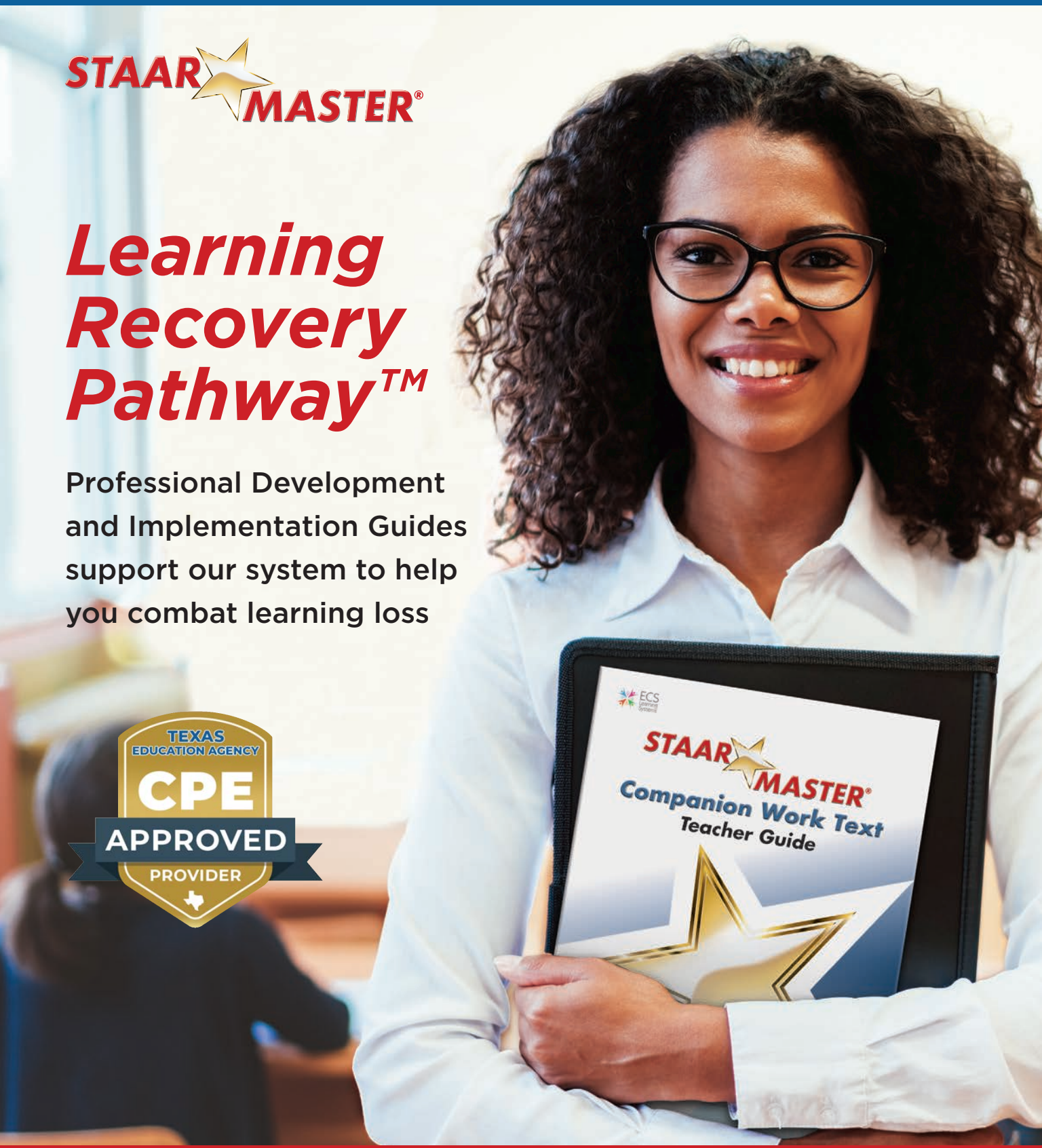
STAAR MASTER®

Learning Recovery Pathway™

Professional Development and Implementation Guides support our system to help you combat learning loss



TEXAS EDUCATION AGENCY CPE APPROVED PROVIDER

WHAT'S NEW

LEARNING RECOVERY PATHWAY™

The STAAR MASTER® Learning Recovery Pathway™ is a systematic way of using STAAR MASTER® products to fight learning loss. This enhanced system helps teachers gauge students' level of proficiency and provides personalized instructional tools to ensure they are on the right learning path. **See pages 6–9.**

