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Student Practice Book

Sample Booklet

Grade 5
Reading



Lori Mammen
Editorial Director

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Selected pages from
STAAR MASTER™

Student Practice Book
Reading, Grade 5

for the State of Texas Assessments
of Academic Readiness

Teacher Guide



Lori Mammen
Editorial Director

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STAAR MASTER™ Student Practice Book, Teacher Guide—Reading, Grade 5

What’s Inside the Student Practice Book?

The *STAAR MASTER™ Student Practice Book* provides practice and review material for the Grade 5 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, poems, and dramas), nonfiction literary texts (biographies and autobiographies), informational texts (expository, persuasive, and procedural 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 fifth-grade students.
- Several readability formulas were used to ensure that the texts are appropriate for fifth 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, poems, and dramas. 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 expository, persuasive, and procedural passages. Expository selections give information about topics in science, social studies, art, or other curricular areas. Persuasive selections present an argument from a specific viewpoint or position. Procedural selections give multi-step or detailed directions.

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).

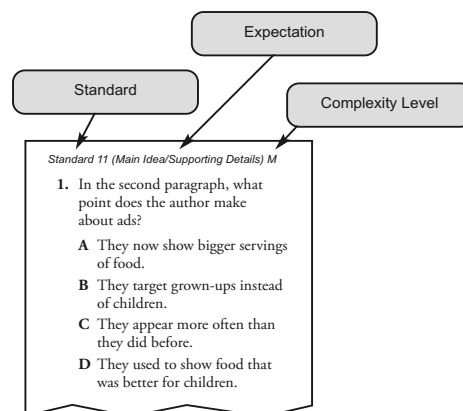


Figure 1: Practice-Item Skills Tag

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)

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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).

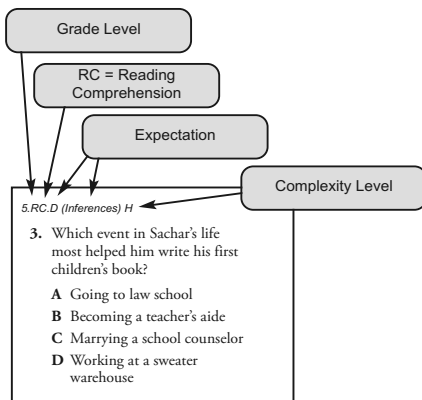


Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

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 13 (Details from Procedural Text) L

5. Why do you need a tire gauge when fixing a flat tire?
- A To get the tire off of the rim
 - B To help find sharp objects inside the tire
 - C To check that you have enough air in the tire
 - D To make sure the tire is in the center of the frame

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 11 (Main Idea/Supporting Details) M

3. Why did Cassatt want others to donate artwork to American museums?
- A American museums needed more paintings.
 - B America was the country where she was born.
 - C She wanted future art lovers to know about Impressionism.
 - D She wanted Americans to visit museums as often as Europeans.

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.

Standard 8 (Sensory Language) H

2. What do the gray-green walls tell you about the cave?
- A It is dark and dreary.
 - B Somebody recently painted the walls.
 - C There are many plants inside the cave.
 - D The characters can easily see inside the cave.

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.

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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 5

	Disappearing Act	Patches and Pumps	April Fish, April Fools	End the Ads?	Painting Truth	The Future is Now	The Wind and the Moon	Put Down That Bottle!	How the Seasons Came to Be	Lunch Art	Mummy-Making	The Man Behind the Humor	The Fox and the Apple Tree	Thinking Machines	Horse Sense	The Pet Shop	What Wiped Out the Woolly Mammoths?	Way Back When	
Standard 2: Vocabulary																			
Roots/Affixes (R)		6	2			7	7	7		7				2	8				
Context Clues (R)	1,5			4	5	4		4	4,7	2	3	1	6	1	3,7	6			2
Dictionary/Glossary (R)			3	3		3						4				2	2,9	5	
Standard 3: Literary Text/Theme and Genre																			
Theme/Moral Lessons (S)						9						7,9							
Origin Myths (S)									5,8										6
Effects on Theme (S)																			
Standard 4: Literary Text/Poetry																			
Sound Effects (S)																1,7,8			
Standard 5: Literary Text/Drama																			
Elements of Drama (S)													8						
Standard 6: Literary Text/Fiction																			
Events to Advance Story (R)	4,7								2,3,9				2,4		5,6				3
Roles/Functions of Characters (R)						2,8			1,6				1,3,5		1				7
Point of View (S)						1													
Standard 7: Literary Text/Nonfiction																			
Biography/Autobiography (S)					2							7,9							

