

STAAR



MASTER™

Student Practice Book

Sample Booklet

Grade 3
Reading



Lori Mammen
Editorial Director

You know ECS from *TAAS MASTER™* and *TAKS MASTER®*.
Rest assured. The content in the *STAAR MASTER™* series is 100% new
and developed according to the TEA test blueprints for *STAAR™*.

***All New!* Research-Based Series for Texas**

For more than two decades, we have helped you achieve student success on Texas tests by providing the highest quality test-prep materials. With *STAAR MASTER™*, we continue our commitment to create research-based content that engages students and makes teaching easier.

- Based on eligible TEKS and STAAR test blueprints
- All new content with increased rigor
- Emphasis on readiness standards
- Assessment of process skills within context (mathematics, science, and social studies)
- More open-ended (griddable) items (mathematics and science)



All *New* Content!

3
Reading

STAAR  **MASTER™**
Student Practice Book



ecslearningsystems.com

STAAR MASTER™ Student Practice Book—Reading, Grade 3

This page may not be reproduced.

All *New* Content!

You have used our **TAAS** and **TAKS MASTER®** books—
now expect the same ECS quality and rigor with...



Reading • Mathematics • Writing • Social Studies • Science
English and Spanish versions

Three 3D rectangular boxes are arranged in a row. The top box is red and contains the heading "Credible" and a list of features. The bottom-left box is gold and contains the heading "Authentic" and a list of features. The bottom-right box is blue and contains the heading "Fresh" and a list of features.

Credible
Same ECS quality and rigor

- based on eligible TEKS and STAAR™ test blueprints
- practice items marked with complexity level (L, M, or H)
- questions labeled with “skill tags”
- targeted practice in a variety of contexts

Authentic
Reflects key characteristics of STAAR™

- increased rigor
- emphasis on readiness standards
- more open-ended (griddable) items (mathematics and science)
- assessment of process skills within context (mathematics, science, and social studies)

Fresh
Includes brand-new materials

- all new content
- range of topics to interest students
- clear and consistent page layout
- complete answer keys for teachers


This page may not be reproduced.

ecslearningsystems.com

We make teaching easier!SM



ECS Learning Systems, Inc.
P.O. Box 440 • Bulverde, TX 78163-0440
1.800.688.3224

 The most trusted name in Texas testing materials

STAAR MASTER™

**Reading • Mathematics • Writing • Social Studies • Science
Grades 3–8**



Value-Priced to give each student a copy.

STAAR MASTER™ Student Practice Books

FREE Teacher Guide (a \$15.00 value) included with each pack. For School Packs, an extra Teacher Guide will be included free for each additional 30 copies ordered.

English

Reading, Grade 3
Reading, Grade 4
Reading, Grade 5
Reading, Grade 6
Reading, Grade 7
Reading, Grade 8

Math, Grade 3
Math, Grade 4
Math, Grade 5
Math, Grade 6
Math, Grade 7
Math, Grade 8

Writing, Grade 4
Writing, Grade 7
Science, Grade 5
Science, Grade 8
Social Studies, Grade 8

Spanish

Reading, Grade 3 Math, Grade 3
Reading, Grade 4 Math, Grade 4
Reading, Grade 5 Math, Grade 5

For ordering information, please visit

www.ecslearningsystems.com

800.688.3224 • customercare@ecslearningsystems.com



Stay Connected



Like
ECS Learning Systems



Follow
ECSLearn



ECS Learning Systems, Inc.
is the SOLE SOURCE for STAAR MASTER™
books listed above.

STAAR MASTER is a Trademark of ECS Learning Systems, Inc. STAAR is a Trademark of Texas Education Agency. STAAR MASTER and ECS Learning Systems, Inc., are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.

Rev. 03/11 SMIFC

This page may not be reproduced.

Selected pages from
STAAR MASTER™
Student Practice Book
Reading, Grade 3

for the State of Texas Assessments
of Academic Readiness

Teacher Guide



Lori Mammen
Editorial Director

ISBN: 978-1-60539-728-3

Copyright infringement is a violation of Federal Law.

© 2011 by ECS Learning Systems, Inc., Bulverde, Texas. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from ECS Learning Systems, Inc.

Photocopying of graphic organizers by a classroom teacher at a non-profit school who has purchased this publication for his/her own class is permissible. Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Printed in the United States of America. STAAR MASTER is a Trademark of ECS Learning Systems, Inc.

Disclaimer Statement

ECS Learning Systems, Inc., recommends that the purchaser/user of this publication preview and use his/her own judgment when selecting lessons and activities. Please assess the appropriateness of the content and activities according to grade level and maturity of your students. The responsibility to adhere to safety standards and best professional practices is the duty of the teachers, students, and/or others who use the content of this publication. ECS Learning Systems is not responsible for any damage, to property or person, that results from the performance of the activities in this publication.

STAAR is a Trademark of Texas Education Agency. STAAR MASTER and ECS Learning Systems, Inc., are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.

Table of Contents

What's Inside the Student Practice Book?	3
Descriptions of STAAR MASTER™ Complexity Levels	5
How to Use This Book	6
Other Suggestions for Instruction	6
Instructional Strategies	7
Graphic Organizers	9
Master Skills List	14
Correlation Chart	15
Answer Key	17
References	19

This page may not be reproduced.



ECS Learning Systems, Inc.

P. O. Box 440

Bulverde, TX 78163-0440

ecslearningsystems.com

1.800.688.3224 (t)

1.877.688.3226 (f)

customercare@ecslearningsystems.com

What’s Inside the Student Practice Book?