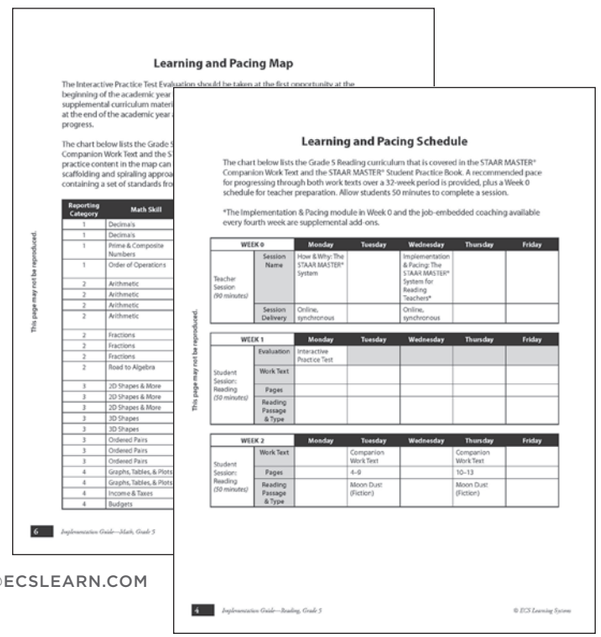
PROFESSIONAL DEVELOPMENT

Our professional development offering blends in-person professional development and job-embedded coaching to implement instructional strategies for learning recovery and increasing student engagement with STAAR MASTER®. **See pages 10–11.**

ECS has been approved by TEA to provide teacher CPE hours. By participating in the STAAR MASTER® Learning Recovery Pathway™ professional development sessions, teachers will earn service hours toward certification renewals.

IMPLEMENTATION GUIDES

New implementation guides provide teachers with an organized way of using STAAR MASTER® to help students close knowledge gaps during classroom instruction. These guides include a content map for Math and a suggested 32-week Learning and Pacing Schedule for Reading for the Companion Work Texts and Student Practice Books. There are implementation guides for the Learning Recovery Pathway™ and for standalone STAAR MASTER® products.



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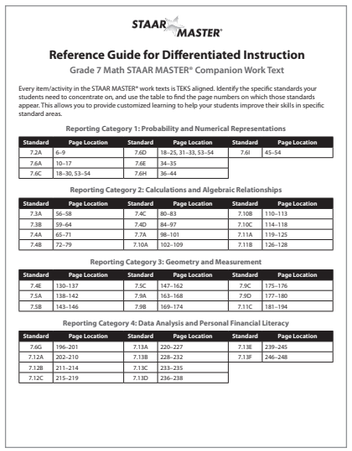
STAAR MASTER® SYSTEM

Comprehensive solution offers differentiated instruction and teacher support to effectively address learning loss

The STAAR MASTER® System is a combination of our eBooks used in concert with our print work texts. The STAAR MASTER® System is particularly effective in addressing learning loss through our new STAAR MASTER® Learning Recovery Pathway™ approach. **See pages 6–9.**

STAAR MASTER® products offer effective, relevant, and varied instructional methods that allow students to learn content and skills in many ways. Altogether, the components of the STAAR MASTER® System provide Integrated Standards Preparation™ by focusing on the six stages of learning: Diagnose, Teach, Practice, Evaluate, Remediate, and Reinforce.



STAAR MASTER

Reference Guide for Differentiated Instruction

Grade 7 Math STAAR MASTER® Companion Work Text

Every item/activity in the STAAR MASTER® work texts is TEKS aligned. Identify the specific standards your students need to concentrate on, and use the table to find the page numbers on which those standards appear. This allows you to provide customized learning to help your students improve their skills in specific standard areas.

Reporting Category 1: Probability and Numerical Representations

Standard	Page Location	Standard	Page Location	Standard	Page Location
7.2A	6–9	7.6D	18–25, 31–33, 53–54	7.6I	45–54
7.6A	10–17	7.6E	34–35		
7.6C	18–30, 53–54	7.6H	36–44		

Reporting Category 2: Calculations and Algebraic Relationships

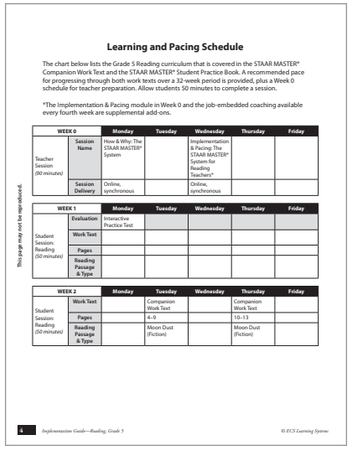
Standard	Page Location	Standard	Page Location	Standard	Page Location
7.3A	56–58	7.4C	80–83	7.10B	110–113
7.3B	59–64	7.4D	84–97	7.10C	114–118
7.4A	65–71	7.7A	98–101	7.11A	119–125
7.4B	72–79	7.10A	102–109	7.11B	126–128

Reporting Category 3: Geometry and Measurement

Standard	Page Location	Standard	Page Location	Standard	Page Location
7.4E	130–137	7.5C	147–162	7.9C	175–176
7.5A	138–142	7.9A	163–168	7.9D	177–180
7.5B	143–146	7.9B	169–174	7.11C	181–194

Reporting Category 4: Data Analysis and Personal Financial Literacy

Standard	Page Location	Standard	Page Location	Standard	Page Location
7.6G	196–201	7.13A	220–227	7.13E	239–245
7.12A	202–210	7.13B	228–232	7.13F	246–248
7.12B	211–214	7.13C	233–235		
7.12C	215–219	7.13D	236–238		



Learning and Pacing Schedule

The chart below lists the Grade 5 Reading curriculum that is covered in the STAAR MASTER® Companion Work Text and the STAAR MASTER® Student Practice Book. A recommended pace for progressing through both work texts over a 32-week period is provided, plus a Week 0 schedule for teacher preparation. Allow students 50 minutes to complete a session.

