



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

Texas

Reading

STAAR™ Alternative Grade 7

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

(7.10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. The student is expected to

- (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; Readiness Standard
- (B) distinguish factual claims from commonplace assertions and opinions; Supporting Standard
- (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; Readiness Standard
- (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. Readiness Standard

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

Essence Statement D: Recognizes how organizational patterns impact main idea and details in informational texts.



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Level 3

A grade-appropriate informational text that provides both positions of an argument will be presented and read. The student will generate a list of the points made in the text. The student will organize the points into pros and cons. The student will justify which argument the author supported most effectively.

Criteria

1. The student will generate a list of the points made in the text.
2. The student will organize the points into pros and cons.
3. The student will justify which argument the author supported most effectively.

How to do it:

Select the level "E" (Enrichment) Start-to-Finish Literacy Starters book, *Money Talks*. This book presents information about the early presidents of the United States and the way they viewed and acted toward the institution of slavery.

On a piece of paper or a whiteboard, create a graphic organizer like the one on the next page. You may also use a word processor with word prediction to help your student generate two lists: a list of why people wanted to own slaves and a list of why people should not own slaves. (**Note: the points listed in each column are for teacher use only. The graphic organizer should include only the headings and the columns.**)

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

Read the book aloud several times using the print and/or computer book. As he or she reads, ask your student to generate a list of the points made related to slavery in the text. Your student may communicate his or her thoughts through speech, writing, typing, signing, or using a communication device. For example, your student might generate a list like the one on the sample graphic organizer on the next page. Your student may also identify points made in the text for and against slavery by pointing or gazing at a page of the book, reading a page aloud from the book using speech or the computer book narration, or using two colors of adhesive notes to denote pros and cons.



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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 points the author is trying to communicate through this text.

| Why People Wanted to Own Slaves | Why People Should NOT Own Slaves |
|---|--|
| <ol style="list-style-type: none">1. a long time ago, it was not against the law to own slaves (pg 9)2. there were no tractors or big machines, so slave masters needed slaves to do the work on their farms/plantations (pg 12)3. when Lincoln was president, many people in the southern states wanted to own slaves so they could do the work on their farms (pg 20) | <ol style="list-style-type: none">1. most slaves in America came from Africa, where they were taken away from their families (pg 10)2. slaves were forced to do hard work against their will (pg 12)3. everyone has the right to be free (pg 16)4. slavery is wrong (pg 20) |

Finally, have your student justify which argument the author supported most effectively. Ask your student, "What do you think the author believes about slavery? Explain your answer." He or she may speak, sign, use a communication device, write or type the answer to your question. As well, your student may respond to suggestions you make related to the various information presented by the author by vocalizing, nodding (Yes/No), smiling/frowning, or other physical indication of agreement or disagreement with your statements.



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Level 2

A grade-appropriate informational text will be presented and read. The student will identify the topic of the text. The student will identify the cause and effect of an occurrence in the text. The student will identify the main idea.

Criteria

- The student will identify the topic of the text.
- The student will identify the cause and effect of an occurrence in the text.
- The student will identify the main idea.

How to do it:

Select an expository Start-to-Finish Literacy Starters book at an “E” (Enrichment) or “T” (Transitional) level in which there are clear cause and effect relationships. For example, *Down in the Dumps* is about the many causes of overflowing landfills (dumps).

Read the book aloud several times using the print and/or computer book. As he or she reads, ask your student to identify the topic of the text. Your student may communicate his or her thoughts through speech, writing, typing, signing, or using a communication device. He or she may also identify one or more words in the text that identify the topic, such as the words “**...reduce, reuse, recycle**” on page 6 of the book or select the topic from 2 or 3 topic choices you present to him or her.

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 answers to your questions.

TIP: You may also point to a photo representation in the book and ask your student a question such as, “Does this show us what this book is about? Does it show that the book is about recycling trash?” and look for your student to answer “Yes” or “No” vocally, through sign, using a communication device, nodding or facial expression.

Next, ask your student to identify the cause and effect of an occurrence in the text. For example, your student might identify the information on page 3 of the book and help to place it on a graphic organizer like the one below. He or she might communicate by reading the page aloud using the paperback or computer book, point to or gaze at information (text and/or graphics) on a page, or indicate



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CAUSE

**You are hungry and eat
chips out of a bag.**



EFFECT

**You have made trash, that
ends up in the landfill, or
dump.**

acceptance or rejection of suggestions you make based on the text. Your student might also speak, sign, write, type or use a communication device to share his/her thoughts.

Finally, ask your student to identify the main idea from 3 sentences you have written on index cards, paper or a whiteboard and read aloud to the student. For example, you might write:

We've got to reduce, reuse, recycle.

People should not eat food out of bags or cans.

It is good for our dumps to be full of trash.

Your student may speak, sign, use a communication device, or point to/gaze at the sentence that communicates the main idea of the book. As well, your student may respond to your presentation of the three possible main ideas by vocalizing, nodding (Yes/No), smiling/frowning, or other physical indication of agreement or disagreement with each statement.



