Texas

Reading
STAAR™ Alternative Grade 7

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

(7.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to

- (A) describe multiple themes in a work of fiction; Supporting Standard
- (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); Supporting Standard
- (C) analyze how place and time influence the theme or message of a literary work. Supporting Standard

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

Essence Statement B: Identifies the theme in a variety of literary texts.

Level 3

A grade-appropriate story, not a fable, in which a character learns a lesson will be presented and read. The student will determine the lesson of the story. The student will analyze how the setting influences the character. The student will generate a summary based on the lesson the character learned.

Criteria

1. The student will determine the lesson of the story.
2. The student will analyze how the setting influences the character.
3. The student will generate a summary based on the lesson the character learned.

How to do it:

Select the Start-to-Finish Literacy Starters book at the "E" (Enrichment) level. The story should be one in which a character learns a lesson, like *An Answer for Everything*. In this book, the main character (an unnamed student) learns that there are good reasons why we are taught about different subjects in school.

Read the book aloud several times using the print and/or computer book. Ask your student to determine the lesson the story is trying to teach the reader. Your student may communicate his or her thoughts through speech, writing, typing, signing, or using a communication device. For example, your student might say, "The lesson in this book is that there is a good reason why we learn about every subject in school."

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 lessons the author is trying to teach through this story.

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

Next, ask your student to analyze and communicate the ways in which the setting influences the character (the student) in this story. Your student may communicate his or her thoughts through speech, writing, typing, signing, or using a communication device. For example, your student might say, "The student is probably bored with school and unhappy about the things his or her teachers are

making him learn. He or she would probably rather be out having fun somewhere else, so being at school is making him cranky."

NOTE: Your student may also point to or place sticky notes on or near text in the book that helps to show how the setting might be influencing the main character.

Finally, have your student generate a summary based on the lesson the character learned. He or she may speak, sign, use a communication device, write or type the summary. Your student may also sequence the pictures from the book and write, type, sign, speak, or use a communication device to create short captions for each picture to retell the story in summary form.

TIP: All of the photographs included in the story can be viewed, copied and/or printed from the Teacher Guide and Materials CD that ships with every set of Literacy Starters books.

Level 2

A grade-appropriate fictional story with a lesson will be presented and read. The student will identify the character that learned the lesson. The student will match that character to the lesson the character learned. The student will identify one important detail in the story related to the lesson.

Criteria

1. The student will identify the character that learned the lesson.
2. The student will match that character to the lesson the character learned.
3. The student will identify one important detail in the story related to the lesson.

How to do it:

Select the Start-to-Finish Literacy Starters book at the "E" (Enrichment) or "T" (Transitional) level. The story should be one in which a character learns a lesson, like *An Answer for Everything*. In this book, the main character (an unnamed student) learns that there are good reasons why we are taught about different subjects in school.

Read the book aloud several times using the print and/or computer book. Ask your student to identify the main character. In this book, the main character is the student who is telling the story. On an index card, paper or whiteboard, write the identity of the main character: a student (or a middle school student or high school student).

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

Next, present your student with the three statements like the ones below, from which your student will choose the lesson the character learned:

Things we learn in school can help us in different jobs we might have as adults.

There is nothing much worth learning about in school.

Everything we learn in school will be important for us in our jobs as adults.

A student ———————— Things we learn in school can help us in
                                    different jobs we might have as adults.

Your student may make his or her selection by speaking, vocalizing, signing, pointing, eye gaze, nodding Yes/No as you read, point to or hold up each sentence written on index cards, or using a communication device or switch.

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

If you are using index cards, have your student place or indicate to you where to place the appropriate lesson sentence next to the character name/identity. If you

are working on a whiteboard, write the selected sentence near the character name/identity and draw a line to connect the two as shown below:

Finally, ask your student to identify one important detail in the story related to the lesson. Your student may communicate his or her thoughts through speech, writing, typing, signing, or using a communication device. He or she may also point to, gaze at or place sticky notes on or near text in the book that shows the selected detail. Write the detail information on an index card, paper or whiteboard. For example, your student may select a detail in the book such as that on page 8. On your whiteboard, you might add it as follows:

A student ————————— Things we learn in school can help us in
                                    different jobs we might have as adults.

My teacher says, "Writing is important.
Maybe you'll become a travel writer and go
to really cool places."

Level 1

The student will be presented a folktale in which the student shares a personal connection to the story. As the folktale is read, the student will acknowledge a representation for the character. The student and teacher will create a language-experience story retelling the main idea of the folktale with the student as the main character. As the language-experience story is created, the student will participate in placing his or her name in the story as the character. The student will respond to his or her name when the language-experience story is read. The student will participate in pairing the representation for the character in the folktale with his or her name to show the connection between the two characters.

Criteria

1. The student will participate in placing his or her name in the story as the character.
2. The student will respond to his or her name when the language-experience story is read.
3. The student will participate in pairing the representation for the character in the folktale with his or her name to show the connection between the two characters.

How to do it:

Sorry… Start-to-Finish Literacy Starters does not include a folktale as described in the activity above.