



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

Texas

Reading

STAAR™ Alternative Grade 8

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

(8.19) Reading/Comprehension Skills.

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (A) make complex inferences about text and use textual evidence to support understanding; Readiness Standard (Fiction)/Supporting Standard (Literary Nonfiction, Poetry, Drama)
- (B) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. Readiness Standard (Fiction)/Supporting Standard (Literary Nonfiction, Poetry, Drama)

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

Essence Statement C: Uses a range of reading skills to make inferences within and across literary texts.



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

Level 3

The student will select a grade-appropriate biography or autobiography from a collection of biographies and autobiographies. The student will generate a reason for selecting to read about that person's life. The text will be read. The student will generate reasons that the person was notable. The student will compare the text to another previously read text about the same person.

Criteria

1. The student will generate a reason for selecting to read about that person's life.
2. The student will generate reasons that the person was notable.
3. The student will compare the text to another previously read text about the same person.

How to do it:

Sorry... this activity as described above requires that the student be able to select from multiple biographies/autobiographies. The Start-to-Finish Literacy Starters series includes only one book that can be considered a biography. The following activity, however, provides an opportunity for your student to practice the required skills prior to completing the final activity described above.

Practice Activity

Select the level "E" (Enrichment) Start-to-Finish Literacy Starters book, *The Adventures of Mark Twain*.

First, ask your student to generate a reason why he or she might want to select a book about Mark Twain. He or she may speak, sign, or use a communication device to give a possible reason for learning about this man. For example, your student may say something like, "I don't really know who this guy is. He looks like he lived a long time ago, and I like history, so this might be interesting."

TIP: Direct your student's attention to the picture of Mark Twain on the front page of the book. You may also encourage your student to scan the images in the book to generate interest in the topic.



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

Read the book aloud several times using the print and/or computer book with professional narration.

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 reasons that Mark Twain is a notable person in history.

Finally, ask your student to generate a list of reasons that Mark Twain is an important or notable person. Your student might speak, sign, write, type or use a communication device to generate the list. He or she might also point to, gaze at, vocalize when viewing a specific page, or use the computer book to read pages aloud that contain important information from which a list may be created. Using the paperback book, you student may also mark pertinent information with adhesive notes placed near that information on pages of the book.

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



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

Level 2

Two grade-appropriate biographies will be presented. The biographies will be about two people with a common link. The student will identify who the two texts are about. The texts will be read. The student will complete a graphic organizer highlighting details about each person. The student will identify how the two people are linked.

Criteria

1. The student will identify who the two texts are about.
2. The student will complete a graphic organizer highlighting details about each person.
3. The student will identify how the two people are linked.

How to do it:

Sorry... this activity as described above requires that the student be able to work with two biographies/autobiographies. The Start-to-Finish Literacy Starters series includes only one book that can be considered a biography. The following activity, however, provides an opportunity for your student to practice the required skills prior to completing the activity described above.

Practice Activity

Select the level "E" (Enrichment) Start-to-Finish Literacy Starters book, *The Adventures of Mark Twain*.

First, ask your student to identify who the book is about. He or she may speak, sign, or use a communication device to communicate that the book is about Mark Twain. **He or she might also point at the name "Mark Twain" on the cover or elsewhere in the book.**

Read the paperback and/or computer book aloud several times with your student. While reading, ask your student to look for important details about Twain. Your student might like to mark important details in the paperback book using adhesive notes.