The *STAAR MASTER™ Student Practice Book* provides practice and review material for the Grade 3 Reading portion of the State of Texas Assessments of Academic Readiness (STAAR™).

- The reading passages reflect the kinds of passages students might encounter on the actual STAAR. These include the following types of selections: fictional literary texts (stories and poems), nonfiction literary texts (biographies and autobiographies), informational texts (procedural and expository passages), and media literacy texts (newspapers, advertisements, blogs, and Web pages).
- The reading passages cover a broad range of topics and ideas of interest to third-grade students.
- Several readability formulas were used to ensure that the texts are appropriate for third grade.
- The questions that follow a passage focus on the 2009–2010 STAAR-eligible ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2010c) reading standards.
- Each question is labeled for easy identification of the TEKS-based standard and expectation addressed in the question.
- Several questions throughout the book address the same standard/expectation, providing repeated practice for students in a variety of contexts.

The following types of selections appear in the *STAAR MASTER Student Practice Book*.

Fictional literary texts include stories and poems. These selections present an obvious progression of ideas. For example, a story would have a clear beginning, middle, and end.

Nonfiction literary texts include biographies and autobiographies. These selections relate true events from individuals’ lives and present a specific point of view.

Informational texts include procedural and expository passages. Procedural selections give multi-step or detailed directions, and expository selections give information about topics in science, social studies, art, or other curricular areas.

Media literacy texts include text from various forms of media, such as newspapers, advertisements, blogs, and Web pages. These selections present information through words, images, and graphics and relate

information for specific audiences and purposes. All elements of a text work together to communicate a message.

Practice-Item Skills Tags

Each practice item is labeled with a “skills tag” (see Figure 1, below) for easy identification of the TEKS-based standard and expectation addressed in the question. The tag also notes the complexity level of the item. (For more information about complexity levels, refer to Box 1, “Descriptions of *STAAR MASTER™* Complexity Levels,” page 5).

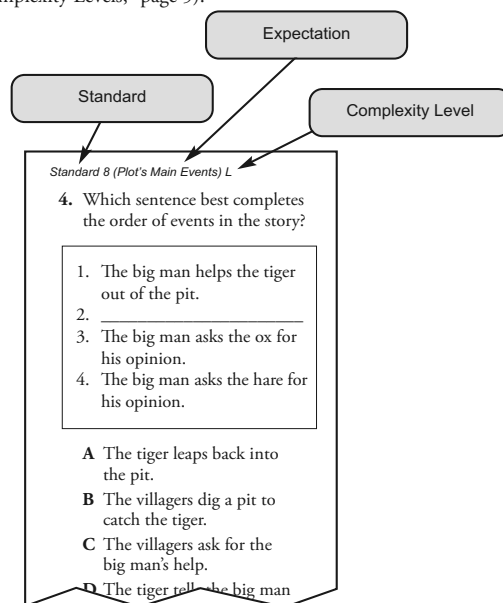


Figure 1: Practice-Item Skills Tag

This Teacher Guide includes—

- an overview of the Student Practice Book and key characteristics of the STAAR
- descriptions of *STAAR MASTER* complexity levels
- strategies for test preparation and reading instruction
- a master list of STAAR-eligible standards and expectations addressed in the ELA-R TEKS
- a correlation chart
- a complete answer key (with corresponding complexity levels for the items in each passage)

This page may not be reproduced.

This page may not be reproduced.

This page may not be reproduced.

This page may not be reproduced.

Readiness vs. Supporting Standards

The eligible, or tested, TEKS are divided into “readiness standards” and “supporting standards,” with greater emphasis on the former. Readiness standards address broader, deeper ideas and are deemed more critical for students to know. Supporting standards address more narrowly defined ideas and will still be assessed, although not emphasized. The *STAAR MASTER™ Student Practice Book* mirrors this balance of readiness and supporting standards to provide meaningful, authentic student practice for the STAAR™.

Figure 19

The standards listed under TEKS “Figure 19” are important metacognitive reading skills that students will continue to apply (in greater depth and using increasingly complex texts) as they advance in grade level (Texas Education Agency, 2010b). Figure 19 standards are meant to be used with all text types and during both assigned and independent reading (see Figure 2, below).

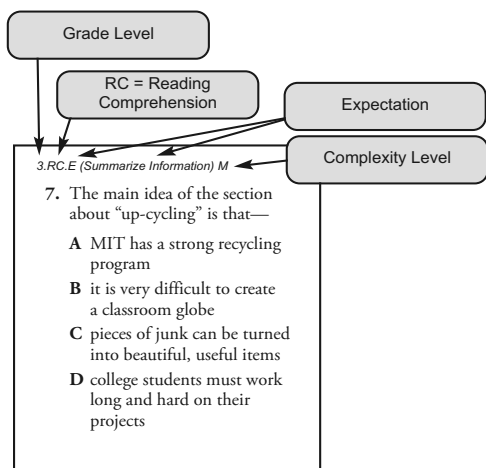


Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

Increased Rigor

The STAAR is described as “significantly more rigorous” (Texas Education Agency, 2010a) than the Texas Assessment of Knowledge and Skills (TAKS). But what does *rigor* mean in assessment? For the STAAR, it means the cognitive complexity of items will increase to assess skills at a greater depth. The *STAAR MASTER Student Practice Book* provides items written at varying levels of complexity to accommodate this increase in rigor. (Refer to the “Depth of Knowledge” section on this page and Box 1 on page 5 for more information about the levels of complexity in practice items.)

