



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 Informational Text: The student will demonstrate an ability to understand and analyze informational texts.

TEKS Knowledge & Skills Statement / STAAR™ Tested Student Expectations

(5.12) Reading/Comprehension of Informational Text/Persuasive Text.

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

- (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; Supporting Standard
- (B) recognize exaggerated, contradictory, or misleading statements in text. Supporting Standard

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

Essence Statement C: Recognizes persuasive language in text.



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Level 3

A grade-appropriate persuasive text will be read. The student will determine what the author is trying to persuade the reader to think or do. The student will generate a list of the points the author uses in his or her argument. The student will evaluate the effectiveness of the author's argument.

Criteria

1. The student will determine what the author is trying to persuade the reader to think or do.
2. The student will generate a list of points the author uses in his or her argument.
3. **The student will evaluate the effectiveness of the author's argument.**

How to do it:

Select a Start-to-Finish Literacy Starters book at an "E" (Enrichment) level that uses a persuasive format. For example, you might select the persuasive text, *Memo*. This is a book written from the perspective of a student with disabilities who is communicating her desire to be treated as a person with equal rights.

Use the print or computer book to read the text aloud to/with your student several times. As you read, ask your student to determine and be prepared to communicate what the author is trying to persuade the reader to think or do. Your student may communicate his or her thoughts through speech, writing, typing, signing, or using a communication device. For example, your student might say, "The author is trying to persuade people to treat her like they would want to be treated."

TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently and/or to find/speak the points the author is making in the book (below).

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

Ask your student to generate a list of points the author uses in his or her argument. He or she may respond using speech, sign, writing, typing or using a communication device. **Your student's list should include the following types of responses:**



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1. Jenny feels like people are ignoring her rights
2. Talk TO her, not around her or for her... she can speak for herself
3. **She is able to make her own choices... don't make choices for her**
4. Her things belong to her... ask her before you go through her stuff
5. **Give her space to work through her feelings... don't shut her down**
6. Take time to learn what she believes... her beliefs are her own, and may not be the same as yours

Finally, ask your student to evaluate the effectiveness of the author's argument. He or she may express thoughts by speaking, signing, writing, typing, or using a communication device.



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Level 2

A grade-appropriate persuasive text will be read. The student will identify the topic. The student will share one point made by the author. The student will identify a statement that communicates the author's opinion.

Criteria

1. The student will identify the topic.
2. The student will share one point made by the author.
3. The student will identify a statement that communicates the author's opinion.

How to do it:

Select a Start-to-Finish Literacy Starters book at an "E" (Enrichment) or "T" (Transitional) level that uses a persuasive format. For example, you might select the persuasive text, *Don't Bug Me*. This is a book that tries to persuade readers not to kill bugs that are helpful to the environment.

On index cards, a whiteboard or paper, write three topics from which your student can choose after reading the text. For example, you might write:

Insects and bugs can help humans

Bugs are nasty and should all be killed

Humans should NEVER kill bugs or insects

Next, 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 topic of the story: what the author is trying to persuade the reader to think or do.

After reading, ask your student to select the most appropriate topic from the three choices you prepared before reading. **Your student may make his or her selection by speaking, 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.**



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TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently and/or to find/speak one point the author is making in the book (below).

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

Ask your student to share one point made by the author in the text. He or she may respond using speech, sign, using a communication device, or pointing at/focusing on a page in the book that describes a point the author is making. Your student should identify one of the points below in some form.

- Insects and other bugs can be helpful to humans
- People should think before they kill bugs
- Spiders are good because they eat flies
- Wasps are good because they pollinate plants
- Ladybugs are good because they eat harmful bugs
- Ants are good because they clean up leftover food in the environment
- Bees are good because they make honey
- Dragonflies are good because they eat mosquitoes
- Cockroaches are BAD and should be killed

Finally, on index cards, a white board or chart paper, write three statements that **might represent the author's** opinion on the books topic, with only one of them being appropriate. For example, you might write:

All bugs and insects are bad for people and the environment

Many bugs and insects are helpful to humans and the environment

Bugs and insects should stay away from humans

Your student may make his or her selection by speaking, vocalizing, signing, pointing, eye gaze, nodding Yes/No as you read, point to or hold up each opinion option, or by using a communication device or switch.



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Level 1

The student will be presented an environmental sign that includes text and a clear directive. The student will explore the sign. The text on the sign will be read. The student will respond to the sign. The sign will be presented again. The student will participate in the appropriate action.

Criteria

1. The student will explore the sign.
2. The student will respond to the sign.
3. The student will participate in the appropriate action.

How to do it:

Select a Start-to-Finish Literacy Starters book at a "T" (Transitional) or "C" (Conventional) level that includes text about and a representation of an environmental sign. For example, you might select the book, *Down in the Dumps*. This book is about the importance about recycling, and includes the recycle sign with the word "Recycle" written above it (pages 11-12).

Present your student with a picture from the book (above) of a recycling logo and the word "Recycle," print another sign showing a similar image, or show your student a recycling bin with the word and logo imprinted on the side. Assist your student in looking at, touching, noticing the parts (picture and word) of the symbol. Read the word on the sign aloud as you point to it. Talk about the colors and shapes in the sign (arrows forming a triangle, color of the triangle, etc.).

Look for your student to respond via positive/negative vocalizations, smiling/frowning, touching the representation, picking up or holding the sign, turning to look toward the sign, etc.

Finally, explain to your student that you are going to recycle an item. Help him or her to place -- or to indicate through vocalization, pointing, or eye gaze where to place -- a recyclable item (can, bottle, paper, cardboard, glass) into a container on which the recycle symbol and word are displayed.