*The Implementation & Pacing module in Week 0 and the job-embedded coaching available every fourth week are supplemental add-ons.

WEEK 0		Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Session (90 minutes)	Session Name	How & Why: The STAAR MASTER® System		Implementation & Pacing: The STAAR MASTER® System for Reading Teachers*		
	Session Delivery	Online; synchronous		Online; synchronous		

WEEK 1		Monday	Tuesday	Wednesday	Thursday	Friday
Student Session: Reading (50 minutes)	Evaluation	Interactive Practice Test				
	Work Text					
	Pages					
	Reading Passage & Type					

WEEK 2		Monday	Tuesday	Wednesday	Thursday	Friday
Student Session: Reading (50 minutes)	Work Text		Companion Work Text		Companion Work Text	
	Pages		4–9		10–13	
	Reading Passage & Type		Moon Dust (Fiction)		Moon Dust (Fiction)	

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6 Implementation Guide—Reading, Grade 5 © ECS Learning Systems

STAAR MASTER® TEACHER GUIDES

Teacher Guides are comprehensive resources that provide critical information and strategies for instruction. STAAR MASTER® Teacher Guides include an overview of their corresponding student work texts, a master skills list, strategies for instruction and test prep, a complete answer key with suggested responses for open-ended activities, correlation charts (as appropriate), and reference guides for differentiated instruction.

STAAR MASTER® REFERENCE GUIDES

Reference guides for Student Practice Books and Companion Work Texts correlate standards to page numbers so that teachers can differentiate instruction. Reference guides are included in the Teacher Guides. Reference guides are also the foundation of the Learning Recovery Plan in the new STAAR MASTER® Learning Recovery Pathway™.

STAAR MASTER® IMPLEMENTATION GUIDES

Implementation Guides provide teachers with best practices for using our Student Practice Books and our Companion Work Texts. Content maps and pacing schedules are included and demonstrate how to use the two products together throughout the year and how to use them to personalize learning.

THE STAAR MASTER® DIFFERENCE

BUILT FROM THE GROUND UP

Each STAAR MASTER® product, from inception through development, is written and designed to align to the skills and rigor of the TEKS and to reflect what is relevant and meaningful to students in Texas. It is through this core methodology that we have gained the specific knowledge of our home state's academic standards to become recognized as trusted experts in our field, who collaborate with educators to learn what is needed in today's classrooms to create products that are proven to be effective for students as they work to master the standards.

STANDARDS-ALIGNED

STAAR MASTER® materials are 100% aligned to the most recent eligible TEKS to help teachers focus on the most critical standards.

RIGOROUSLY DESIGNED

STAAR MASTER® materials are designed to mimic the difficulty level of the STAAR®, with added opportunities for students to practice standards-based skills at varied difficulty levels in order to maximize student outcomes.

TEXAS-BASED

STAAR MASTER® materials are developed for Texas teachers by Texas teachers in order to produce materials that seamlessly supplement the instruction of Texas students.

SUPPORTS TEACHING

STAAR MASTER® supports teachers with resources that target students' personalized learning needs, including our implementation guides, reference guides for differentiated instruction, and our professional development and coaching.

ACCESSIBLE & APPROPRIATE

STAAR MASTER® materials incorporate various approaches so that whether used to supplement learning, target learning loss, or determine testing readiness, students are able to internalize and master the concepts embedded in the TEKS.

INTEGRATES LEARNING

STAAR MASTER® materials supplement and support the learning process at each stage to ensure students have multiple opportunities to practice what they have been taught and can demonstrate their knowledge or identify where they need extra attention.

PROVEN EFFECTIVENESS

STAAR MASTER® is used in more than 400 school districts and by 300,000 students annually because our experience and expertise are unparalleled.

MEANINGFUL & TRUSTED

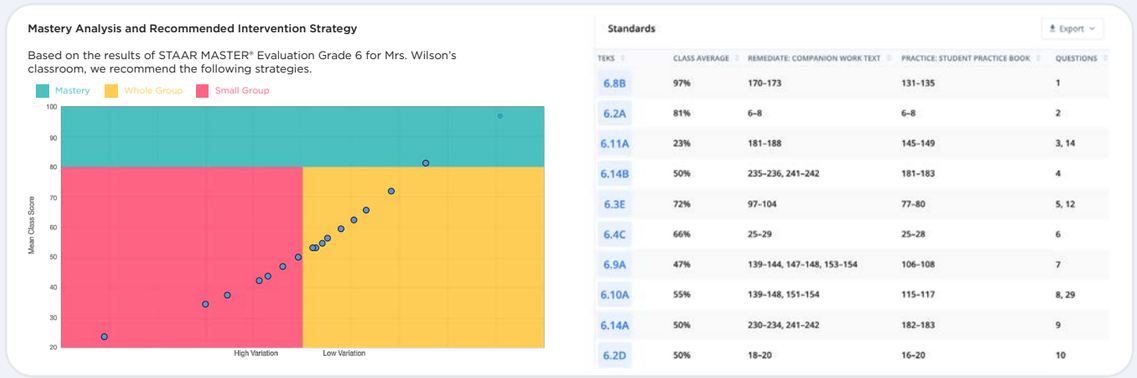
STAAR MASTER® works with you to ensure you have the products that will be the most meaningful and useful in your classroom, and then guides you on the best ways to implement those products in your classroom.