In addition, the *STAAR MASTER Student Practice Book* includes more rigorous reading passages. Various genres are represented throughout the book, and each reading passage is enhanced by its authentic layout. The passages address fresh, relevant topics, while also including classic literature selections (e.g., fictional adaptations and poems).

Alignment

According to the mandate of No Child Left Behind (2001), states are required to develop assessments that tightly align to their content standards. To ensure that this requirement is met, states and districts often conduct alignment studies. In such a study, an assessment is compared to the state’s content standards. If an assessment is rigorous, the study will not yield large disparities between the cognitive demands of the expectations and that of the assessment.

Depth of Knowledge

Norman Webb’s (2002) “depth of knowledge” model is currently one of the most influential alignment models in the field of education. “Depth of knowledge” describes the degree of complexity of knowledge a curricular item requires. Webb identifies four levels of depth of knowledge: recall (Level 1), skill or concept (Level 2), strategic thinking (Level 3), and extended thinking (Level 4). Distinct cognitive demands occur during each activity, or thinking process, level.

The items in the *STAAR MASTER Student Practice Book* were aligned to the TEKS using a modified version of the “depth-of-knowledge” model (see Box 1, “Descriptions of *STAAR MASTER™* Complexity Levels,” page 5). During the alignment process, the complexity level of each item (designated “Low,” “Moderate,” or “High”) was determined. The level can be found in the skills tag of each practice item and in the Answer Key.

Descriptions of STAAR MASTER™ Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER™ Student Practice Book items to the eligible ELA-R TEKS. Each explanation details the kinds of activities that occur within each level. However, they do not represent all of the possible thought processes for each level.

Low Complexity (L)

Low-complexity items align with the TEKS at Level 1 of the Webb (2002) model. Items of low complexity may involve recalling—but not analyzing—story events and other basic elements of a text structure. An item may ask students to recognize or reproduce—but not interpret—figurative language. Items of this complexity may require identifying the meaning of a word through language structure or word relationships. At this cognitive level, students may need to locate details in a chart, graph, or diagram. A low-complexity item may ask students to recall, identify, arrange, locate, or define information and concepts.

Standard 4 (Prefixes/Suffixes) L

4. Read the sentence from the passage.
To personalize your gift, write a message on the puzzle.
What do the letters ize in the word personalize mean?
- A Fear of
 - B One who
 - C Relating to
 - D To make

Low Complexity

Moderate Complexity (M)

Moderate-complexity items align with the TEKS at Level 2 of the Webb model. Items of moderate complexity involve both comprehension and the subsequent processing of text. Students are asked to make inferences and identify cause-and-effect relationships. However, students are not required to go beyond the text. Major concepts, such as main idea, are considered in a literal, rather than abstract, manner. Students are asked to compare word meanings, which they determine through context clues. At this cognitive level, students will need to identify similarities and differences. Items may involve determining information in a text feature, such as a chart, graph, or diagram. Items of this complexity may ask students to predict, organize, classify, compare, interpret, distinguish, relate, or summarize. Some items also require students to apply low-complexity skills and concepts.

Standard 8 (Character Relationships/Changes) M

1. What makes Papa angry in the story?
- A The King's trip to Boston
 - B The government's law about tea
 - C The wild adventure that Charles has
 - D The price of silver at Mr. Revere's shop

Moderate Complexity

High Complexity (H)

High-complexity items align with the TEKS at Level 3 and/or Level 4 of the Webb model. Items of high complexity require students to use strategic, multi-step thinking; develop a deeper understanding of the text; and extend thinking beyond the text. Major concepts, such as theme and figurative language, are now identified and examined in an abstract manner. Students are asked to demonstrate more flexible thinking, apply prior knowledge, and support their responses. Students may need to generalize and transfer new information to new tasks. High-complexity items may require students to make inferences across an entire passage or analyze relationships between ideas or texts. At this cognitive level, students will need to analyze similarities and differences. Items may involve relating information in a text feature, such as a chart, graph, or diagram, to the text. A high-complexity item may ask students to plan, reason, explain, hypothesize, compare, differentiate, draw conclusions, cite evidence, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

3.FC.E (Summarize Information) H

4. Which sentence makes a statement about all junkyard art?
- A *You can use anything that is no longer useful.*
 - B *Old rubber gloves could become the lion's mane.*
 - C *A comb with broken teeth might become the mouth for a clown.*
 - D *A clean, empty soup can may become the body of a car or a lion.*

High Complexity

*Note: Although state standards may include expectations that require extended thinking, many large-scale assessment activities are not classified as Level 4. Performance and open-ended assessment may require activities at Level 4.

This page may not be reproduced.

This page may not be reproduced.

Box 1: Descriptions of STAAR MASTER™ Complexity Levels

How to Use This Book

Effective Test Preparation

What is the most effective way to prepare students for any reading competency test? Experienced educators know that the best test preparation includes three critical components—

- a strong curriculum that is aligned with the content and skills to be assessed
- effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
- targeted practice that familiarizes students with the specific content and format of the test

Obviously, a strong curriculum and effective, relevant, and varied instructional methods provide the foundation for all appropriate test preparation. Contrary to what some might believe, merely “teaching the test” performs a great disservice to students. Students must acquire knowledge, practice skills, and have specific educational experiences that can never be included on tests limited by time and in scope. For this reason, resources like the *STAAR MASTER™ Student Practice Book* should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice

The *STAAR MASTER Student Practice Book* does, however, address the final element of effective test preparation (targeted test practice). This book familiarizes students with—

- the specific content of Texas’ competency test
- the general format of competency tests

When students become familiar with both the content and the format of a test, they know what to expect on the actual test. This, in turn, improves their chances for success.