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

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STAAR MASTER™ Student Practice Book
Reading—Grade 5, continued

Standard 8: Literary Text/Sensory Language	Disappearing Act	Patches and Pumps	April Fish, April Fools	End the Ads?	Painting Truth	The Future Is Now	The Wind and the Moon	Put Down That Bottle!	How the Seasons Came to Be	Lunch Art	Mummy-Making	The Man Behind the Humor	The Fox and the Apple Tree	Thinking Machines	Horse Sense	The Pet Shop	What Wiped Out the Woolly Mammoths?	May Back When
	2.3						4.5.6								2.4	3		1.4
Standard 10: Informational Text/Culture and History																		
Author's Purpose (S)			8	2.7.9	1	5		8										
Standard 11: Informational Text/Expository																		
Main Idea/Supporting Details (R)			1.5.7	1	3	1.2		2	1		1.2.4, 6.7.8	6					3.4	
Determining/Verifying Facts (S)		7	4						5	5	5	2					1.6	
Organizational Pattern (R)						6.7			4	9	9	5						
Text Features/Graphics (R)		9							6									
Connections Within/Among Texts (R)					7			9										
Standard 12: Informational Text/Persuasive																		
Author's Viewpoint/Position (S)			9	5.8		3		1.3						4.5.7			7	
Exaggerated/Misleading Statements (S)														3			5.8	
Standard 13: Informational Text/Procedural																		
Details from Procedural Text (S)						1.2.5.8			3.8									
Factual/Quantitative Information (S)			3.4						9									
Standard 16: Media Literacy																		
Media Literacy (S)			10	10.11.12		8		10		10.11								
Reading Comprehension Skills (Figure 19)																		
Inferences (5.RC.D) (R,S)	8		6	6	4			6				3.8		8	9	4.5		8.9
Summarize/Paraphrase (5.RC.E) (R,S)								5										
Make Connections (5.RC.F) (R)					6													

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

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Answer Key

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

Disappearing Act

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

Patches and Pumps

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

April Fish, April Fools

Put Down That Bottle!

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

How the Seasons Came to Be

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

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Reading, Grade 5

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of Academic Readiness



Lori Mammen
Editorial Director

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End the Ads?

by Alicia Reyes

Do fast food commercials affect how you eat? Do they affect your weight? Some people think these commercials can affect eating habits in a bad way.



In a recent study, researchers looked at television commercials from the last 30 years. They looked at ads that aired on Saturday mornings, when children often watch TV. They found that most commercials during the 1970s focused on candy and sweet cereals. As time went on, the number of candy ads decreased, but the number of fast food ads increased. Twenty years ago, a fast food advertisement usually described the food itself. Today, however, fast food ads boast about “super” sizes in kids’ meals.

Most fast food restaurants serve food high in fat and calories. Many experts feel that fast food should be eaten rarely. Yet, kids who watch television end up seeing many fast food commercials, often showing popular movie and cartoon characters. These ads try to convince kids to eat fast food, and as a result, kids are served more food than they should eat. For example, a Burger King® BK® Kids Meal might include a double cheeseburger (450 calories), medium fries (440 calories), a soda (290 calories), and a toy. This BK® Kids Meal would total 1,180 calories! This is a very high number for, perhaps, an eight-year-old kid who should only be eating about 1,500 calories per day.



Of course, there are healthier options on the menu, such as chicken tenders or macaroni and cheese, but double hamburgers and cheeseburgers are still available. The toy in kids’ meals everywhere is usually from a recent, popular movie, and that is the “draw,” or appealing thing, for the child. Getting more food for your money might be appealing, but it does not necessarily mean a child should eat that amount of food.

To give restaurants credit, many are trying to add healthier options to their menus. For example, McDonald’s offers a Happy Meal® that includes four chicken nuggets, apple “dippers,” or slices, with low-fat caramel dip, and a juice box, all totaling only 380 calories. Burger King® offers a healthier



Kids’ Health News

November 2011

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BK® Kids Meal that contains chicken tenders, unsweetened applesauce, and low-fat milk, all totaling only 305 calories. They advertise the new, healthier options in TV ads, too. But most meals advertised on TV and sold in restaurants are still high-calorie, high-fat food.