STAAR MASTER® LEARNING RECOVERY PATHWAY™

Combat learning loss through printed texts or eBooks

The STAAR MASTER® Learning Recovery Pathway™ is an enhanced system that helps teachers gauge students' level of proficiency and provides personalized instructional tools to ensure they are on the right learning path. It uses a data-driven approach, authentic materials, and specialized coaching by Texas teachers for Texas teachers to measure student progress.

An example of a student's Learning Recovery Plan is shown below.



1 PROFESSIONAL DEVELOPMENT

Our professional development offering is a blend of in-person professional development and job-embedded coaching designed to implement instructional strategies for learning recovery and increased student engagement. Educators will experience a holistic approach to personalized learning, standards preparation, and social-emotional learning in inclusive classrooms.

2 EVALUATE

Evaluate students' learning level with our standards-based interactive assessments to quickly identify strengths and weaknesses. Students submit their answers, and instant scoring is provided to both teachers and students to pinpoint areas of concern for each student.

3 LEARNING RECOVERY PLAN

After real-time comprehension is evaluated, teachers receive an auto-generated Learning Recovery Plan for each student. Each Learning Recovery Plan helps teachers create an easy to follow, individualized path to fit the exact needs of each student, based on our assessment.

TEACHER COACHING

Woven throughout the Pathway, selected teachers receive job-embedded coaching from our Texas-based TEKS experts!

4 REMEDIATE & REINFORCE

Each student's Learning Recovery Plan shows areas of strength and weakness. For areas of strength, each student's plan lists assignments that provide standards-based targeted practice to ensure students continue to master concepts they are strong in. For areas of weakness, each student's plan lists assignments to remediate by giving students opportunities to internalize concepts with standards-aligned open-ended items and extended-response tasks.

5 RE-ASSESS

Reinforce what students have learned during remediation and targeted practice by evaluating students once more with our interactive assessments. A subsequent standards-based assessment determines students' progress and refocuses on remaining gaps. This will also help determine STAAR® readiness.

6 REPORTING & ANALYTICS

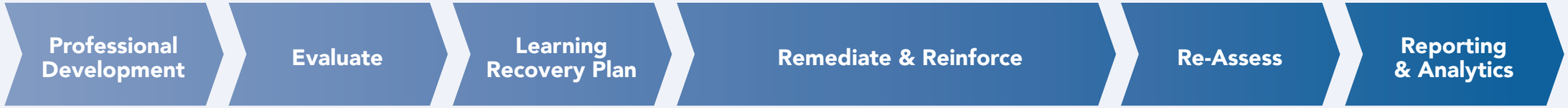
Monitor progress during the program with teacher-facing reports and analytics. These reports help teachers use data to identify and monitor gaps by standard as students work through the material. Receive an assessment report to compare to the evaluation report to see improved outcomes!

MORE INFORMATION

- Reach out to our Sales team for more information on the Learning Recovery Pathway™. **LRPinfo@ecslearn.com**

STAAR MASTER® LEARNING RECOVERY PATHWAY™

The STAAR MASTER® Learning Recovery Pathway is an enhanced system that helps teachers gauge students' level of proficiency and provides **personalized instructional tools** to ensure they are on the right learning path. Through job-embedded professional development, diagnostic assessments, supplemental instructional and practice materials, and student- and class-level reporting, deficiencies are identified and learning plans are generated and personalized for each student.



Professional Development

- In-person and online instructional strategies for learning recovery
- Interactive implementation of the STAAR MASTER® System
- Holistic approach to personalized learning

Job-embedded Teacher Coaching

Evaluation

- Standards-based interactive assessment
- Identifies strengths and weaknesses
- Instant scoring for assessing real-time comprehension

Learning Recovery Plan

- Auto generated and personalized for each student
- Helps teachers create individualized paths
- Easy for students to follow and apply

Companion Work Text

Student Practice Book

- Remediation and reinforcement assigned based on each student's personalized Learning Recovery Plan
- Instruction-based workbooks to further learning in areas of weakness
- Standards-aligned practice items for continued mastery in areas of strength
- Additional standards-aligned practice items for areas of weakness after remediation

Assessment

- Standards-based interactive assessment
- Re-assess to determine progress
- Refocus on remaining gaps
- Ensure STAAR® readiness

Reporting & Analytics

- Use data to identify gaps
- Employ intervention strategies recommended by reports (small group, 1:1, whole class)
- See improved student outcomes via reporting

Visit **staarmaster.com/LRP** for more information.

PROFESSIONAL DEVELOPMENT

Professional Development and collaborative coaching form the foundation of anticipating learning needs

The Professional Development modules for the STAAR MASTER® Learning Recovery Pathway™ are an integral part of educator and student success for addressing students' learning loss. The modules provide foundational pedagogical skill-building in anticipating and reacting to student needs. The professional development gives teachers and administrators a safe space for critical reflection, meaningful discussion, and sharing examples of positive change they make for their students.

