



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

Texas

Reading

STAAR™ Alternative Grade 8

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

(8.2) 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 or words with novel meanings; 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

A paragraph about a topic of interest to the student will be presented and read. The paragraph will include an unfamiliar vocabulary word that is not defined in the paragraph or represented by pictures. The student will locate the unfamiliar word in the paragraph. The student will predict the meaning of the word based on context. Using a reference material, the student will compare the meaning of the word in the reference material to his or her prediction.

Criteria

1. The student will locate the unfamiliar word in the paragraph.
2. The student will predict the meaning of the word based on context.
3. The student will compare the meaning of the word in the reference material to his or her prediction.

How to do it:

Select the level "E" (Enrichment) Start-to-Finish Literacy Starters book, *Wonders of Africa*. This book includes the word **rift** when introducing the Great Rift Valley. Although students will most likely be familiar with the words "great" and "valley," the word **rift** will be unfamiliar to most. The word is not defined or represented by photographic information at any place in the main story, although it is somewhat defined in a glossary-type section at the end of the book as "A massive fracture line that is still moving."

Read the book aloud using the print and/or computer book with professional narration. Direct your student to look for an unfamiliar word on pages 6 and/or 7 of the book. He or she should locate the word **Rift** on the designated pages. Your student may locate the word verbally, using sign or a communication device, in writing, by typing or pointing/gazing at the word on the page of the paperback or computer book. Your student may also respond as you point to various words on the page(s) by vocalizing, smiling, or making another physical movement to indicate acceptance/rejection of each word as it is read aloud.

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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After reading pages 6 and 7 of the book, ask your student to predict the meaning of the word ***rift***. Your student's response may be communicated verbally, using sign or a communication device, through writing or typing, or selecting from multiple options that you present visually and/or verbally. For example, you might offer the following choices for the predicted meaning of the word:

A rift is a mountain range.

A rift is the name of a state or province in Africa.

A rift is a huge opening in the ground.

Next, use a dictionary (print/online) to locate the word ***rift***. Read the possible definitions aloud with your student. Ask your student to identify the meaning of the word as used in the context of the story. For example, you might locate the word at <http://www.yourdictionary.com/rift> (shown below).

rift

noun

1. an opening caused by or as if by splitting; cleft; fissure
2. an open break in a previously friendly relationship
3. GEOL. a large fault along which movement was mainly lateral

Ask your student to compare the meaning(s) of the word with the predicted meaning. He or she may speak, sign, use a communication device, write or type his or her response(s). Your student may also respond with a nod, smile or other physical communication when asked a question such as, "Does the definition you have located in the dictionary match your predicted definition?" Your student should also be able to identify similarities and/or differences as you talk about the definition and the prediction.



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Level 2

The student will be presented three sentences. Each sentence will include a pair of words that are pronounced the same but have different meanings and spellings. As the sentences are read, the student will identify the homophones. The student will be presented six cards each representing the meaning of one homophone. Using the context of the sentences, the student will match the cards to the homophones. As each sentence is read, the student will complete a cloze sentence using any two of the homophones.

Criteria

- The student will identify the homophones.
- The student will match the cards to the homophones.
- The student will complete a cloze sentence using any two of the homophones.

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**. This offers a good introduction to homophones.

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 identify the homophones in the sentence (write and right). He or she may speak, sign, use a communication device, write or type his or her answer. Your student may also point to or gaze at the words, or respond vocally or with facial/physical expressions as you ask questions about the words.

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

Next, write two new sentences using homophones. For example, you might write the following sentences on your paper or whiteboard:



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After many days stranded on a boat in the ocean, Jade was in a daze.

The carpenter was busy sealing the hole in the ceiling to stop the rain from coming into the building.

He or she may speak, sign, use a communication device, write or type the homophones. Your student may also point to or gaze at the or respond with a nod/facial expression when you point to the homophones in each sentence.

On index cards, write the following definitions for the 6 homophones you have presented to your student.

put letters and words on paper

privileges you have by law

closing something up tightly

top "wall" of a room

24-hour time periods

state of confusion

Present the index cards to your student. Look at them and read them aloud. Then, ask your student to match each definition card with the homophones (homonyms) in each sentence. Your student may match the words and definitions verbally, using sign or a communication device, pointing/eyegaze, or nodding/facial expressions/physical movements to respond to your suggestions related to matching the words and the definitions.

Finally, instruct your student to complete the following cloze sentence using two of the homophones he or she has been working with above. He or she may speak, sign, use a communication device, write or type the sentences. Your student may also nod, smile/frown, vocalize or otherwise indicate which word to insert into the sentence when that word is presented to him or her verbally or in writing.

**In the United States, people have the _____ to
_____ about their beliefs without fear of being
arrested.**



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Level 1

The student will be presented two words that are meaningful for the student and retain their original meanings as a compound word. A representation for each word will be presented and paired together. The student will acknowledge the representation for each word when it is read. The student will participate in combining the words and representations to create a compound word. The student will be presented a new representation for the compound word. The student will participate in pairing the representation for the compound word with the word when it is read.

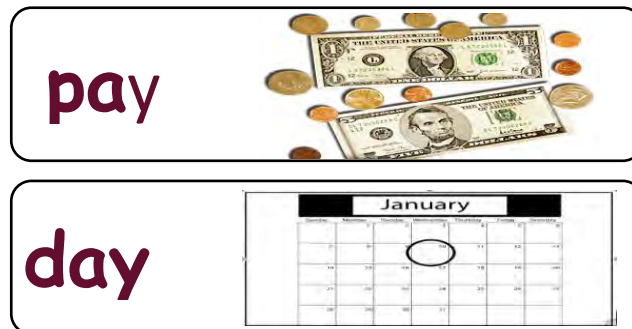
Criteria

1. The student will acknowledge the representation for each word when it is read.
2. The student will participate in combining the words and representations to create a compound word.
3. The student will participate in pairing the representation for the compound word with the word when it is read.

How to do it:

Select a Start-to-Finish Literacy Starters book that includes a compound word made up by two words that are meaningful for the student and retain their original meanings as a compound word. For example, you might choose the "C" (Conventional) level book, *Life is Not Fair*, that includes the word **payday**.

Present your student with the words **pay** and **day**. You can write the words on index cards, paper or a whiteboard. Point to each word and speak it several times. Next to each word, place a picture representation for that word. You might use communication symbols, illustrations, or pictures like the ones below:





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Your student will acknowledge each word and representation as you present it. He or she may make a positive or negative vocalization, hold the word/picture card as it is presented, smile/frown or make another physical motion to indicate involvement, or point to/gaze at the words and representations as presented.

Next, assist your student in combining the words and representations to create a compound word. He or she may respond as above as you work together to place the word/representation cards in order to create the word **payday**.

Now, read the paperback and/or computer book, *Life is Not Fair*, aloud with your student once or twice to provide context for the word **payday** and increase your student's engagement in the activity.

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.

Finally, present your student with the word **payday** written on an index card, paper or whiteboard and speak the word aloud several times. Then, present a graphic representation of the word like the one shown below. Assist your student as he or she participates in pairing the representation for the compound word with the word when it is read. Your student may vocalize, use a communication device, point or gaze at, nod or smile as you pair the compound word with the graphic.

The word "payday" is written in a bold, red, sans-serif font inside a white rounded rectangular box with a black border.