Using STAAR MASTER™ Products

Used as part of the regular curriculum, the *STAAR MASTER Student Practice Book* allows teachers to—

- pretest skills students need for the actual test
- determine students’ areas of strength and/or weakness
- provide meaningful test-taking practice for students
- ease students’ test anxiety
- communicate test expectations and content to parents

Other Suggestions for Instruction

The *STAAR MASTER Student Practice Book* can serve as a springboard for other effective instructional activities that help with test preparation.

Group Work

Teachers and students work through selected practice exercises together, noting the kinds of questions and the range of answer choices. They discuss common errors for each kind of question and strategies for avoiding these errors.

Predicting Answers

Students predict the correct answer before reading the given answer choices. This encourages students to think through the question rather than focus on finding the right answer. Students then read the given answer choices and determine which one, if any, matches the answer they have given.

Developing Test Questions

Once students become familiar with the format of test questions, they develop “test-type” questions for other assigned reading (e.g., science, social studies).

Vocabulary Development

Teachers and students foster vocabulary development in all subject areas through the use of word walls, word webs, word games, synonym/antonym charts, analogies, word categories, “word-of-the-day” activities, etc.

Two-Sentence Recaps

Students regularly summarize what they have read in one or two sentences. For fiction, students use the basic elements (setting, characters, problem, solution) to guide their summaries. For nonfiction, students use the journalist’s questions (who, what, where, when, why) for the same purpose. The teacher may also list three to five key words from a reading selection and direct students to write a one- to two-sentence summary that includes the given words.

Generalizations

After students read a selection, the teacher states a generalization based on the reading, and students provide specific facts and details to support the generalization; or the teacher provides specifics from the selection, and students state the generalization.

STAAR MASTER™ Student Practice Book
Reading—Grade 3

	A Puzzling Gift	Part of the Family	The Ungrateful Tiger	A Super Example	Woolly Bear Forecasters	Black Jack	Dear Abigail	Say Cheese!	Weird, Wiggly, and Wonderful	The "Helping Basket"	Artist of Mystery	Junkyard Art	One Night	Topper's First Day of School	So Many Ways to Say Hello	Babe, Big Time	Tails pin	The Fieldmouse	
Standard 4: Vocabulary																			
Prefixes/Suffixes (R)	4	5						6	8	3		1					1		5
Context Clues (R)		3	2	4	3		5	4	2.6		2	2	5	5	4	4	4		3
Antonyms/Synonyms (S)	1		3	2,3		6	3			2.5	5		1			6	6		6
Homographs/ Homophones (S)	7											3							
Standard 5: Literary Text/Theme and Genre																			
Paraphrase Themes/ Details (S)						7				9				8			9		
Standard 6: Literary Text/Poetry																			
Forms/Imagery (S)						1,2,4,5							2,3						2,4
Standard 8: Literary Text/Fiction																			
Plot's Main Events (R)			4,5				2,6			4				3			3		
Character Relationships/ Changes (R)			7,9				1,4			7				2,6,7			5,7		
Standard 9: Literary Text/Nonfiction																			
Features of Literary Nonfiction (S)				9															8

(R) = Readiness Standard (S) = Supporting Standard

This page may not be reproduced.

This page may not be reproduced.

STAAR MASTER™ Student Practice Book
Reading—Grade 3, continued

	A Puzzling Gift	Part of the Family	The Ungrateful Tiger	A Super Example	Woolly Bear Forecasters	Black Jack	Dear Abigail	Say Cheese!	Weird, Wiggly, and Wonderful	The "Helping Basket"	Artist of Mystery	Junkyard Art	One Night	Topper's First Day of School	So Many Ways to Say Hello	Babe, Big Time	Talisman Spin	The Fieldmouse
Standard 10: Literary Text/Sensory Language						3				1			7	4		3		2
Sensory Language (S)																		
Standard 12: Informational Text/Culture and History																		
Author's Purpose (S)	3	1	8		7			1			6.8	5						
Standard 13: Informational Text/Expository																		
Facts/Details (R)	6	9		1.5	2.4,5,6			3	1.4		1	6			2.5,6	2.5		
Drawing Conclusions (R)		2.8		6.8	9.10		7		5.7		9	8			1.3	9		
Cause/Effect (R)		7			1			5	3									
Text Features (R)	9	6					8	7			4							
Standard 15: Informational Text/Procedural																		
Locate/Use Information (S)	2							2										
Standard 16: Media Literacy																		
Media Literacy (S)	8			7	8,11			9,10	9		7	9		9,10	9			
Reading Comprehension Skills (Figure 19) (R,S)																		
Inferences (3.R.C.D) (R,S)	5					8.9				8	3		4.8	1		7	8	1
Summarize Information (3.R.C.E) (R,S)		4	6					8				4.7	6		7.8	1		7
(R) = Readiness Standard																		
(S) = Supporting Standard																		

This page may not be reproduced.

Answer Key

Note: Complexity levels appear in parentheses. L = Low, M = Moderate, H = High

A Puzzling Gift

1. B (M)
2. B (M)
3. D (H)
4. D (L)
5. A (H)
6. B (L)
7. B (M)
8. C (H)
9. C (H)

Part of the Family

1. D (H)
2. A (H)
3. A (M)
4. D (M)
5. C (L)
6. B (M)
7. A (M)
8. A (H)
9. B (L)

Say Cheese!

