presented an illustration from a grade-appropriate story. The student will identify a feature of the illustration. Three parts of the story will be read. The student will identify the part of the story that corresponds to the illustration. The student will answer a question about the purpose of the illustration.

Criteria

1. The student will identify a feature of the illustration.
2. The student will identify the part of the story that corresponds to the illustration.
3. The student will answer a question about the purpose of the illustration.

How to do it:

Select a Start-to-Finish Literacy Starters narrative book at an “E” (Enrichment) or “T” (Transitional) level. For example, you might select *The Adventures of Mark Twain*, which offers both photographs and illustrations that can be used in this activity.

Choose an illustration/photograph from the book. For example, there is an interesting graphic on page 17 that combines a photograph with an illustration showing Mark Twain thinking about his life as a boy on the Mississippi River.

Then, from the Teacher Guide and Materials CD that ships with each set of Literacy Starters books, print the illustration on the page you selected. (If the CD is unavailable, cover the text at the bottom of the selected page in the paperback book so that your student sees only the graphic images.)

Ask your student to identify a feature of the illustration. Your student may identify his or her feature selection by speaking, signing, vocalizing, pointing, eye gaze, nodding Yes/No as you point to a feature of the illustration, or using a communication device or switch.

From the paperback book, read three sections of text aloud to your student. One section must include the page containing the illustration your student has reviewed. If desired, you may write the three sections of text (only) on paper or a whiteboard for your student’s reference and selection. Ask your student to identify the text that corresponds to the chosen illustration. Your student may make his or her selection by speaking,



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vocalizing, signing, pointing, eye gaze, nodding Yes/No as you read, point to or hold up each section of text, or using a communication device or switch.

Finally, ask your student a question related to the purpose of the illustration. For example, you might ask, "How does this thought bubble illustration on the photograph help you understand the story?" Your student may respond using voice, sign, writing, typing or using a communication device. For example, your student might say something like, "It helps me know what the man is thinking."

NOTE: You may also write three possible answers to your questions on index cards so that your student may select his or her response by picking up, pointing to, or gazing at or nodding/smiling/vocalizing when you hold up, point to or read the answer they want.



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Level 1

The student will participate in a preferred activity that is paired with a representation. The activity will be taped, photographed, or illustrated for a later media presentation. Using the representation, the student will participate in creating a story about himself or herself engaged in the preferred activity. The story will be read. The recorded media presentation of the story will be presented. The student will respond to a media presentation of the story.

Criteria

1. The student will participate in a preferred activity that is paired with a representation.
2. The student will participate in creating a story about himself or herself engaged in the preferred activity.
3. The student will respond to a media presentation of the story.

How to do it:

Select a Start-to-Finish Literacy Starters book related to an activity preferred by your student. For example, you might choose the "E" (Enrichment) level book, *Loretta Gets a Zebra*. This book shows the making of a fun, simple cake, with step-by-step instructions.

To complete this activity, you will need (1) whipped cream and (2) Nabisco Chocolate Wafer cookies in addition to the book. You will also need a digital camera to record the activity for a later media presentation. If a camera is not available, you can create illustrations of your own after the activity is complete.

Using the print and/or computer book, read the book aloud with your student. Explain that you are going to use the book to make a Zebra Cake of your own.

Read the book a second time. With your student, follow the directions outlined in the story to create a Zebra Cake. Assist your student in touching, smelling and tasting cake ingredients and the finished cake. If possible, assist student in spreading whipping cream on the chocolate wafers. As you work, look for your student to observe and maintain focus on the activity or activating a communication device to express interest. When the cake is made, make sure to have a mini feast to enjoy your creation!



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Finally, use the pictures or illustrations to create a story with your student about the experience. You can create a PowerPoint presentation, a paper book or a poster with captions below the pictures. Ask your student to vocalize, point, smile, maintain focus or otherwise respond to your questions/comments about the story as you create it.

Once the presentation has been completed, view it with your student. Ask your **student to “tell” you when his/her favorite part of the story has been reached by pointing at, vocalizing, smiling, signing or otherwise indicating his/her preference.**