Three modules for educators at both the elementary- and middle-school levels are available in concert with five high-quality, on-demand courses. Both sets of modules are offered in three- and six-hour formats under the guidance of a trained STAAR MASTER® facilitator. All modules are based on the STAAR MASTER® System and provide permissioned access to the STAAR MASTER® eBook platform across all grade levels and content areas.

VIRTUAL STAAR MASTER® TRAINING

- How and Why: The STAAR MASTER® System
- Implementation of and Pacing for the STAAR MASTER® System

MORE INFORMATION

- Reach out to our Sales team for more information on the Learning Recovery Pathway™. **LRPinfo@ecslearn.com**
- Visit **staarmaster.com/LRP**

NEW!

TEXAS EDUCATION AGENCY CPE APPROVED PROVIDER

CONTINUOUS EDUCATION

- ECS Learning Systems is now a TEA-approved provider of Continuous Professional Education (CPE) hours! Every teacher attending STAAR MASTER® Learning Recovery Pathway™ professional development sessions will earn credit toward their certification renewals.

LEARNING RECOVERY PATHWAY™

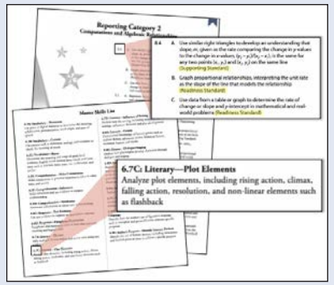
- Professional Development is the first step in the new STAAR MASTER® Learning Recovery Pathway™. The modules for each grade band are supplemented with job-embedded coaching throughout the entire pathway. **See pages 6–9.**

THE THREE MODULE STAAR MASTER® SERIES

MODULE 1

Cement the foundation

These modules feature a context of trauma-based instruction. Each module presents content-aligned strategies using STAAR MASTER® Teacher Guides appropriate to grade level, based on a guided selection of key learning targets.



MODULE 2

Build welcoming spaces for recovery

After teachers select "dynamite" strategies using STAAR MASTER® materials for their small groups in Module 1, teachers use four RTI-aligned instructional approaches to ensure all learners are engaged in learning recovery.

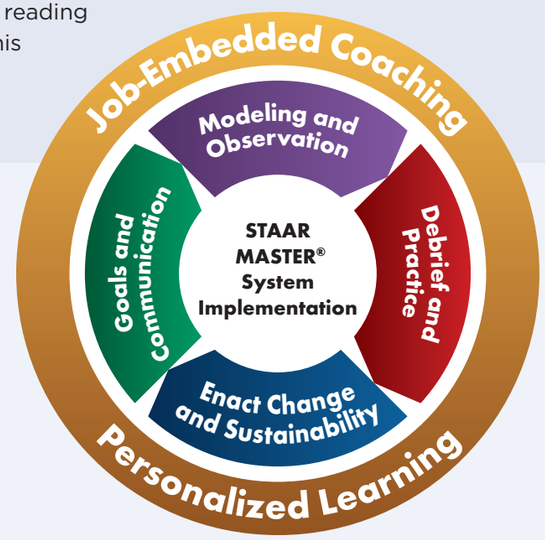
MODULE 3

Polish for learning mastery

STAAR MASTER® items help teachers plot the direction from recovery to mastery with a strong connection to reading comprehension, as appropriate to grade level. This way, all students are placed on the "radar" for learning recovery.

JOB-EMBEDDED COACHING

- 1:1, up to 4 teachers per campus
- Recurring, monthly or bi-monthly
- Grounded in day-to-day teaching practice
- Classroom-based, integrated into the workday
- Designed to enhance teachers' content-specific instructional practices



STUDENT PRACTICE BOOKS

Large volume of items provides repeated practice

PURPOSE

The STAAR MASTER® Student Practice Books are designed to provide high-quality targeted practice for the STAAR® in order to improve students' knowledge and build test-taking confidence.

DESCRIPTION

STAAR MASTER® Student Practice Books contain a large volume of items to provide students repeated practice in a variety of contexts. The items are 100% aligned to the assessed TEKS and address all STAAR®-eligible standards. Each item is labeled for easy identification of the TEKS-based standard and expectation addressed.

NEW!

LEARNING RECOVERY PATHWAY™

- The Student Practice Book is critical to the Reinforce stage of the new STAAR MASTER® Learning Recovery Pathway™. The personalized Learning Recovery Plan lists the work text pages that will provide standards-based targeted practice to ensure students continue to master the concepts they excel in. **See pages 6–9.**

STAAR MASTER® Product Availability		Gr. 1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book	◉	◉	◉	◉	◉	●	●	●	●
	Companion Work Text			◉	◉	◉	●	●	●	
	Quick Review			◉	◉	◉	●	●	●	
	Practice Tests			◉	◉	◉	●	●	●	
READING	Student Practice Book	◉	◉	◉	◉	◉	●	●	●	
	Companion Work Text			◉	◉	◉	●	●	●	
	Practice Tests			◉	◉	◉	●	●	●	
WRITING	Student Practice Book				●			●		
	Practice Tests				●			●		
SCIENCE	Student Practice Book					◉			●	
SOCIAL STUDIES	Student Practice Book								●	

● English only ◉ English and Spanish

MORE INFO

- Pricing—including Basic, Standard, and Comprehensive Bundles—is listed on pages 28–29.
- Five ways to order are listed on page 31.
- Student Practice Book eBooks are available. **See pages 24–25.**

Just the Right Notes

The Color of Money

1 The currency (paper money) of the United States is always changing. At one time, all of the country's paper money (also called "notes") was the same color—green. That is no longer true. In 2003, $20 notes changed to include the colors peach and blue. In 2006, $10 notes began "wearing" orange, red, and yellow. Beginning in 2008, $5 notes included the color purple. Why does our paper money now have all these different colors? Was it just for appearances? Actually, there is a much better reason for the changing colors on U.S. paper money.