1. C (H)
2. A (M)
3. A (L)
4. D (M)
5. C (M)
6. C (L)
7. D (H)
8. B (M)
9. C (H)
10. D (H)

Weird, Wiggly, and Wonderful

1. C (L)
2. B (M)
3. B (M)
4. B (L)
5. A (M)
6. D (M)
7. A (H)
8. B (L)
9. B (H)

STAAR MASTER™ Student Practice Book, Teacher Guide—Reading, Grade 3

This page may not be reproduced.

Re:Think blog
News, Ideas, & Information

Now live.

ecslearningsystems.com/blog

The advertisement features a laptop displaying the Re:Think blog interface. The laptop screen shows the blog's title, tagline, and a navigation menu with categories like HOME, NEWS & IDEAS, TEST PREP, LITERATURE, SPECIAL EDUCATION, SMARTCODING COMMUNITY, and STORE. A search bar is also visible on the right side of the screen.

STAAR MASTER™ Reading References

*All Web sites listed were active at time of publication.

Council of Chief State School Officers & National Governors Association Center for Best Practices. (2010, June 2). *Common Core State Standards for English language arts & literacy in history/social studies, science, & technical subjects*. Retrieved March 11, 2011, from Common Core State Standards Initiative Web site: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Hess, K. K. (2004, August). *Applying Webb's depth-of-knowledge (DOK) levels in reading*. Retrieved March 11, 2011, from National Center for the Improvement of Educational Assessment (NCIEA) Web site: http://www.nciea.org/publications/DOKreading_KH08.pdf

Hess, K. K. (2006). *Cognitive complexity: Applying Webb DOK levels to Bloom's taxonomy*. Retrieved March 11, 2011, from National Center for the Improvement of Educational Assessment (NCIEA) Web site: http://www.nciea.org/publications/DOK_ApplyingWebb_KH08.pdf

National Assessment Governing Board. (2009). *Reading framework for the 2009 National Assessment for Educational Progress*. Retrieved March 11, 2011, from National Assessment Governing Board, U.S. Department of Education Web site: <http://www.nagb.org/publications/frameworks/reading09.pdf>

No Child Left Behind Act of 2001, 20 U.S.C § 6311 et seq. (2001).

Texas Education Agency. (2010, January 26). *STAAR to replace TAKS*. Retrieved March 16, 2011, from Texas Education Agency, TEA News Releases Online Web site: <http://www.tea.state.tx.us/index4.aspx?id=7874>

Texas Education Agency. (2010, February 23). *19 TAC Chapter 110: Texas Essential Knowledge and Skills for English language arts and reading: Subchapter A. Elementary: Reading/comprehension skills §110.11–§110.16*. Retrieved March 11, 2011, from Texas Education Agency, Division of Policy Coordination Web site: http://ritter.tea.state.tx.us/rules/tac/chapter110/19_0110_0010-1.pdf

Texas Education Agency. (2010, February 23). *Texas Essential Knowledge and Skills for English language arts and reading*. Retrieved March 11, 2011, from Texas Education Agency, Division of Policy Coordination Web site: <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Webb, N. L. (2002, March 28). *Depth-of-Knowledge levels for four content areas*. Unpublished paper. University of Wisconsin-Madison.

Webb, N. L. (2002). *Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states*. State Collaborative on Assessment & State Standards (SCASS). Technical Issues in Large-Scale Assessment (TILSA): University of Wisconsin, Wisconsin Center for Education Research.

Selected pages from
STAAR MASTER™
Student Practice Book
Reading, Grade 3

for the State of Texas Assessments
of Academic Readiness



Lori Mammen
Editorial Director

ISBN: 978-1-60539-724-9

Copyright infringement is a violation of Federal Law.

© 2011 by ECS Learning Systems, Inc., Bulverde, Texas. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from ECS Learning Systems, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Printed in the United States of America. STAAR MASTER is a Trademark of ECS Learning Systems, Inc.

Disclaimer Statement

ECS Learning Systems, Inc., recommends that the purchaser/user of this publication preview and use his/her own judgment when selecting lessons and activities. Please assess the appropriateness of the content and activities according to grade level and maturity of your students. The responsibility to adhere to safety standards and best professional practices is the duty of the teachers, students, and/or others who use the content of this publication. ECS Learning Systems is not responsible for any damage, to property or person, that results from the performance of the activities in this publication.

STAAR is a Trademark of Texas Education Agency. STAAR MASTER and ECS Learning Systems, Inc., are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.

Table of Contents

A Puzzling Gift (<i>Informational Text/Procedural</i>)	3
Part of the Family (<i>Informational Text/Expository</i>)	8
The Ungrateful Tiger (<i>Literary Text/Fiction</i>)	13
A Super Example (<i>Literary Text/Nonfiction</i>)	19
Woolly Bear Forecasters (<i>Informational Text/Expository</i>)	25
Black Jack (<i>Literary Text/Poetry</i>)	31
Dear Abigail (<i>Literary Text/Fiction</i>)	34
Say Cheese! (<i>Informational Text/Procedural</i>)	40
Weird, Wiggly, and Wonderful (<i>Informational Text/Expository</i>)	46
The “Helping Basket” (<i>Literary Text/Fiction</i>)	51
Artist of Mystery (<i>Literary Text/Nonfiction</i>)	56
Junkyard Art (<i>Informational Text/Expository</i>)	61
One Night (<i>Literary Text/Poetry</i>)	66
Topper’s First Day of School (<i>Literary Text/Fiction</i>)	70
So Many Ways to Say Hello (<i>Informational Text/Expository</i>)	75
Babe, Big Time (<i>Literary Text/Nonfiction</i>)	81
Tailspin (<i>Literary Text/Fiction</i>)	87
The Fieldmouse (<i>Literary Text/Poetry</i>)	92

Credits

Page 42 photograph provided by the Federal Trade Commission and www.admongo.gov.



