



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

(8.9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The student is expected to

- (A) (A) analyze works written on the same topic and compare how the authors achieved similar or different purposes. Supporting Standard

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

Essence Statement B: Identifies authors' purposes across informational texts.



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Level 3

Two grade-appropriate informational texts will be presented and read. One will be an expository text about a place, and one will be a persuasive text encouraging people to visit the place. The student will compare the features of the two texts. The student will determine each author's purpose for writing the text. The student will analyze the effectiveness of each author's presentation.

Criteria

1. The student will compare the features of the two texts.
2. The student will determine each author's purpose for writing the text.
3. The student will analyze the effectiveness of each author's presentation.

How to do it:

Select two related Start-to-Finish Literacy Starters informational texts. For example, you might choose the books, *Wonders of Africa* and *Off to Africa*.

NOTE: Start-to-Finish Literacy Starters come in sets of three texts that are all related by a common theme or subject. Choose books that provide the highest level of engagement for your individual students.

Read each book once or twice aloud using the paperback and/or computer books. After reading, ask your student to compare the features of the two texts. Literacy Starters books have selectively-fewer features as compared with some other informational texts, and some of the books' features are unique to Start-to-Finish books. This was done intentionally by the authors in order to assist students in focusing on those features and the content of the text without additional distractors.

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 and identify text features.

As you compare text features, create a graphic organizer like the one within this sample. (**Note: the graphic organizer presented to the student should only include the table and headings as shown in bold text below. Additional text is sample text for teacher use only.**) Your student may speak, sign, write, type or use a communication device to communicate information about the features of the text. As



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well, your student may select from a variety of statements (spoken or written on index cards) that describe a variety of text features commonly found in informational texts.

After comparing text features, ask your student to determine each author's purpose for writing the text. He or she may speak, sign, write, type or use a communication **device to communicate the authors' purpose for each text.** As well, your student may select from a variety of statements (spoken or written on index cards) that offer possible purpose statements for each of the informational texts.



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Wonders of Africa	BOTH	Off to Africa
<ol style="list-style-type: none"> 1. Includes a world map with Africa highlighted and labeled 2. Color photographs to support text 3. Question/Answer format 4. Gives facts about different wonders of Africa 5. Repeated phrases 6. Some text larger and in a different color to show importance and/or repeated lines 7. Includes dialogue 8. Presents names of important places in Africa 9. Includes a page at the end of the book -- About the Wonders -- that gives more detailed information (without pictures) of the places talked about in the book <p><u>AUTHOR'S PURPOSE:</u></p> <p>To give me facts about the many Wonders of Africa</p>	<ol style="list-style-type: none"> 1. Include labeled maps 2. Color photographs support text 3. Both explain and/or show different things I might see in Africa 	<ul style="list-style-type: none"> • Includes a map of Africa AND a world map with Africa highlighted and labeled • Color photographs to support text • Lists different kinds of cool things I could see in Africa <p><u>AUTHOR'S PURPOSE:</u></p> <ul style="list-style-type: none"> • To make me feel excited about the things I would see in Africa • To make me want to GO to visit Africa

Finally, ask your student to analyze the effectiveness of each author's presentation. He or she may speak, sign, write, type or use a communication device to communicate the authors' effectiveness in presenting each text. As well, your



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student may select from a variety of statements (spoken or written on index cards) that offer possible effectiveness statements for each of the informational texts.

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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Level 2

Two grade-appropriate informational texts with a common link will be presented and read. The student will identify the topic of each text. The student will identify each author's purpose for writing the text. The student will identify the statement that describes the common link between the two texts.

Criteria

1. The student will identify the topic of each text.
2. **The student will identify each author's purpose for writing the text.**
3. The student will identify the statement that describes the common link between the two texts.

How to do it:

Select two related Start-to-Finish Literacy Starters informational texts. For example, you might choose the books, *Off to War* and *My War*.

NOTE: Start-to-Finish Literacy Starters come in sets of three texts that are all related by a common theme or subject. Choose books that provide the highest level of engagement for your individual students.

Read each book once or twice aloud using the paperback and/or computer books. After reading, ask your student to identify the topic of each text (*War, Civil War, etc.*) and to think about each author's purpose in writing each text.

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 text to assist in answering questions you will present later in the activity.

After reading, ask your student to identify each author's purpose for writing the text. Your student may identify the purpose(s) using speech, sign, or a communication device. As well, your student may select from a variety of statements (spoken or written on index cards or whiteboard) that describe a variety of purpose statements. For example, you might present the following options to your student verbally and/or in writing (**Note: the appropriate purpose statement is identified for each book but should not be displayed for the student**):



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The author wanted to tell people...

...that there may be good reasons to fight in a war, but bad things always happen during the fighting. (*Off to War*)

...what it was really like for a young soldier living through the U.S. Civil War. (*My War*)

...the reasons that the U.S. Civil War was fought.

...that war is cool and people should be excited to fight in one.

Finally, ask your student to identify the statement that describes the common link between the two texts. Your student may identify the appropriate statement using speech, sign, or a communication device. As well, he or she may select from a variety of statements (spoken or written on index cards or whiteboard) that describe possible linking statements by pointing/gazing at the appropriate statement or nodding/smiling/vocalizing to indicate the statement he or she wants to choose as you present each one. For example, you might present the statements like the following to your student verbally and/or in writing:

Bad things happen to people during war.

The way that wars are fought has not changed since the U.S. Civil War.

Many different kinds of people became soldiers during the U.S. Civil War.



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Level 1

Two grade-appropriate informational texts on the same topic will be presented along with one representation for the topic of both texts. The student will explore the topic representation. The student will participate in pairing the topic representation to both texts. As the first text is read, the student will experience sensory input related to the text and the topic representation. As the second text is read, the student will experience different sensory input related to the second text and the topic representation.

Criteria

1. The student will explore the topic representation.
2. The student will participate in pairing the topic representation to both texts.
3. The student will experience sensory input related to each text.

How to do it:

Select two related Start-to-Finish Literacy Starters informational texts. For example, you might choose the books, *Don't Bug Me* and *My One and Only Date*.

NOTE: Start-to-Finish Literacy Starters come in sets of three texts that are all related by a common theme or subject. Choose books that provide the highest level of engagement for your individual students.

Present your student with a photographic or physical representation of the topic that is shared by both books. In this case, you might show your student the photograph on page 13 of the book, *My One and Only Date*, using the paperback or computer book, or a copied/printed photograph from the same page. You may also present your student with a physical representation of a bug: a rubber or stuffed bug, a bug constructed from pieces from the game Cooties, by Milton Bradley, etc.

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

Read the books aloud using the paperback and/or computer books. Assist your student as he or she pairs the representation with each book. Your student may vocalize, smile, sign, hold, point or gaze at the representation, or otherwise indicate participation in linking the book and the representation.



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Read each book aloud a second time using the paperback and/or computer books. As you read each book, assist your student as he or she experiences sensory input related to that text and the topic representation.

For example, as you read *Don't Bug Me*, help your student to participate as you **"act out" the various possible fates of the bugs shown in the story.** Help your student to **experience sensory words such as "smash," "spray," and "swat" using the representation as a prop.**

Then, as you read *My One and Only Date*, help your student to participate as you use the representation to **"act out" the things this bug experiences in the book: digging up out of the ground, climbing a tree and drinking its sap, shedding its skin and getting wings, flying around to find a mate, landing on a person's arm, and even getting smashed by a car (Yuck!).** Where possible, add sound effects along with movement and touch to increase engagement.