2 The Bureau of Engraving and Printing (BEP) makes all the paper money in the United States. In fact, the BEP prints billions of notes every year. The people who work at the BEP don't care how pretty our money looks. They *do* care about something called counterfeiting.

That's Fake!

3 Counterfeiting is printing fake money and spending it as if it is real. Of course, doing this is unlawful. Unfortunately, counterfeiting has been a problem since before the United States was even a country!

4 In the 1700s, Mary Butterworth used a hot iron and a damp cloth to copy real notes onto paper. Then she painted on the details. More recently, Art Williams printed $10 million worth of fake notes. He used special car paint to make his "funny money." But the government caught Mr. Williams and sent him to prison in 2003.

Change Is the Answer

5 Stopping counterfeiters is one of the BEP's top jobs. For this reason, the BEP changes U.S. notes every seven to ten years. Between 2003 and 2008, the BEP made new $5, $10, $20, and $50 notes. These changes make it more difficult to copy the notes. The changes also help people who own stores. They use the new features to check the money that people spend in their stores.

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Student Practice Book for Reading Grade 5 page 8

5.3B (Vocabulary—Context) M

1. Reread paragraph 3 of the passage.

> *Counterfeiting is printing fake money and spending it as if it is real. Of course, doing this is unlawful. Unfortunately, counterfeiting has been a problem since before the United States was even a country!*

What is the meaning of the word unlawful?

A Above the law
B Against the law
C Before the law existed
D Having qualities of the law

5.10A (Author's Purpose—Message) M

2. In paragraphs 6 and 7, why does the author say to hold the $20 bill up to the light?

A The tiny print on the bill is easier to read under a bright light.
B The new colors added to the bill are only visible under a bright light.
C The ink on the bill will only change color when you shine light on the paper.
D Certain features added to the bill are only visible when light passes through the paper.

5.9D (Informational—Central Idea/Features/Patterns) L

3. How does the Bureau of Engraving and Printing make sure U.S. notes are hard to counterfeit?

A The text on the notes appears in very small print.
B The details on the notes are created with car paint.
C The notes' features change often and in creative ways.
D The notes are flattened and made crisp with a hot iron.

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Student Practice Book for Reading Grade 5 page 10

Read the selection and choose the best answer to each question.

Greta is a fourth grader. Her teacher asked each student to write about a special insect. Greta wrote about monarch butterflies. This is a draft of Greta's report. Read Greta's report, and think about corrections and improvements she should make. Then, answer the multiple-choice questions that follow.

Bright Friends

(1) Monarch butterflies are beautiful orange-and-black butterflies. (2) They live mostly in North America. (3) Monarchs don't like cold weather. (4) Most of the United States is too colder for monarchs during the winter. (5) They migrate south to where it is warmer. (6) Monarchs usually move south in October. (7) Sometimes, they start sooner if the weather gets cold early.

(8) Monarchs that live east of the Rocky Mountains migrate to mexico for the winter. (9) They hibernate, or sleep, through the winter in fir trees. (10) Monarchs that live west of the Rocky Mountains spend their winters in southern California. (11) They hibernate in eucalyptus trees.

(12) Monarchs use the same exact trees to hibernate every year. (13) This is amazing because the monarchs that arrive one year aren't the same butterflies that arrived the year before. (14) They are the great-great-grandchildren of last year's monarchs.

(15) No one knows for sure how the new monarchs know the way to their winter homes. (16) Some scientists think they "follow the food." (17) They may recognize the color and smell of lilac flowers milkweed plants, and other plants. (18) Other scientists think they use the Sun to find their way. (19) No matter how they do it, monarchs travel almost 2,500 miles each year. (20) No other butterfly travels this far.

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Student Practice Book for Writing Grade 4 page 18

(21) People who live in communities along the paths that monarchs travel look forward to their return. (22) Many of these towns celebrate the monarchs' arrival with festivals and parades. (23) Some people like to look for migrating birds and whales, too. (24) They are happy to see their bright friends again.

4.11B.ii (Ideas/Details) H

1. Which sentence could **BEST** follow sentence 5?

A Migrate means to travel to a different place when the seasons change.
B Many animals migrate when the seasons change.
C I have seen monarchs during their migration.
D Some animals migrate to find food.

