



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

Texas

Reading

STAAR™ Alternative Grade 8

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

(8.10) 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) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; Readiness Standard
- (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; Supporting Standard
- (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; 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 / STAAR™ -Tested Student Expectations

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



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Level 3

The student will be presented three paragraphs about a topic from a grade-appropriate text. The text will be read. The student will generate a subheading for each paragraph. The student will generate a title for the text. The student will be presented new information that could be found under one of the subheadings. Using the subheadings, the student will determine the paragraph that should include the new information.

Criteria

1. The student will generate a subheading for each paragraph.
2. The student will generate a title for the text.
3. The student will determine the paragraph that should include the new information.

How to do it:

Select a level "E" (Enrichment) informational Start-to-Finish Literacy Starters book such as *A Butterfly is Born*. This book is about the life cycle of butterflies and lends itself well to generating subheadings and a title for the text.

First, cover the book cover so that your student is unable to see the book title. Using the paperback or computer book, begin to read the book aloud to your student at page 3. Treat each set of pages indicated below as a new paragraph.

Set 1: pages 3 through 6

Set 2: pages 7 through 10

Set 3: pages 11 through 14

As you read each set of pages, have your student generate a subheading for each "paragraph," or set of pages. For example, for pages 3 through 6 your student might speak, sign, write, type or use a communication device to generate a subheading like, "Stage One of the Butterfly Life Cycle." Do this for each set of pages outlined above.

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



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After reading pages 3 through 14 and creating subheadings, ask your student to generate a title for the text. He or she may speak, sign, write, type or use a communication device to generate a title like, "The Butterfly Life Cycle"

Finally, present your student with new information that could be found under one of the subheadings. Using the subheadings, the student will determine the paragraph that should include the new information. For example, you might present the following information that could fit below the first subheading as described above:

Butterfly eggs are also called ovum. Depending on the type of butterfly, the eggs may be different colors and shapes.

Your student may speak, sign, or use a communication device to indicate which subheading this information belongs under. He or she may also point to or gaze at the appropriate subheading, or nod, smile or otherwise indicate where the information should be placed as you point to and speak the different subheadings.



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Level 2

The student will be presented a grade-appropriate informational text that includes bold print and captions. The student will identify the text features. The text will be read. The student will identify three interesting facts from the text. The student will identify the main idea of the text.

Criteria

1. The student will identify the text features.
2. The student will identify three interesting facts from the text.
3. The student will identify the main idea of the text.

How to do it:

Sorry... Start-to-Finish Literacy Starter books do not include informational text that includes bold print and captions.

You can purchase Start-to-Finish Core Content grade-appropriate text at a third/fourth and fifth/sixth grade readability level in print, audio and computer formats for this activity at the following web site:

http://www.donjohnston.com/products/start_to_finish/core_content/index.html



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Level 1

The student will be presented an informational grade-appropriate book with an emphasized title. The student will explore the title. The student will be presented two representations for two details that could occur in the book. The student will explore the two representations. The student will participate in pairing the representations with the title. As the book is read, the student will participate in pairing the representations to the details confirming their inclusion in the book.

Criteria

1. The student will explore the two representations.
2. The student will participate in pairing the representations with the title.
3. The student will participate in pairing the representations to the details confirming their inclusion in the book.

How to do it:

Select a level "T" (Transitional) or "C" (Conventional) Start-to-Finish Literacy Starters informational book such as *I Made a Frog*.

Using the paperback and/or computer book, assist your student in exploring the title. Point to the title and read it aloud, or have the computer read the title aloud several times. Point out that the title is in large, colorful letters that really stand out on the cover.

From the paperback book, copy two pictures from the story. These pictures should clearly illustrate details that could occur in the book. For example, you might copy the pictures displayed below from pages 9 (*frog eggs*) and 12 (*tadpole with front legs*) in the book.



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

Assist your student in touching, holding, looking at, and noticing the components of each photographic representation. Talk about ways in which the representations can be paired with the book **title**. For example, you might say something like, "This looks kind of like something that is part fish and part frog. Maybe this is one step in **making a frog!**" Your student should respond with vocalizations, signs, use of a communication device/switch, nodding, smiling or otherwise indicating involvement in the pairing of book and representation.

Finally, read the paperback and/or computer book aloud with your student once or twice. Ask your student to look and listen for places where he or she can pair the representations you just explored to details in the book. Your student may respond with vocalizations, pointing or gazing at a representation when it is referred to in the book, nodding and/or smiling when asked to pair an appropriate representation to a page in the book, etc.

TIP: When using the computer book, your student can use the mouse or a single switch to read the book independently and/or to reread a page that can be paired with one of the representations you have explored earlier.

