



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

Texas

Reading

STAAR™ Alternative Grade 5

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

(5.19) 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 (Expository)/Supporting Standard (Persuasive)
- (B) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. Readiness Standard (Expository)/Supporting Standard (Persuasive)

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

Essence Statement D: Uses a variety of strategies to demonstrate comprehension of informational texts.



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Level 3

A grade-appropriate informational text will be presented to the student. The student will locate text features. The student will predict what the text is about. The informational text will be read. The student will justify his or her predictions using text evidence.

Criteria

1. The student will locate text features.
2. The student will predict what the text is about.
3. The student will justify his or her predictions using text evidence.

How to do it:

Select a Start-to-Finish Literacy Starters informational book at an “E” (Enrichment) level. For example, you might select the book, *An Answer for Everything*. This book is structured in a question/answer format that is frequently found within informational texts.

Use the paperback or computer book to preview the text. (**Note:** If using the computer book to preview, select “Read by Myself” so that the text is not read aloud and your student can quickly page through the book.)

Ask your student to locate text features, including book title, repetitive text structure (in this case, question and answer format), font size/style/color cues, repetitive lines, etc.). He or she may tell, sign, or use a communication device to communicate to you text structures as they are located. As well, your student may point to text features in the book, mark them with adhesive notes, focus intently on a text feature, or (in the computer book) stop on the page and focus on or point to a text feature with the mouse.

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

After previewing the text, ask your student to predict what the book is about. He or she may speak, sign, write, type, use a communication device, or point to/focus on an element in the book that represents his or her prediction.



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

Read the paperback and/or computer book with your student several times. Explain to your student that he or she is looking for text evidence that supports, or justifies, their prediction. When your student locates this evidence, he or she may read, have the computer read/re-read, point to, focus intently on, or place an adhesive note on the relevant text. Your student may also respond with vocalizations, head nods, facial expressions or body movements as you point to various text options.



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Level 2

The student will be presented a grade-appropriate informational text with sub-headings. The student will identify the sub-headings. The sub-headings will be read. The teacher will ask a question that can be answered by the text under one of the sub-headings. The student will identify under which sub-heading the answer will most likely be found. The section that the student chose will be read. The student will answer the question.

Criteria

1. The student will identify the sub-headings.
2. The student will identify under which sub-heading the answer will most likely be found.
3. The student will answer the question.

How to do it:

Sorry... Start-to-Finish Literacy Starter books do not use headings and/or sub-headings, so are not appropriate for this activity.

NOTE: Start-to-Finish Core Content books (available in paperback, audio and computer books from Don Johnston Incorporated) are specifically designed to provide a clear, explicit set of consistent text structures including headings and subheadings, guided reading questions at the beginning of each chapter, and a brief summary at the end of each chapter.

These books are available at grades 2/3 and 4/5 readability levels. To learn more, go to:

http://www.donjohnston.com/products/start_to_finish/core_content/index.html.



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Level 1

The student will be presented with a three-step recipe. The first and second steps will include an ingredient paired with its word, and a utensil paired with a word representing the action repeated in all three steps. The third step will only show the ingredient paired with its word. The student will acknowledge the ingredient for each step. The student will participate in blending the ingredients for steps one and two. After the student acknowledges the ingredient for the third step, the student will anticipate the action required to complete the third step.

Criteria

1. The student will acknowledge the ingredient for each step.
2. The student will participate in blending the ingredients for steps one and two.
3. The student will anticipate the action required to complete the third step.

How to do it:

Select the Start-to-Finish Literacy Starters book, *Loretta Gets a Zebra*. This book shows the making of a fun, simple cake, with step-by-step instructions. Although there are more than 3 steps discussed in the book, this can easily be modified to fit the criteria above.

To complete this activity, you will need (1) whipped cream to use as frosting, (2) Nabisco Chocolate Wafer cookies, and (3) a butter knife or rubber spatula in addition to the book. On index cards, write the words **frosting** and **cookies**. On another index card, write the word **knife** or **spatula**.

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

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

Display and read the recipe provided at the end of these instructions.

NOTE: The images below are available for you to print or copy from the Teacher Guide and Materials CD that ships with every set of Literacy Starters.



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The first and second steps will include an ingredient paired with its word, and a utensil paired with a word. As you introduce the ingredient and its paired word in each step, your student should vocalize (positive or negative), smile or frown, touch or hold, point to or maintain eye contact in response to the presentation of the ingredient.



Assist your student in participating in steps 1 and 2 of the recipe. He or she can hold a cookie as you frost it, frost a cookie as you hold it, maintain focus on the activity (and sample the ingredients!) as you make the cake, and/or vocalize or use body language to indicate active participation.

Finally, read Step 3 of the recipe aloud: "Turn your cookie tower on its side and cover it with frosting." Look for your student to anticipate the action required to complete the third step. He or she may vocalize prior to the repeated action (using the knife/spatula to spread frosting), move toward/point to/gaze at the utensil to be used to complete the action, smile or show excitement by facial expressions as you reach for the knife/spatula and begin to spread the frosting.

STEP 1

Place 10 chocolate cookies on a small cookie sheet.

STEP 2

Use a knife or spatula to put frosting on each cookie. Then, stick it on top of the last cookie you frosted to make a cookie tower.



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STEP 3

Turn your cookie tower on its side and cover it with frosting.