ECS Learning Systems, Inc.

P. O. Box 440

Bulverde, TX 78163-0440

ecslearningsystems.com

1.800.688.3224 (t)

1.877.688.3226 (f)

customer-care@ecslearning.com



A Super Example

In August 2009, Sonia Sotomayor was chosen for a very big job. She was picked to be a judge on the United States Supreme Court. The Supreme Court is the highest court in the United States. The judges decide if laws are fair. To get this job, Sonia had to be chosen by the President of the United States. Then the Senate (one of the groups that make up the United States Congress) had to vote on whether Sonia was right for the job. They agreed that she was!



Figure 1

Sonia was born in New York in 1954. Her parents had moved to New York from Puerto Rico. They wanted to raise their family in America. Life was difficult for Sonia. When she was eight years old, she found out she had Type I diabetes. This meant her body could not make enough natural insulin to keep her going. So Sonia started getting shots of insulin to keep her well.

When Sonia was nine years old, her father died. Sonia's mother had to work even harder to take care of the

family. She often worked two jobs. The family still did not have much money. Sonia's mother always hoped for a better life for her children. She made them study. She even saved her money to buy Sonia a set of encyclopedias.

Around this time Sonia had learned to speak English and was reading books from the "Nancy Drew" mystery series. She wanted to be a detective and solve cases. But soon she began reading and learning about lawyers and judges. Sonia changed her hopes for the future. She saw the honor in the job, and she decided she wanted to be a judge. Sonia's mother thought education would help her children reach their dreams, and she was right. Sonia became a lawyer, and her brother became a doctor.

Sonia went to college to study law. At school, she won awards for her good work. After college, Sonia worked in New York. First she was a lawyer, and then she became a judge. She wanted to decide if people's actions were right or wrong. As a judge, Sonia was hard to fool. She saw people's true character and treated them justly. To the lawyers who came before her, Sonia was firm but fair.

This page may not be reproduced.

This page may not be reproduced.

The President of the United States saw the work Sonia was doing. He thought she would make a good Supreme Court Justice. Sonia was excited. This was a big honor! She became the third woman and the first Latina woman ever to serve on the Supreme Court.

Friends say that Sonia is smart and special. She wants to be an example for children. She hopes to show them what hard work can do. She is proof that a person's background does not decide his or her future. It just depends on how much you believe in yourself and how hard you're willing to work.

Figure 2



President Barack Obama and Sonia Sotomayor

Figure 3



FROM LEFT: Supreme Court Justices Sonia Sotomayor, Ruth Bader Ginsberg, and Elena Kagan

This page may not be reproduced.

This page may not be reproduced.

Health News

President’s Speech About Diabetes Raises Hopes and Awareness

In a speech about Sonia Sotomayor, President Barack Obama praised the judge for achieving her dreams. Sonia’s struggle and President Obama’s words inspired kids with diabetes and comforted their parents. Here is what the President said about Sonia:

“It’s my understanding that Judge Sotomayor’s interest in law was sparked as a young girl by reading the Nancy Drew series. And that when she was diagnosed with diabetes at the age of 8, she was informed that people with diabetes can’t grow up to be police officers or private investigators like Nancy Drew. In essence she was told she’d have to scale back her dreams. Well, Sonia, what you’ve shown in your life is that it doesn’t matter where you come from, what you look like, or what challenges life throws your way. No dream is beyond reach in the United States of America.”

This page may not be reproduced.

This page may not be reproduced.

Standard 13 (Fact/Details) L

1. Sonia first thought she wanted to be a—
A detective
B doctor
C judge
D lawyer

Standard 4 (Antonyms/Synonyms) L

2. Read the sentence from the passage.

Life was difficult for Sonia. When she was eight years old, she found out she had Type I diabetes.

Which word means the opposite of difficult?

- A Amusing
- B Dangerous
- C Simple
- D Strange

Standard 4 (Antonyms/Synonyms) L

3. Read the sentence from the passage.

She saw the honor in the job, and she decided she wanted to be a judge.

Which word means about the same as honor?

- A Adventure
- B Enjoyment
- C Struggle
- D Worth

Standard 4 (Context Clues) M

4. Read the sentence from the passage.

As a judge, Sonia was hard to fool.

In this sentence, fool means—

- A like
- B teach
- C trick
- D understand

Standard 13 (Facts/Details) L

5. The author states that Sonia was the first—

- A Latina on the Supreme Court
- B woman on the Supreme Court
- C detective on the Supreme Court
- D person with diabetes on the Supreme Court

Standard 13 (Drawing Conclusions) M

6. Sonia refused to let her career or future be decided by her—

- A background
- B money
- C parents
- D teachers

This page may not be reproduced.

This page may not be reproduced.

