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Student Practice Book

Sample Booklet

Grade 5
Reading • Spanish Version



Lori Mammen
Editorial Director

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Selected pages from
STAAR MASTER™
Student Practice Book
Reading, Grade 5
Spanish Version

Translated from English to Spanish by Dr. Francisco J. Perea

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).

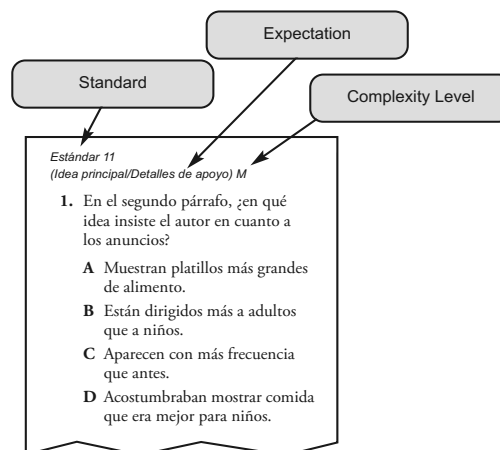


Figure 1: Practice-Item Skills Tag

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).

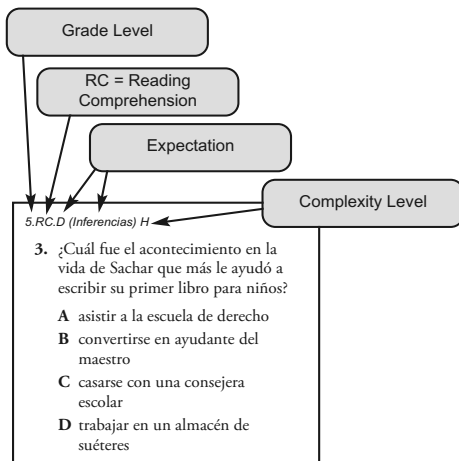


Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

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-RTTEKS. 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.

Estándar 13 (Detalles del texto de procedimientos) L

5. ¿Por qué necesitas un manómetro de ruedas para componer una rueda desinflada?

- A para desmontar la rueda del aro metálico
- B para ayudarte a encontrar objetos afilados dentro de la rueda
- C para verificar que tienes suficiente aire en la rueda
- D para asegurarte de que la rueda está en el centro de la armazón

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.

Estándar 11 (Idea principal/Detalles de apoyo) M

3. ¿Por qué quiere Cassatt que otros donen obras de arte a museos estadounidenses?

- A Museos estadounidenses necesitaban más pinturas.
- B Los Estados Unidos era el país donde ella había nacido.
- C Quería que futuros amantes del arte conocieran el Impresionismo.
- D Quería que los estadounidenses visitaran museos con tanta frecuencia como los europeos.

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.

Estándar 8 (Lenguaje sensorial) H

2. ¿Qué te dicen de la cueva los muros color verde grisáceo?

- A Es oscura y temible.
- B Alguien pintó recientemente los muros.
- C Hay muchas plantas dentro de la cueva.
- D Los personajes pueden ver fácilmente dentro de la cueva.

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

	Acto de desaparición	Parques y bombas	Pescado de abril, Día de los Inocentes	¿Acabar con los anuncios?	Pintar la verdad	El futuro es ahora	El viento y la Luna	¡Deja ahí esa botella!	Cómo se formaron las estaciones	El arte del almuerzo	Hacer momias	El hombre detrás del fumoritano	El zorro y el manzano	Máquinas pensantes	Sentido del caballo	La tienda de mascotas	¿Qué hizo desaparecer los lanudos mamuts?	Hace ya mucho tiempo...
Estándar 2: Vocabulario																		
Raíces/Afijos (R)		6	2				7	6		7				2	8			
Claves del contexto (R)	1,5			4	5	4			4,7	2	3	1	6	1	3,7	6		2
Diccionario/Glosario (R)			3	3			3					4				3	2,9	5
Estándar 3: Textos literarios/Tema y género																		
Tema/Lecciones morales (S)							9						7,9					
Mitos del origen (S)									5,8									6
Efectos sobre el tema (S)																		
Estándar 4: Textos literarios/Poesía																		
Efectos de sonido (S)																1,7		
Estándar 5: Textos literarios/Drama																		
Elementos del drama (S)													8					
Estándar 6: Textos literarios/Ficción																		
Hechos que adelantan la historia (R)	4,7								2,3,9				2,4		5,6			3
Papeles/funciones de los personajes (R)							2,8		1,6				1,3,5		1			7
Punto de vista (S)	6						1											
Estándar 7: Textos literarios/Literatura de no ficción																		
Biografía/Autobiografía (S)					2							7,9						