4.11C (Coherence and Clarity—Sentence Structure) H

2. Which sentence in the fifth paragraph (sentences 21–24) contains unnecessary information?

A Sentence 21
B Sentence 22
C Sentence 23
D Sentence 24

4.11D.iv (Conventions) M

3. What change, if any, should be made in sentence 4?

A Change ***Most*** to **Mostly**
B Change ***too*** to **to**
C Change ***colder*** to **cold**
D Make no change

4.11D.iii (Conventions) M

4. What change, if any, should be made in sentence 8?

A Change ***live*** to **lives**
B Change ***mexico*** to **Mexico**
C Change ***for*** to **on**
D Make no change

4.11D.x (Conventions) M

5. What change, if any, should be made in sentence 17?

A Change ***They*** to **Them**
B Change ***of*** to **a**
C Insert a comma after ***lilac flowers***
D Make no change

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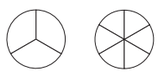
Student Practice Book for Writing Grade 4 page 19

3.3H: Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models (Readiness Standard)

(3.1D; 3.1F)

1. The models below show two circles, each partitioned into equal parts.



Based on the models, which expression is true?

A $\frac{2}{3} = \frac{2}{6}$
B $\frac{1}{3} < \frac{1}{6}$
C $\frac{1}{3} = \frac{1}{6}$
D $\frac{1}{6} < \frac{1}{3}$

(3.1D; 3.1F)

2. Eva and Isa each had 8 new pencils.

Eva sharpened $\frac{1}{8}$ of her pencils, and Isa sharpened $\frac{3}{8}$ of her pencils.

Which expression correctly compares what fraction of their pencils the girls sharpened?

A $\frac{3}{8} < \frac{1}{8}$
B $\frac{1}{8} < \frac{3}{8}$
C $\frac{1}{8} = \frac{3}{8}$
D $\frac{1}{8} > \frac{4}{8}$

(3.1D; 3.1F)

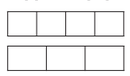
3. The models below are shaded to show two fractions.

The shaded portions of the models show that—

A $\frac{4}{8} > \frac{6}{8}$
B $\frac{4}{4} < \frac{4}{8}$
C $\frac{4}{8} < \frac{6}{8}$
D $\frac{4}{8} = \frac{6}{8}$

(3.1A; 3.1D; 3.1F)

4. Adam and Keith each cut a strip of paper in math class. Adam cut his paper into 4 equal pieces. Keith cut his paper into 3 equal pieces.



Based on the models, which expression is true?

A $\frac{1}{4} > \frac{1}{3}$
B $\frac{1}{4} = \frac{1}{3}$
C $\frac{2}{3} = \frac{2}{4}$
D $\frac{2}{3} > \frac{2}{4}$

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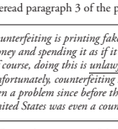
Student Practice Book for Math Grade 3 page 35

5.2A: Represent the value of the digit in decimals through the thousandths using expanded notation and numerals (Supporting Standard)

(5.1A; 5.1C; 5.1D)

1. The stopwatch below shows a runner's time in the 100-meter dash.



The 5 in the runner's time represents—

A five seconds
B five tenths of a second
C five hundredths of a second
D five thousandths of a second

(5.1D; 5.1F)

2. The number below is written in expanded notation.

(4 x 10) + (3 x 1) + (6 x 0.1) + (9 x 0.01) + (1 x 0.001)

Which of the following shows this number written in standard notation?

A 43.691
B 436.91
C 4,369.1
D 43,691

(5.1D; 5.1F)

3. The table below shows numbers written in both standard and expanded notation.

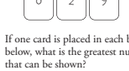
Standard Notation	Expanded Notation
6.45	(6 x 1) + (4 x 0.1) + (5 x 0.01)
?	(1 x 10) + (7 x 0.1) + (8 x 0.01) + (2 x 0.001)
24.03	(2 x 10) + (4 x 1) + (3 x 0.01)

What number would correctly complete the table?

A 1.782
B 10.782
C 17.082
D 17.82

(5.1D; 5.1F)

4. The cards below show 3 digits.



If one card is placed in each blank below, what is the greatest number that can be shown?

A 6.29
B 9.62
C 9.26
D 6.92

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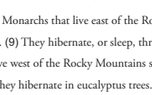
Student Practice Book for Math Grade 5 page 7

5.2C; 5.5A (M)

1. David used the balance scale shown below.



Which property of the block was David measuring?

A Mass
B Size
C Volume
D Weight

5.2D; 5.5A (M)

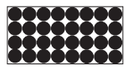
2. Magda has the two magnets shown below.

What will happen if Magda tries to push the north poles of the two magnets toward one another?

A The two north poles will become stronger.
B The two north poles will no longer be magnets.
C The two north poles will pull toward each other.
D The two north poles will push away from each other.

5.2D; 3.5C (M)

3. The diagram below shows the arrangement of molecules in a substance.



The substance represented in the diagram is most likely a—

A gas
B liquid
C solid
D vapor

3.5C (L)

4. What do you call the temperature at which a liquid turns into a gas?

A Boiling point
B Condensing point
C Freezing point
D Melting point

5.4A; 5.5B (M)

5. A teacher mixes one cup of fine-grained sand with one-fourth cup of iron filings. Then, she asks her students how to separate the two substances in the mixture. Which tool should the students recommend to most easily separate the substances?

