



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

(6.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. The student is expected to

- (A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. Readiness Standard

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

Essence Statement C: Recognizes the meaning of figurative and sensory language in literary texts.



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Level 3

A grade-appropriate story or poem that includes similes will be presented and read. The student will locate a simile in the text. The student will conclude the meaning of the simile in the text. The student will generate a simile about himself or herself.

Criteria

1. The student will locate a simile in the text.
2. The student will conclude the meaning of the simile in the text.
3. The student will generate a simile about himself or herself.

How to do it:

Select the Start-to-Finish Literacy Starters book, *A School of Fish*. This book is about the ways that life for a school of fish in a coral reef is like life at school.

Use the print or computer book to read *A School of Fish* aloud to/with your student several times. As you read, ask your student to locate a simile in the text. In *A School of Fish*, there is a repetitive phrase that represents a number of similes (found on pages 4, 6, 8, 10, 12 and 14): "That's just like at school." Each set of pages (3-4, 5-6, etc.) represents a simile that compares one aspect of life for fish in a coral reef is similar to life at school.

As your student reads the book for the second (and/or third) time, ask him or her to conclude and identify the meaning of the simile within the text. He or she can communicate the meaning using speech, sign, a communication device, or by reading the conclusions presented in the book. As well, your student may respond to your suggestions related to the meaning of the similes by vocalizing, nodding (Yes/No), smiling/frowning, or other physical indication of agreement or disagreement with your statements.

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 explanations of the similes in the text.

Finally, ask your student to generate a simile about himself or herself. He or she may speak, sign, write, type or use a communication device to generate the simile.



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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.



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Level 2

A section of a grade-appropriate story or poem that contains sensory language will be presented and read. The student will identify a sensory word or phrase in the text. The student will match the identified sensory word or phrase to the appropriate sense. The student will choose an additional word or phrase that would appeal to the same sense.

Criteria

1. The student will identify a sensory word or phrase in the text.
2. The student will match the identified sensory word or phrase to the appropriate sense.
3. The student will choose an additional word or phrase that would appeal to the same sense.

How to do it:

Select a Start-to-Finish Literacy Starters book that includes repetitive sensory words or phrases, like the book *Hot and Burning*. This book is about characteristics of a volcano, with repeated use of the sensory words **hot** and **burning**.

Before reading, draw your student's attention to the book's title. Ask your student, "Are there any words in the title that describe how something looks, smells, sounds, tastes or feels? What are the words?" Your student should respond using speech, sign, pointing, eye gaze, or responding to questions you ask with a head nod, physical movement, vocalization, etc.

For each word (hot and burning), ask your student to identify whether the word mainly describes something he or she can see, feel, taste, hear or smell. Your student may respond using speech, sign, pointing, eye gaze, or responding to questions you ask with a head nod, physical movement, vocalization, etc.

Use the print or computer book to read *Hot and Burning* aloud to/with your student several times. As you read, draw your student's attention to the repetitive phrase "Hot, burning ashes (or lava)."

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



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Finally, present your student with a list of sensory words. For example, on a whiteboard you might write words like:

sour	loud	quiet	sweet
smooth	musical	colorful	freezing

Read the sensory words aloud for your student. Your student may respond using **speech, sign, pointing, eye gaze, or indicating "yes" or "no"** as various answer options are presented verbally or visually.



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Level 1

The student will be presented a representation for one of the five senses. The student will acknowledge the body part associated with the sense. A teacher-generated literary text with a sensory word that is related to that sense will be read to the student. As the sensory word is read, the student will experience sensory input. The student will participate in pairing the sensory word with the representation for the sense.

Criteria

1. The student will acknowledge the body part associated with the sense.
2. The student will experience sensory input.
3. The student will participate in pairing the sensory word with the representation for the sense.

How to do it:

Select a Start-to-Finish Literacy Starters book that includes repetitive references to a sensory experience, like the book *Loretta Gets a Zebra*. This book is about making -- and tasting! -- a cake made from chocolate wafer cookies and whipping cream. In preparation for this activity, purchase chocolate wafer cookies and whipping cream for your student to taste as you read.

Before reading, turn to page 20 in the paperback and/or computer book. Present the picture on that page to your student. Ask your student to acknowledge the body part associate with the represented sense of taste (your mouth) as you point to the body parts associated with sensory information (eyes, ears, nose, fingertips, mouth). Your student may respond **using speech, sign, pointing, eye gaze, or indicating "yes" or "no" as you point to and name various body parts. Explain to your student that when you eat something, you are using your sense of *taste*.**

Using the print and/or computer book, read the book to and/or with your student. Each time the main character eats an ingredient of the cake, assist your student in tasting that item too.

Finally, assist your student in pairing the sensory word (taste) with the representation for the sense (the picture of the character eating some of the cake on



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page 20 of the book). When you say the word **taste**, your student may point to, gaze at, touch, or indicate “yes” or “no” as you point to various pictures in the book.