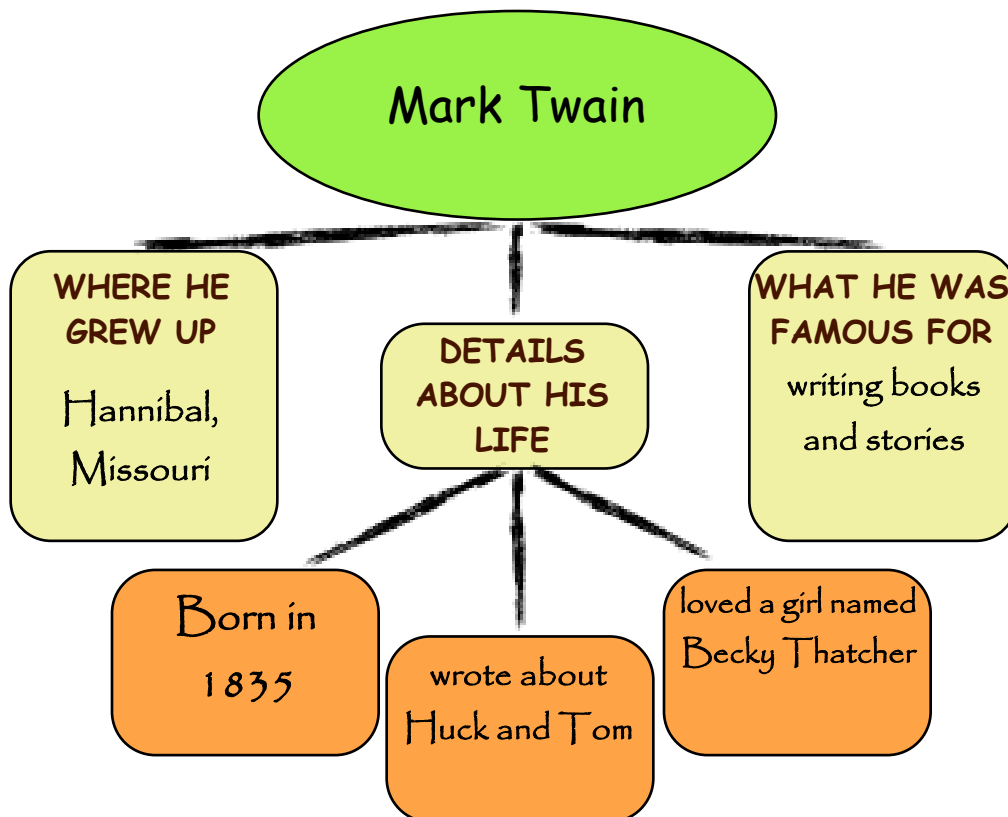
Start-to-Finish® Literacy Starters Alignments to STAAR™ Alternate Standardized Assessment Tasks

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 details about Mark Twain's life.

Finally, ask your student to complete a graphic organizer (like the one below) highlighting details about Mark Twain. Your student may speak, sign, write, type or use a communication device to communicate details. He or she might also point to, gaze at, vocalize when viewing a specific page, or use the computer book to read pages aloud that contain important information to add to the graphic organizer.

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

NOTE: Information filled into the graphic organizer below is sample information for teacher use only. On student organizer, write ONLY the headings (written in all capital letters below).





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

Level 1

The student will be presented a teacher-generated book about a person familiar to the student. The title of the book will be read and paired with a representation for the person. The student will explore the cover of the book and the representation. The student will anticipate having the book read. The student will respond to the book as it is read.

Criteria

1. The student will explore the cover of the book and the representation.
2. The student will anticipate having the book read.
3. The student will respond to the book as it is read.

How to do it:

Sorry... this activity requires a teacher-generated book about a person familiar to the student. You may, however, use a Start-to-Finish Literacy Starters book to practice the skills for the activity as described above.

Practice Activity

Select the level "E" (Enrichment) Start-to-Finish Literacy Starters book, *The Adventures of Mark Twain*.

Begin by exploring the cover of the book, which includes a representation of the person about whom the book is written: Mark Twain. Copy or print a second picture of Twain from the book (for example, page 17 or 19) or the Teacher Guide and Materials CD that ships with every set of Literacy Starters books.

Ask your student to pair the book with the representation. He or she may pick up, point to and/or gaze at the representation and then the book. He or she might also vocalize, smile, nod or otherwise indicate that the book and representation are to be paired as you place them together on the desk or table.

Pick up the paperback book or launch the computer book so it is displayed on the computer screen. Your student should anticipate reading the book. He or she may



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

vocalize, smile, nod, or otherwise indicate excitement or interest in reading about Mark Twain.

Read the paperback and/or computer book aloud several times with your student. While reading, look for student responses including vocalizations, facial expressions, focusing on the book and/or your face as you read, or communicating thoughts through speech, sign and/or a communication device or switch.

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