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Level 1

A teacher-created informational text about an object and its parts will be presented. The student will be presented two identical objects that are the topic of the text. The student will explore the first object. The student will participate in placing the object into a graphic organizer to represent the topic of the text. As the text is read, the student will participate in removing parts of the second object. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

Criteria

1. The student will participate in placing the object into a graphic organizer to represent the topic of the text.
2. The student will participate in removing parts of the second object as the text is read.
3. The student will participate in placing the parts on the graphic organizer to represent the details in the text.

How to do it:

Sorry... this activity requires the use of a teacher-created information text. The activity below, although not teacher-created, can be used to practice the steps and skills required to successfully complete the Level 1 task as described above.

Practice Activity

Select a Start-to-Finish Literacy Starters book that includes content related to an object and its parts. For **example, you might choose the "E" (Enrichment) level book, *Six Legs and Counting*, that is about the characteristics of an insect.**



Before reading the book, copy pictures from the paperback book (pages 5, 10, 14 & 18). **IMPORTANT:** *Print 2 copies of the picture on page 18 that illustrates all of the parts of an insect.*

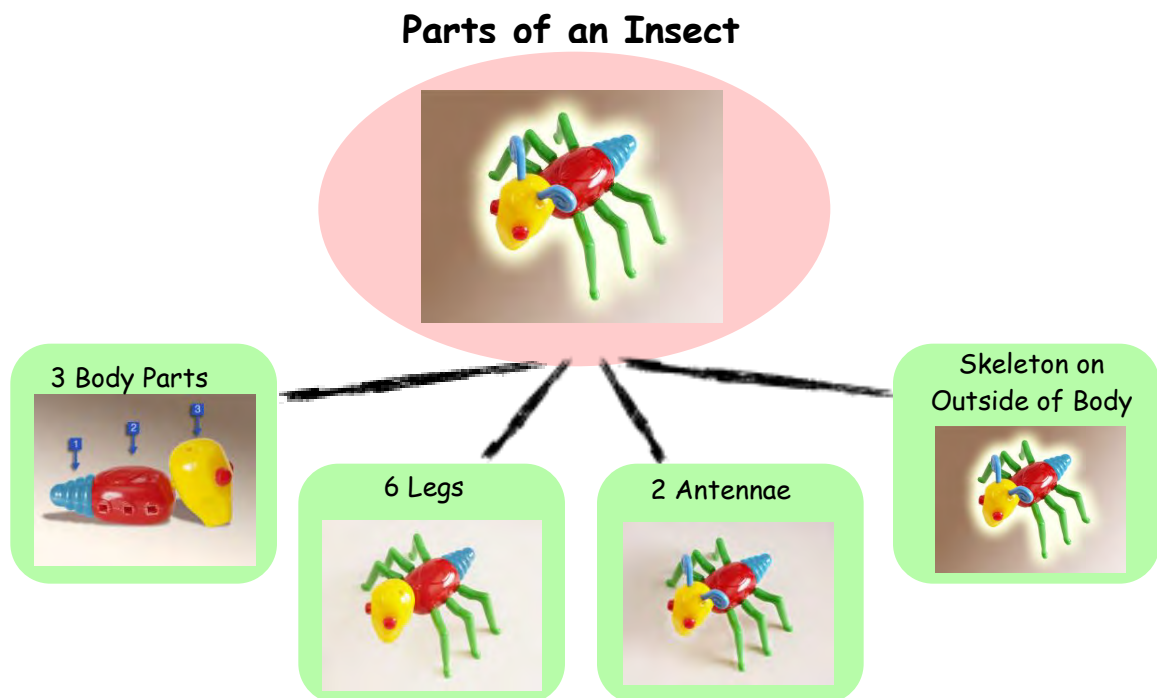
NOTE: You may also create two identical bugs using the pieces from the Cootie game by Milton Bradley.

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TIP: You may also print or copy photographs used in the book from the Teacher Guide and Materials CD that ships with every set of Literacy Starters books.

Next, read the paperback and/or computer book aloud to/with your student several times. As you read, point out the pictures that show the different parts of an insect.

Next, assist your student as he or she participates in placing the complete bug (photo or Cootie model) into a graphic organizer, like the one on the next page, to represent the topic of the text. (**Note:** *your graphic organizer should include ONLY the shapes and the headings when you present it to your student.*)



Assist your student in touching, holding, looking at, and smelling the picture or model. Work with him or her to remove parts of the second model (or select pictures representing the parts).

Read each heading on the graphic organizer to your student. Help him or her to participate in placing the parts on the organizer to represent the details in the text.



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Your student may participate by using speech, sign, a communication device, eye gaze, pointing or other physical movement to indicate where each representation should be placed on the graphic organizer. He or she may also nod "Yes" or "No," smile or frown, or otherwise respond to your questions about where each component of the insect belongs on the organizer.