Standard 16 (Media Literacy) M

7. The author most likely uses Figure 3 to show the—
- A** correct dress for Supreme Court justices
 - B** place where Supreme Court justices work
 - C** three female justices on the Supreme Court
 - D** total number of justices on the Supreme Court

Standard 13 (Drawing Conclusions) H

8. As a Supreme Court Justice, Sonia will most likely—
- A** dislike her work
 - B** learn what lawyers do
 - C** enjoy judging difficult cases
 - D** be held back by her diabetes

Standard 9 (Features of Literary Nonfiction) H

9. The information in “Health News” adds to your understanding of Sonia Sotomayor by—
- A** telling you to think about being a lawyer or judge
 - B** explaining how illness can change people’s lives
 - C** praising Sotomayor for the work she does as a judge
 - D** showing how people get through hard times and meet their goals

This page may not be reproduced.

This page may not be reproduced.



It's On The Test

From *TestSMART*® Student Practice Books to elementary-level skills practice, ECS has all the test preparation materials you need.



Math	
ECS2401	TestSMART® Math Concepts Gr. 3
ECS241X	TestSMART® Math Operations & Problem Solving Gr. 3
ECS2428	TestSMART® Math Concepts Gr. 4
ECS2436	TestSMART® Math Operations & Problem Solving Gr. 4
ECS2444	TestSMART® Math Concepts Gr. 5
ECS2452	TestSMART® Math Operations & Problem Solving Gr. 5
ECS2460	TestSMART® Math Concepts Gr. 6
ECS2479	TestSMART® Math Operations & Problem Solving Gr. 6
ECS2487	TestSMART® Math Concepts Gr. 7
ECS2495	TestSMART® Math Operations & Problem Solving Gr. 7
ECS2509	TestSMART® Math Concepts Gr. 8
ECS2517	TestSMART® Math Operations & Problem Solving Gr. 8
ECS1030	Math Whiz Kids™ at the Amusement Park Gr. 3–5
ECS1057	Math Whiz Kids™ at Home Gr. 3–5
ECS1065	Math Whiz Kids™ at the Mall Gr. 3–5
ECS1049	Math Whiz Kids™ at the Zoo Gr. 3–5
BH88931	Dot-to-Dot 1–100+ Gr. 2–4
BH88932	Math Art Gr. 1–2
BH88933	Math Art Gr. 2–3
BH88934	Multiplication Dot-to-Dot Gr. 3–4
BH88941	Math Drill, Practice & Apply Gr. 1–2
BH88942	Math Drill, Practice & Apply Gr. 2–3
BH88943	Math Drill, Practice & Apply Gr. 3–4
BH88944	Math Drill, Practice & Apply Gr. 4–5
BH88951	First Number Skills Gr. K–1
BH88952	Time & Money Skills Gr. 1–2
BH88953	Number Facts to 10 Gr. 1–2
BH88954	Basic Facts to 18 Gr. 2–3
BH88955	Regrouping Skills Gr. 2–3
BH88956	Multiplication Facts Gr. 3–4
BH88957	Multiplication Skills Gr. 3–5
BH88958	Place Value Gr. 1–2
BH88959	Fraction Basics Gr. 2–3
Reading	
ECS2363	TestSMART® Reading Gr. 2
ECS1987	TestSMART® Reading Gr. 3
ECS1995	TestSMART® Reading Gr. 4
ECS2002	TestSMART® Reading Gr. 5
ECS2010	TestSMART® Reading Gr. 6
ECS2029	TestSMART® Reading Gr. 7
ECS2037	TestSMART® Reading Gr. 8
ECS91373	An Introduction to POWer Words™ Gr. 4
ECS8414	POWer Words™ Gr. 5–6

ECS5214	POWer Words™ Gr. 7–8
ECS5494	POWer Words™ Gr. 9–12
BH88891	Plurals & Possessives Gr. 2–3
BH88892	Prefixes, Suffixes, Root Words Gr. 2–3
BH88893	Synonyms, Antonyms, and Homonyms Gr. 2–3
BH88894	Analogies & Multiple Meanings Gr. 2–3
BH88901	Alphabet Skills Gr. K–1
BH88902	Consonant Sounds Gr. K–1
BH88903	Vowel Sounds Gr. 1–2
BH88904	Rhyming Words Gr. 1–2
BH88905	Sight Words Gr. 1–2
BH88911	Sight Word Stories Gr. K–2
BH88912	Sight Word Rhymes Gr. K–2
BH88913	Sight Words Word Search Gr. K–2
BH88914	Wall Words Word Search Gr. 1–2
BH88915	My First Crosswords Gr. 1–2
BH88918	Sight Words in Context Gr. K–2
BH88919	Rhyming Words in Context Gr. K–2
BH88920	Word Endings in Context Gr. K–2
BH88961	Poems & Rhymes Gr. 1–2
BH88962	Fairy Tales Gr. 2–3
BH88963	Fables & Tall Tales Gr. 3–4
BH88972	Animals Gr. 1–2
BH88973	Space, Stars, & Planets Gr. 3–4
BH88981	The 5 W's: Who? What? Where? When? Why? Gr. 1–3
BH88982	Getting the Sequence Gr. 1–3
BH88983	Main Idea and Details Gr. 1–3
BH88984	Fact and Opinion Gr. 1–3
BH88985	Drawing Conclusions and Inferences Gr. 1–3
BH88986	Context Clues Gr. 1–3
BH88991	My First Sight Words Gr. K–1
BH88992	Mastering Sight Words Gr. 1–2
BH88994	Consonants Gr. K–1
BH88995	Blends & Digraphs Gr. 1–2
BH88996	Short Vowels Gr. 1–2
BH88997	Long Vowels Gr. 1–2
BH88998	Rhyming Words Gr. 1–2
BH88999	Compounds & Contractions Gr. 1–2
NU783XRH	Graphic Organizer Collection
NU8437RH	Reacting to Literature: Writing Activities for Every Book Gr. 6–8
NU5524RH	Reacting to Literature: Writing Activities for Every Book Gr. 9–12
NU5958RH	Tackling Literary Terms Gr. 9–12
ECS6564	POWer Strategies™ for Reading Comprehension Gr. 3–5
ECS6571	POWer Strategies™ for Reading Comprehension Gr. 6–8