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

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

Estándar 8: Textos literarios/lenguaje sensorial	Acto de desaparición	Parches y bombas	Pescado de abril, Día de los Inocentes	¿Achar con los anuncios?	Pintar la verdad	El futuro es ahora	El viento y la Luna	¡Deja ahí hotel!	¿Cómo se formaron las estaciones?	El arte del almuerzo	Hacer momias	El hombre del futuro del humorismo	El zorro y el manzano	Máquinas pensantes	Sentido del caballo	La fienda de las mascotas	¿Qué hizo desaparecer los lanudos manús?	Hace ya mucho tiempo...
Lenguaje sensorial (R)	2,3					4,5,6									2,4	5		1,4
Estándar 10: Textos Informativos/Cultura e historia																		
Propósito del autor (S)			8	2,7,9	1	5		7						6				
Estándar 11: Textos Informativos/Textos expositivos																		
Idea principal/Detalles de apoyo (R)			1,5,7	1	3	1,2		2		1	1,2,4, 6,7,8	6					3,4	
Determinar/verificar hechos (S)																	1,6	
Patrón organizacional (R)		7	4			6,7				5	5	2						
Características/Gráficas del texto (R)		9								4	9	5						
Conexiones dentro/entre los textos (R)					7			8		6				9				
Estándar 12: Textos Informativos/Textos persuasivos																		
Punto de vista/posición del autor (S)			9	5,8		3		1,3						4,5,7			7	
Afirmaciones exageradas/engañosas (S)														3			5,8	
Estándar 13: Textos Informativos/Textos de instrucción																		
Detalles del texto de procedimientos (S)			1,2,5,8							3,8								
Información real/cuantitativa (S)		3,4								9								
Estándar 16: Conocimiento de los medios																		
Conocimiento de los medios (S)			10	10,11,12		8		9		10,11								
Lectura/Destrezas de comprensión (Tabla 19)																		
Inferencias (6.RC.D) (R,S)	8		6	6	4			5				3,8		8	9	2,4		8,9
Resumen/Paráfrasis (5.R.C.E) (R,S)								4										
Haz conexiones (5.R.C.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

Acto de desaparición

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

Parches y bombas

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)

Pescado de abril, Día de

¡Deja ahí esa botella!

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

Cómo se formaron las estaciones

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)

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

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

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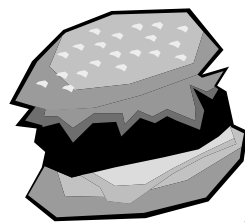
¿Acabar con los anuncios?

por Alicia Reyes

¿Los comerciales de comida rápida afectan al modo en que comemos? ¿Afectan al peso de la persona? Algunos piensan que estos comerciales pueden influir en los hábitos alimentarios en forma negativa.

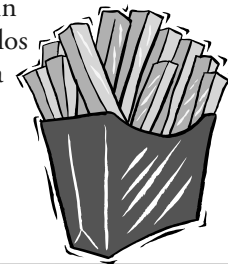


En un estudio reciente, los investigadores examinaron comerciales de televisión durante los últimos 30 años. Se fijaron en los anuncios televisados en las mañanas de los sábados, cuando muchas veces los niños ven la TV. Descubrieron que la mayoría de los comerciales durante la década de 1970 se enfocaban a golosinas y a cereales dulces. Con el paso del tiempo, disminuyó el número de anuncios de dulces, pero aumentó el número de anuncios de comida rápida. Hace veinte años, un anuncio de comida rápida describía el alimento mismo en general. Hoy, en cambio, los anuncios de comida rápida promueven los tamaños “super” en alimentos para menores.



