



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

Texas

Reading

STAAR™ Alternative Grade 7

STAAR™ Reporting Category 1

Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

TEKS Knowledge & Skills Statement / STAAR™ Tested Student Expectations

(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard
- (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; Readiness Standard
- 1. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. Readiness Standard

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

Essence Statement A: Identifies new vocabulary words in text using a variety of strategies.



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Level 3

The student will be presented and read two unfamiliar homophones. The student will compare the spelling of the two words. Using a reference material, the student will determine the difference between the meanings of the two words. The student will generate two sentences using each word correctly.

Criteria

1. The student will compare the spelling of the two words.
2. The student will determine the difference between the meanings of the two words.
3. The student will generate two sentences using each word correctly.

How to do it:

Select the Start-to-Finish Literacy Starters book, *Memo*. This book is about a student (middle/high school age) who **writes** a memo about her personal **rights**.

Read the book aloud using the print and/or computer book with professional narration. Direct your student to look for the words **rights** and **written** on page 1 of the book. Explain that the root words (right and write) are homophones (or homonyms): words that sound alike but are spelled differently and have different meanings.

On paper or a whiteboard, write the following sentence:

Jenny is going to **write** a memo about her **right** to do certain things for herself.

Ask your student to compare the spelling of the two words. He or she may speak, sign, use a communication device, write or type his or her thoughts. Your student may also point to or gaze at the letters that are the same/different between the words, or respond vocally or with facial/physical expressions as you ask questions about the words. For example, you might say something like, "Do these words begin with the same sound? (Yes... "rrr") and "Do these words begin with the same letter? (No... "w" and "r")



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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.

Next, use a dictionary (print/online) to locate each word and read its definition aloud with your student. Ask your student to determine the difference(s) between the meanings of the two words. He or she may speak, sign, use a communication device, write or type the differences. Your student may also point to or gaze at the appropriate word when presented with a written/spoken definition.

Finally, instruct your student to generate two sentences, each using one of the homophones correctly. He or she may speak, sign, use a communication device, write or type the sentences.



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Level 2

The student will be presented and read one unfamiliar word and three known words, one of which is an antonym to the unfamiliar word. Using a reference material, the student will identify the meaning of the unfamiliar word. The student will identify the antonym for the unfamiliar word. When presented with three sentences, the student will identify the sentence that uses the pair of antonyms correctly.

Criteria

1. The student will identify the meaning of the unfamiliar word.
2. The student will identify the antonym for the unfamiliar word.
3. The student will identify the sentence that uses the pair of antonyms correctly.

How to do it:

Select the Start-to-Finish Literacy Starters book, *Don't Bug Me*. In this book about the usefulness of bugs in our environment, one of the words used is **harmful**. You will use this familiar word along with one of its unfamiliar antonyms (**innocuous**) and two other familiar words from the book (**smash** and **spray**) to meet the activity criteria.

On index cards, paper or a whiteboard, write the words **harmful**, **innocuous**, **smash** and **spray**. Display and read the words aloud to your student several times.

Read the book, *Don't Bug Me*, aloud several times using the print and/or computer book with professional narration. Ask your student to look and listen for the familiar words (**harmful**, **smash**, **spray**) as they are used in the story. Your student may identify the words using speech, sign, or a communication device. He or she may also point to or gaze at the appropriate words in the text, or use the computer to reread the page of the computer book on which the word is located.

Next, use a print or online dictionary to assist your student in locating the unfamiliar word, **innocuous**, and its definition. For example, you might go to <http://www.wordsmyth.net/?level=2&ent=innocuous>, identify and read aloud the following definition:

in·noc·u·ous



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pronunciation: ih nak yu ə s

**part of
speech:** **adjective**

definition 1: not capable of causing damage; harmless.
Some bacteria are innocuous or even beneficial to health.

After reading the definition, ask your student to identify the familiar word that is the antonym -- or opposite -- of the word **innocuous**. Your student may speak, sign, pick up, point to or gaze at the word **harmful**. He or she may also use a communication device to speak the word or point to the word within the context of the story, *Don't Bug Me* (page 9 or 11) or vocalize, smile, or make another physical movement to indicate acceptance/rejection of each word as it is read aloud.

Finally, write three sentences on paper, a whiteboard or in a computer word processing program:

The innocuous ladybug helps people by eating other harmful insects in the garden.

Butterflies are innocuous and harmful to the environment.

The innocuous bee produces harmful honey.

Finally, ask your student to identify a sentence that uses the pair of antonyms correctly. Your student may speak, sign, use a communication device, or point to/gaze at the sentence that correctly uses the antonyms. He or she may also vocalize, smile, or make another physical movement to indicate acceptance/rejection of each sentence as it is read aloud.



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Level 1

The student will be presented two written position words that are opposites and an object. The student will participate in placing the object paired with one of the words in the position indicated by the word. The student will participate in changing the object paired with the other word to the opposite position as indicated by that word. The change in positions will be repeated several times. The student will anticipate changing the object and words to the opposite positions.

Criteria

- The student will participate in placing the object paired with one of the words in the position indicated by the word.
- The student will participate in changing the object paired with the other word to the opposite position as indicated by that word.
- The student will anticipate changing the object and words to the opposite positions.

How to do it:

Select a Start-to-Finish Literacy Starters book that lends itself to engaging content that can be applied to the use of position words. For example, you might choose the level "E" (Enrichment) book, *Wear a Helmet*. After reading this book, you can meet the criteria above using any kind of helmet and the position words, **on** and **off**.

On index cards, write the words **on** and **off**. Hold up a word card, say the word aloud, and place the helmet on (or take the helmet off of) your head to demonstrate the position words. Your student may participate by responding to your questions, "Is the helmet **on** my head?" or "Is the helmet **off** of my head?" He or she may respond through vocalization, sign, head nods, facial expressions, etc. If possible, assist your student in placing the helmet on his or her own head and then taking it off again, pairing the word card with the actions.

Finally, play a game in which your student points at, focuses on, verbalizes, signs or uses a communication device or switch to present a position word (**on** or **off**). As he/she indicates a word, you will place the helmet **on** or **off** of your own or your student's head.



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Play this game several times, and then make a “mistake” by placing the helmet in the opposite position to the one your student is presenting. Your student should anticipate the action by indicating that you have the helmet in the wrong position. He or she may indicate this information verbally, using sign or a communication device or switch, a head nod, facial expression, vocalization, etc.