Writing	
ECS3645	TestSMART® Language Arts Gr. 2
ECS3580	TestSMART® Language Arts Gr. 3
ECS3599	TestSMART® Language Arts Gr. 4
ECS3602	TestSMART® Language Arts Gr. 5
ECS3610	TestSMART® Language Arts Gr. 6
ECS3629	TestSMART® Language Arts Gr. 7
ECS3637	TestSMART® Language Arts Gr. 8
ECS9072	Writing Warm-Ups™ Gr. K–6
ECS9455	Writing Warm-Ups Two™ Gr. K–6
ECS9463	Writing Warm-Ups Two™ Gr. 7–12
ECS0484	Nor More Writing?! Gr. 9–12
ECS9900	Foundations for Writing Bk. I Gr. K–2
ECS0476	Foundations for Writing Bk. II Gr. 3–8
BH88925	Scrambled Sentences Gr. 1–2
BH88926	Writing Sentences Gr. 2–3
BH88927	Writing Paragraphs Gr. 3–4
ECS2371	Grammar Notebook Book 1 Gr. 9–12
ECS238X	Grammar Notebook Book 2 Gr. 9–12
ESC2398	Grammar Notebook Book 3 Gr. 9–12

Spanish-Reading	
BH1450	The 5 W's: Who? What? Where? When? Why? Gr. 1–3
BH1469	Getting the Sequence Gr. 1–3
BH1477	Main Idea and Details Gr. 1–3
BH1493	Fact and Opinion Gr. 1–3
BH1485	Drawing Conclusions and Inferences Gr. 1–3
BH140X	The 5 W's & H Gr. 4–5
BH1418	Getting the Sequence Gr. 4–5
BH1426	Main Idea & Details Gr. 4–5
BH1442	Fact & Opinion Gr. 4–5
BH1434	Drawing Conclusions & Inferences Gr. 4–5

Spanish-Math	
BH1639	Dot-to-Dot 1–100+ Gr. 2–4
BH1646	Math Art Gr. 1–2
BH1653	Math Art Gr. 2–3
BH1660	Multiplication Dot-to-Dot Gr. 3–4
BH1592	Math Drill, Practice & Apply Gr. 1–2
BH1608	Math Drill, Practice & Apply Gr. 2–3
BH1615	Math Drill, Practice & Apply Gr. 3–4
BH1622	Math Drill, Practice & Apply Gr. 4–5
BH1507	First Number Skills Gr. K–1
BH1515	Time & Money Skills Gr. 1–2
BH1523	Number Facts to 10 Gr. 1–2
BH1530	Basic Facts to 18 Gr. 2–3
BH1547	Regrouping Skills Gr. 2–3
BH1554	Multiplication Facts Gr. 3–4
BH1578	Place Value Gr. 1–2
BH1585	Fraction Basics Gr. 2–3
BH1561	Multiplication Skills Gr. 3–5

This page may not be reproduced.

Need leveled, thematic kits?


Elementary • Middle • High School Fiction • Nonfiction

Get Reading!!™ kits use the best of young people's literature to emphasize common elements among three literature selections. Ideal for RTI and leveled assessment, Get Reading!!™ helps you reinforce important skills in reading and literature at the same time.

TestSMART® books are used by thousands of teachers nationwide.
TestSMART® practice items are correlated to skills tested on major state-mandated tests for states such as CA, FL, GA, IL, NJ, NY, NC, OH, PA, SC, TX, VA, etc.

www.ecslearningsystems.com
800.688.3224 • customercare@ecslearningsystems.com

Rev. 03/11 SMIBC

 The most trusted name in Texas testing materials

STAAR MASTER™

**Reading • Mathematics • Writing • Social Studies • Science
Grades 3–8**



Value-Priced to give each student a copy.

STAAR MASTER™ Student Practice Books

FREE Teacher Guide (a \$15.00 value) included with each pack. For School Packs, an extra Teacher Guide will be included free for each additional 30 copies ordered.

English

Reading, Grade 3	Math, Grade 3	Writing, Grade 4
Reading, Grade 4	Math, Grade 4	Writing, Grade 7
Reading, Grade 5	Math, Grade 5	Science, Grade 5
Reading, Grade 6	Math, Grade 6	Science, Grade 8
Reading, Grade 7	Math, Grade 7	Social Studies, Grade 8
Reading, Grade 8	Math, Grade 8	

Spanish

Reading, Grade 3	Math, Grade 3
Reading, Grade 4	Math, Grade 4
Reading, Grade 5	Math, Grade 5

For ordering information, please visit

www.ecslearningsystems.com

800.688.3224 • customercare@ecslearningsystems.com



Stay Connected



Like
ECS Learning Systems



Follow
ECSLearn



ECS Learning Systems, Inc.
is the SOLE SOURCE for STAAR MASTER™
books listed above.

STAAR MASTER is a Trademark of ECS Learning Systems, Inc. STAAR is a Trademark of Texas Education Agency. STAAR MASTER and ECS Learning Systems, Inc., are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.

Rev. 03/11 SMIFC

This page may not be reproduced.