La mayoría de los restaurantes de comida rápida sirven alimentos con alto contenido de grasa y de calorías. Muchos expertos consideran que la comida rápida debe comerse raras veces. Sin embargo, los niños que ven televisión acaban viendo muchos comerciales de comida rápida, que con frecuencia muestran personajes populares de película y caricaturas. Estos anuncios tratan de convencer a los niños de que coman comida rápida, y el resultado es que a los niños se les sirve más alimento del que deberían tomar. Por ejemplo, un Burger King® BK® platillo para niños incluye una hamburguesa con queso doble (450 calorías), una dosis media de papas fritas (440 calorías), un refresco (290 calorías) y un juguete. Este BK® platillo para niños tiene un total de 1,180 calorías! Éste es un número muy alto para un niño, quizá de 8 años, que debería comer sólo 1,500 calorías por día.

Por supuesto, hay opciones más sanas en el menú, como bocadillos de pollo tierno o macarrones con queso, pero las hamburguesas con o sin queso dobles siempre están disponibles. El juguete de los platillos para niños por dondequiera es normalmente de alguna película reciente y popular, que es la “atracción”, o cosa llamativa, para el niño(a). Recibir más comida por su dinero podría ser atractivo, pero no necesariamente significa que un niño deba tomar esa cantidad de alimento.



Noticias de la salud de niño

noviembre de 2011

Para crédito de los restaurantes, hay que decir que muchos están tratando de añadir opciones más sanas a sus menús. Por ejemplo, McDonald's ofrece una Happy Meal® que incluye cuatro pedacitos de pollo, rebanaditas de manzana con bajo contenido de caramelo y una cajita de jugo, que suman en total 380 calorías. Burger King® ofrece un BK® platillo para niños, que contiene bocadillos de pollo tierno, puré de manzana sin endulzar y leche con bajo contenido de crema; que suman en total 305 calorías. Estas nuevas opciones más sanas también se anuncian por TV. Pero la mayoría de las comidas que se promueven en TV y se venden en restaurantes siguen siendo alimentos con alto nivel de calorías y de grasa.

En vez de comida rápida, los niños podrían comer en su casa algo que sea igualmente “divertido”, pero mucho más sano. Podrían probar hamburguesas de pollo en vez de las hamburguesas ordinarias y comer platillos adicionales de verduras y arroz blanco en lugar de papas fritas. Postres sanos como “raspas de hielo” de frutas o yogurt congelado con bajo nivel de grasa, en sustitución de batidos de leche o galletas.

Aunque pueda ser menos costoso y más rápido comprar comida rápida varias veces a la semana, un alimento sano, de placer no dañino, merece un poquito más de tiempo y de dinero. Hay muchas ideas para ayudar a los niños a mantener una salud general mejor. Algunos piensan que limitar el número de anuncios de comida rápida en TV es un paso en la dirección debida. ¿Tú que crees?

Noticias de la salud de niño

noviembre de 2011

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El producto que se ve a la derecha apareció en un comercial popular de televisión para niños.



Estándar 11
(Idea principal/Detalles de apoyo) M

1. En el segundo párrafo, ¿en qué idea insiste el autor en cuanto a los anuncios?
 - A Muestran platillos más grandes de alimento.
 - B Están dirigidos más a adultos que a niños.
 - C Aparecen con más frecuencia que antes.
 - D Acostumbraban mostrar comida que era mejor para niños.

