



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

### 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

**(7.5) Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. The student is expected to

- (A) explain a playwright's use of dialogue and stage directions. Supporting Standard

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

**Essence Statement C:** Identifies the structure and elements of drama.



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

### **Level 3**

The student will compare the format of a grade-appropriate drama to the format of a story. The drama will be read with different people reading different parts. The student will locate a series of dialogue in the drama between two characters having a conflict. The student will generate a description of one character based on the dialogue.

#### **Criteria**

1. The student will compare the format of a grade-appropriate drama to the format of a story.
2. The student will locate a series of dialogue in the drama between two characters having a conflict.
3. The student will generate a description of one character based on the dialogue.

#### **How to do it:**

Sorry... Start-to-Finish Literacy Starters books do not include a grade-appropriate drama.



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### Level 2

The student will identify the characters in a grade-appropriate drama. The student will match the characters with the section of the drama spoken by the characters. The drama will be read. The student will identify a relationship between two of the characters.

#### **Criteria**

1. The student will identify the characters in a grade-appropriate drama.
2. The student will match the characters with the section of the drama spoken by the characters.
3. The student will identify a relationship between two of the characters.

#### **How to do it:**

Sorry... Start-to-Finish Literacy Starters books do not include a grade-appropriate drama.



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### Level 1

The student will be presented sentences from a teacher-generated story that can be dramatized. The teacher will read the sentences without inflection, emotion, or movement. The student will acknowledge the teacher's presentation of the sentences as they are read. The teacher will convert the sentences into a two-person dialogue exchange. The teacher will read his or her section of the dialogue with exaggerated inflections, emotions, and movements. The student will respond to the teacher's exaggerations. The student will participate in his or her part of the dialogue exchange.

#### Criteria

1. The student will acknowledge the teacher's presentation of the sentences as they are read.
2. The student will respond to the teacher's exaggerations.
3. The student will participate in his or her part of the dialogue exchange.

#### **How to do it:**

Sorry... this activity as described above requires the use of a teacher-generated story. The following activity, however, provides an opportunity to practice these skills with your student prior to completing the teacher-generated activity.

#### **Practice Activity**

Select a Start-to-Finish Literacy Starters book that can easily be dramatized. For **example, you might choose the "E" (Enrichment) level book, *An Answer for Everything***. This story includes dialog between a student and his teacher.

Using the paperback book, read the first 2-4 pages aloud without inflection, emotion, or movement. Your student should acknowledge your presentation of the sentences as read by vocalizing (positive or negative), smiling or frowning, and/or maintaining eye contact with you as you present the sentences.

Next, read the dialog below aloud using exaggerated inflections, emotions, and movements. Your student should acknowledge your exaggerated reading with vocalizations, signs, facial and/or physical responses. As well, he or she may participate in reading the part of the **Student** by:



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- Verbalizing all or part of his/her dialog. For example, a student with very limited speech might join you as you read his/her part by saying “Why” in the appropriate places.
- Signing all are part of his/her dialog.
- Pressing a communication switch programmed to speak the line, “Why do I need to know that?”
- Using a communication device to speak all of his/her lines.
- Showing appropriate facial and/or physical responses as his/her lines are read aloud.

### **Dialog segment from *An Answer for Everything*.**

**Student:** In math, we are counting money and learning to make change. Why do I need to know that?

**Teacher:** Counting money is important. Maybe you’ll work at a store. You’ll need to know how to count money.

**Student:** Me? Work at a store?

**Student:** In science, we are watching a film about making fuel. Why do I need to know that?

**Teacher:** Learning about fuel is important. Maybe you’ll become a truck driver. You’ll need to know about fuel.

**Student:** Me? Drive a truck?