Instead of fast food, kids could eat food at home that is just as “fun” but is much more healthful. They could try chicken burgers instead of hamburgers and eat sides of vegetables and white rice instead of French fries. Healthy desserts such as fruit smoothies or low-fat frozen yogurt could be substituted for milkshakes or cookies.

Although it may be less expensive and faster to buy fast food several times a week, a healthy, guilt-free meal is worth a little extra time and money. There are many ideas for helping kids achieve better overall health. Some feel that limiting the number of fast food ads on TV is one step in the right direction. What do you think?

Kids' Health News

November 2011

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The product shown to the right appeared in a popular kids' television commercial.



Standard 11 (Main Idea/Supporting Details) M

1. In the second paragraph, what point does the author make about ads?
 - A They now show bigger servings of food.
 - B They target grown-ups instead of children.
 - C They appear more often than they did before.
 - D They used to show food that was better for children.

Standard 10 (Author's Purpose) H

2. The author mentions the Burger King® double cheeseburger BK® Kids Meal to show—
 - A that other restaurants offer healthier kids' meals
 - B the high number of calories in most kids' meals
 - C how kids' meals are made in fast food restaurants
 - D the limited number of food choices in kids' meals

Standard 2 (Dictionary/Glossary) M

3. Read the thesaurus entry below.

appealing cute, earnest, important, interesting, inviting, lovable, pleasing, tasty

Which meaning fits the way appealing is used in the following sentence?

The toy in kids' meals everywhere is usually from a recent, popular movie, and that is the "draw," or appealing thing, for the child.

- A Cute
- B Earnest
- C Inviting
- D Tasty

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Standard 2 (Context Clues) M

4. Read the sentences from the passage.

They could try chicken burgers instead of hamburgers and eat sides of vegetables and white rice instead of French fries. Healthy desserts such as fruit smoothies or low-fat frozen yogurt could be substituted for milkshakes or cookies.

What do the words be substituted for mean?

- A Be left for
- B Be better than
- C Take the place of
- D Appear along with

Standard 12 (Author's Viewpoint/Position) H

5. The author appears to think that fast food restaurants—
- A should stop giving away toys
 - B sell some foods that are healthy
 - C are less convenient than eating at home
 - D should make their food more expensive

5.RC.D (Inferences) H

6. In this passage, the author uses questions to—
- A give the reader study topics
 - B draw the reader into the subject
 - C show topics being explored by doctors
 - D show problems that parents need to solve

Standard 10 (Author's Purpose) H

7. The author persuades the reader to believe the ideas in the passage by—
- A presenting expert opinions
 - B telling stories about people
 - C naming writers with the same views
 - D comparing what different children say

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STAAR MASTER™ Student Practice Book—Reading, Grade 5

Standard 12 (Author's Viewpoint/Position) H

8. With which view would the author most likely agree?
- A Children need to exercise more and eat less.
 - B Fast food ads get children to eat more than they need.
 - C Children need to tell their parents what they like to eat.
 - D More studies need to be done on the effects of fast food ads.

Standard 10 (Author's Purpose) H

9. What is the author's purpose for writing this passage?
- A To close fast food restaurants
 - B To help improve children's health
 - C To have children learn how to cook
 - D To have people open healthier restaurants

Standard 16 (Media Literacy) H

10. Look at the product shown on page 20. Which item on the product box is designed to attract the most attention?
- A The net weight of the product
 - B The vitamins found in the product
 - C The free items included in the box
 - D The whole-grain content of the product

Standard 16 (Media Literacy) H

11. Who is the most likely audience for the product shown on page 20?
- A Children, ages 1–2
 - B Children, ages 5–12
 - C Parents of young children
 - D Young adults, ages 18–25

Standard 16 (Media Literacy) H

12. What does the reader know about the cereal shown on the product box on page 20?
- A The cereal in the box tastes good and is fun to eat.
 - B The cereal in the box includes rocket-shaped pieces.
 - C The cereal in the box is a good choice for a healthy diet.
 - D The cereal in the box is smaller than the cereal shown on the box.

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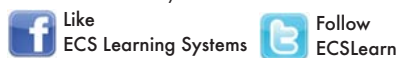
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