



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

Texas

Reading

STAAR™ Alternative Grade 6

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

(6.12) Reading/Comprehension of Informational Text/Procedural Text.

Students understand how to glean and use information in procedural texts and documents. The student is expected to

- (A) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
Supporting Standard

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

Essence Statement D: Uses graphic features to understand procedural texts.



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Level 3

A grade-appropriate how-to informational text with graphic features will be presented. The student will locate the graphic features in the text. The student will determine the relationship of the graphics to the steps of the procedure. The text will be read. The student will evaluate the importance of the graphic features.

Criteria

1. The student will locate the graphic features in the text.
2. The student will determine the relationship of the graphics to the steps of the procedure.
3. The student will evaluate the importance of the graphic features.

How to do it:

Select a how-to informational Start-to-Finish Literacy Starters book at any level (E, T or C). For example, you might select the how-to book, *I Made a Frog*. This book shows and explains how to “make” a frog using eggs gathered from a local pond.

Read the print and/or computer book aloud to/with your student several times. As you read, ask your student to locate (by pointing, eye gaze, etc.) the graphic features in the text. Have your student determine the relationship of the graphics to the steps of the procedure described in the text. Your student may speak, sign, write, type or use a communication device to explain how the text and graphics are related. Your student may also use adhesive notes to link text and related graphics together, or point from text to related graphic features.

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 text that is related to a graphic image.

Finally, ask your student to evaluate the importance of the graphic features to the steps in the how-to informational text. Your student may explain his or her thoughts through speech or sign, using a communication device, writing or typing.

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 grade-appropriate how-to informational text with graphic features and missing text from one of the steps will be presented. The text will be read as presented. The student will identify the step that has the missing text. Using the graphic features, the student will supply the missing text. The student will assist in following the directions to complete the activity.

Criteria

1. The student will identify the step that has the missing text.
2. The student will supply the missing text.
3. The student will assist in following the directions to complete the activity.

How to do it:

Select a how-to informational Start-to-Finish Literacy Starters book at any level (E, T or C). For example, you might select the how-to book, *I Made a Frog*. This book shows and explains how to “make” a frog using eggs gathered from a local pond.

Before reading, cover the text on page 6 with a piece of paper so your student cannot read it.

Read paperback book aloud to/with your student. As you read page 6, ask your student to identify the step that has the missing text and then supply that missing text. Your student may speak, sign, write, type or use a communication device to fill in the missing step. Your student may also choose from two or three possible sentences that provide the appropriate information by pointing, eye gaze, or indicating “yes” or “no” as various answer options are presented verbally or visually. For example, you might provide the following sentences from which to choose:

I put my water in a fish tank.

I throw my pond water away.

I take the pond water out of a fish tank.

Finally, work with your student to complete the steps in the informational text.



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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 1

The student will be presented an example of a product he or she will be making and simple written steps paired with pictures or representations. The student will explore the product. The steps will be read. The student will participate in following the steps of the procedure to completion. The student will participate in pairing his or her finished product with the example.

Criteria

1. The student will explore the product.
2. The student will participate in following the steps of the procedure to completion.
3. The student will participate in pairing his or her finished product with the example.

How to do it:

Select a how-to informational Start-to-Finish Literacy Starters book at any level (E, T or C) that shows how to make a simple product. For example, you might select the how-to book, *Shop Til I Drop*. This book shows and explains the steps required to purchase materials and put them together to create a potted plant.

First, show your student a potted plant you have in the classroom.

Then, read the paperback and/or computer book aloud to/with your students several times. Then, give your student 10 \$1 bills. As you read, present him or her with choices (big plant for \$10 or small plant for \$2, big bag of dirt for \$5 or smaller bag for \$2, large pot for \$25 or small pot for \$2). Your student may assist in making **choices and "paying" for the items by pointing, eye gaze, vocalizations, sign, communication device, etc.**

TIP: Instead of using actual items, you can print photographic representations from the Teacher Guide and Materials CD that ships with every Literacy Starters set of books. Then, once the selections have been made, you can present your student with the actual size of plant, dirt and pot he or she selected as part of the steps in the book.

Work with your student to place his or her new plant in the pot with the appropriate amount of dirt. Make sure your student has plenty of opportunities to touch, feel, smell and explore the materials and the finish product.



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Finally, place your student's new potted plant next to the example you presented at the beginning of the activity. Ask your student questions to assist him or her to identify the ways the plants and pots are similar and/or unique. Ask questions such as, "Are the leaves of YOUR plant longer than the leaves of MY plant?" Your student may indicate "yes" or "no" as various answer options are presented verbally or visually. You may also ask questions like, "Which plant is taller?" to which your student can answer by pointing, eye gaze, or other physical movement.