Estándar 10 (Propósito del autor) H

2. El autor menciona la Burger King® BK® platillo para niños de doble hamburguesa con queso para mostrar:
 - A que otros restaurantes ofrecen platillos más sanos para niños
 - B el alto número de calorías en la mayor parte de los platillos para niños
 - C el modo como las comidas para niños se hacen en restaurantes de comidas rápidas
 - D el número limitado de opciones de alimentos en platillos para niños

Estándar 2 (Diccionario/Glosario) M

3. Lee el siguiente artículo del tesoro.

llamativa graciosa, intensa, importante, interesante, incitante, amable, agradable, sabrosa

¿Cuál significado es el que más conviene al modo como llamativa se usa en la siguiente oración?

El juguete de los platillos para niños por dondequiera es normalmente de alguna película reciente y popular, que es la “atracción”, o cosa llamativa, para el niño(a).

- A graciosa
- B intensa
- C incitante
- D sabrosa

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Estándar 2 (Claves del contexto) M

4. Lee las oraciones del pasaje.

Podrían probar hamburguesas de pollo en vez de las hamburguesas ordinarias y comer platillos adicionales de verduras y arroz blanco en lugar de papas fritas. Postres sanos como “raspas de hielo” de frutas o yogurt congelado con bajo nivel de grasa, en sustitución de batidos de leche o galletas.

¿Qué significan las palabras en sustitución de?

- A quedarse para
- B ser mejor que
- C ocupar el lugar de
- D aparecer junto con

*Estándar 12
(Punto de vista/posición del autor) H*

5. El autor parece pensar que los restaurantes de comida rápida:

- A deberían dejar de regalar juguetes
- B vendan alimentos que sean saludables
- C son menos convenientes que comer en casa
- D deberían hacer su comida más cara

5.RC.D (Inferencias) H

6. En este pasaje, el autor usa preguntas para:

- A dar al lector temas de estudio
- B guiar al lector hacia el tema
- C mostrar tópicos que los doctores están explorando
- D mostrar problemas que los padres necesitan resolver

Estándar 10 (Propósito del autor) H

7. El autor persuade al lector a que crea las ideas del pasaje:

- A presentando opiniones de expertos
- B contando historias sobre pueblos
- C citando escritores con las mismas opiniones
- D comparando lo que dicen diferentes niños

*Estándar 12
(Punto de vista/posición del autor) H*

8. ¿Cuál es la opinión con la que es más probable que el autor esté de acuerdo?

- A Los niños necesitan hacer más ejercicio y comer menos.
- B Los comerciales de comida rápida hacen que los niños coman más de lo que necesitan.
- C Los niños necesitan decir a sus padres lo que les gustaría comer.
- D Es necesario hacer más estudios sobre los efectos de anuncios de comida rápida.

Estándar 10 (Propósito del autor) H

9. ¿Cuál es el propósito del autor para escribir este pasaje?
- A cerrar los restaurantes de comida rápida
 - B ayudar a mejorar la salud de los niños
 - C hacer que los niños aprendan a cocinar
 - D hacer que la gente abra restaurantes más saludables

Estándar 16 (Conocimiento de los medios) H

10. Fíjate en el producto que se muestra en la página 20. ¿Cuál es el objeto en la caja del producto que está destinado a llamar más la atención?
- A el peso neto del producto
 - B las vitaminas que están en el producto
 - C los objetos gratis incluidos en la caja
 - D el contenido en grano integral del producto

Estándar 16 (Conocimiento de los medios) H

11. ¿Cuál es el público más probable para el producto que se muestra en la página 20?
- A niños de edades entre 1 y 2 años
 - B niños de edades entre 5 y 12 años
 - C padres de niños pequeños
 - D jóvenes adultos de edades entre 18 y 25 años

Estándar 16 (Conocimiento de los medios) H

12. ¿Qué sabe el lector acerca del cereal que se muestra en la caja del producto en la página 20?
- A El cereal del cuadro sabe bien y es divertido comerlo.
 - B El cereal en la caja incluye piezas en forma de cohete.
 - C El cereal en la caja es buena elección para una dieta saludable.
 - D El cereal en la caja es más chico que el cereal que se muestra en el cuadro.

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