



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

Texas

Reading

STAAR™ Alternative Grade 6

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

(6.6) Reading/Comprehension of Literary Text/Fiction.

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. The student is expected to

- (A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; Readiness Standard
- (B) recognize dialect and conversational voice and explain how authors use dialect to convey character; Supporting Standard
- (C) describe different forms of point-of-view including first- and third-person. Supporting Standard

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

Essence Statement B: Recognizes how elements of fiction contribute to plot development.



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Level 3

A grade-appropriate story with multiple characters will be presented and read. The student will locate the main characters in the story. The student will select an interaction between two of the main characters in the story. The student will conclude how the interaction affected the plot in the story.

Criteria

1. The student will locate the main characters in the story.
2. The student will select an interaction between two of the main characters in the story.
3. The student will conclude how the interaction affected the plot in the story.

How to do it:

Select a Start-to-Finish Literacy Starters book at an "E" (Enrichment) level. For example, you might select the book, *Nine Planets*.

Use the print or computer book to read the text aloud to/with your student several times. As you read, ask your student to locate and identify the main characters in the story (Dan and Loretta). He or she may speak, sign, write, type or use a communication device to identify the main characters. Your student may also point at the names of the main characters in the book.

TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently and/or to point at the names of the main characters in the story.

Ask your student to choose an important interaction between the two main characters in the story. He or she may speak, sign, write, type or use a communication device to identify the interaction. Your student may also point to and/or read aloud the page(s) in the book on which the interaction occurred. For example, your student might select the interaction between Dan and Loretta on pages 21 and 22 of the story. On these pages, Dan finally offers some important facts about a planet after many interactions during which his only contribution was, "*PLANET NAME* is a planet."



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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.

Finally, ask your student to conclude and explain how the interaction affected the plot in the story. For example, your student might say, "Loretta was getting mad at Dan, but on these pages he did something good that made her like him again." He or she may speak, sign, write, type or use a communication device to explain his or her conclusion. Your student may also point to and/or read aloud the page(s) in the book that illustrate the incident's effect on the plot of the story.



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Level 2

A grade-appropriate text will be presented and read. The student will choose words that describe the main character in the story. The student will answer a question about what the character did in the story. The student will identify one way the character affected the action in the story.

Criteria

1. The student will choose words that describe the main character in the story.
2. The student will answer a question about what the character did in the story.
3. The student will identify one way the character affected the action in the story.

How to do it:

Select a Start-to-Finish Literacy Starters book. A "T" (Transitional) or "C" (Conventional) book is particularly suitable because the main characters are clearly stated and described. For example, you might select the book *One Life Left*, which is a story about Huck Finn and Tom Sawyer.

Before working with your student, write the following words on index cards, paper or a whiteboard:

brave	funny	mean
silly	smart	afraid
friendly	mad	happy

Read the story aloud several times using the print book and/or the computer book **with professional narration**. **Before reading, tell your student, "This story has two main characters: Huck Finn and Tom Sawyer. As we read the story, think of words that describe the character, Huck Finn."**

After reading the story, present the words you prepared earlier to your student. Ask your student to choose words that describe Huck Finn. Your student may speak, sign, use a communication device, point, gaze at or otherwise identify the words that describe Huck in the story, *One Life Left*.



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Next, ask your student a question about what the character did in the story. For example, you might ask, "What brave thing did Huck do in this story?" Your student may speak, sign, write, type or use a communication device to communicate his or her answer. He or she may also respond with a head nod (Yes/No), smile or frown, or other vocal or physical signal of acceptance/rejection as you speak possible answers aloud. For example, your student should indicate acceptance of the answer, "Huck was brave for going into a graveyard at night."

TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently. To answer questions, have your student navigate to the page(s) where the answers are found and "read" that text aloud by pointing at and clicking on the words on the page.

Finally, ask your student to identify one way the character affected the action in the story. For example, you might provide the following options from which your student may choose:

Huck fell into a grave with a dead cat, which made the cat come back alive.

Huck threw a dead cat at Tom, which made Tom mad.

Huck was afraid of the graveyard, so he hid in a grave.



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Level 1

The student will be presented a representation for a character from a grade-appropriate story. The student will explore the representation of the character. The **student will be presented sensory input representing the character's action in the story.** The student will experience the sensory input. The corresponding section of the story will be read. The student will participate in using the representation of the character and sensory experience to simulate the action.

Criteria

1. The student will explore the representation of the character.
2. The student will experience the sensory input.
3. The student will participate in using the representation of the character and sensory experience to simulate the action.

How to do it:

Select a Start-to-Finish Literacy Starters book at the "C" (Conventional) level that includes a character who might be engaging to your student. For example, you might choose the book, *Play Ball!* in which the main character is a young baseball player. Copy a representation of the character from the paperback book or print a representation from the images located on the Teacher Guide and Materials CD that ships with every Literacy Starters book set. As well, bring a baseball and bat for your student to explore.

Before reading, present the photographic representation of the main character to your student. Assist your student as he or she explores the picture. Point out the characteristics of the ball player, including the colors of his uniform, his helmet, special shoes and gloves used for playing baseball, etc.

Next, present your student with the baseball and bat. Encourage him or her to **touch, hold, feel the texture of, smell and "use" the baseball and bat with your assistance.**

Read the story aloud using the print book and/or the computer book with professional narration.



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NOTE: The computer and audio books include sound effects that provide an enhanced reading and reenactment experience for your student.

Finally, read the first 7 pages of the book aloud to your student a second time. Assist your student as he or she participates in using the representation of the character and sensory experience to simulate the action as described in the beginning of the story.

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