A Beaker
B Filter
C Magnet
D Spoon

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Student Practice Book for Science Grade 5 page 3

8.16A; 8.29B (M)

1. The Constitution is the highest law in the United States. The document includes a provision for changing or amending the document. The amendment process is meant to provide a way for the country to—

A increase the powers of each branch of government
B replace the basic laws of the country every 20 years
C adapt the nation's law to changes that happen over time
D limit citizens' rights during emergencies or times of crisis

8.16A; 8.29B (M)

2. Read the Tenth Amendment to the U.S. Constitution below.

> **The Tenth Amendment**
> *The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.*

The Tenth Amendment was added to the Constitution to address the debated issue of—

A checks and balances
B separation of powers
C federal vs. state powers
D electing senators to Congress

8.16B; 8.29B (M)

3. The Fifteenth Amendment to the U.S. Constitution guarantees that a citizen cannot be denied the right to vote based on—

A race, color, or sex
B choice of political party
C a lack of personal property
D race, color, or previous servitude

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Student Practice Book for Social Studies, Volume II Grade 8 page 14

COMPANION WORK TEXTS

Supplement instruction & build foundational knowledge

PURPOSE

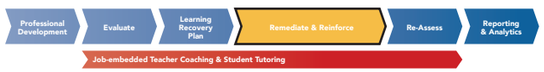
Reading Language Arts (RLA): The primary goal of these STAAR MASTER® supplemental instructional materials is to build students' foundational knowledge, which will move them toward self-directed learning and problem solving.

Math: These STAAR MASTER® work texts supplement and support instruction, moving students toward self-directed learning and problem solving. Students also learn the appropriate use of manipulatives, tools, and technology.

NEW!

LEARNING RECOVERY PATHWAY™

- The Companion Work Text is critical to the Remediate stage of the new STAAR MASTER® Learning Recovery Pathway™. The personalized Learning Recovery Plan lists the work text pages to remediate by giving students opportunities to further internalize concepts with standards-aligned open-ended items and extended-response tasks. **See pages 6–9.**



DESCRIPTION

Reading Language Arts (RLA): STAAR MASTER® Companion Work Texts for RLA are organized into lessons, which include activities to use before, during, and after each unit. These work texts include open-ended and extended-response tasks that require students to use critical reading skills to develop correct, complete answers. All items and activities are 100% aligned to the assessed TEKS.

Math: STAAR MASTER® Companion Work Texts for Math are like abridged textbooks. They help students learn new concepts more quickly than traditional textbooks, or they can be used to provide additional explanations of concepts so that students do not have only one explanation to work with (their textbook). Activities follow a logical sequence of standards, organized by Reporting Category. All items and activities are 100% aligned to the assessed TEKS.

NEW!

COMPANION WORK TEXTS FOR RLA

The existing presence of Writing content has been expanded to support the integrated TEKS:

- New content has been embedded to address the Revising and Editing standards, which supplements the prompt-based writing already included
- Iconography has been added to show which passage sets have prompt-based writing activities and which have Revising/Editing-based writing activities

NEW!

COMPANION WORK TEXTS FOR MATH

To address teacher feedback and recommendations:

- Additional space for student work and to reduce the amount of content per page has been incorporated in order to better support students
- Iconography has been added as visual triggers to help students locate lesson features more easily. See examples on page 19.

STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	●
	Companion Work Text				◉	◉	◉	●	●	●	
	Quick Review				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
READING	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	
	Companion Work Text				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
WRITING	Student Practice Book					●			●		
	Practice Tests					●			●		
SCIENCE	Student Practice Book						◉			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ◉ English and Spanish

MORE INFO

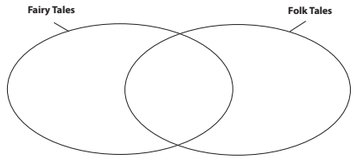
- Pricing—including Basic, Standard, and Comprehensive Bundles—is listed on pages 28–29.
- Five ways to order are listed on page 31.
- Companion Work Text Books are available. **See pages 24–25.**

Lesson 1

A Perfect Imitation *and* The Silver Swindle

Strand 5 (Comprehension Skills) M

Alike and Different: Have you ever read a fairy tale? How about a folk tale? Use the Venn diagram below to compare and contrast what you know about fairy tales and folk tales.



6.2A (Vocabulary—Resources);6.2B (Vocabulary—Context) L–M

unfashionably ample unconvincing swindle transaction unruffled

The box above shows some words you will read in the story. Antonyms for three of the words appear below in bold, along with their definitions. Using the definitions, write a sentence that correctly uses the related vocabulary word from the box above.

1. **fashionably**—stylishy or elegantly

   Sentence using "unfashionably": _____

2. **convincing**—undoubted or sincere

   Sentence using "unconvincing": _____

3. **ruffled**—upset or distressed

   Sentence using "unruffled": _____

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Companion Work Text for RLA Grade 6 page 4

A Perfect Imitation
An Indian Folk Tale

1 There once was a parrot imprisoned in a wrought-iron cage in a bustling village in India. He was held there by a miserable man with an icy heart who owned a clothing store in the market. The man kept the parrot's cage hanging just inside the door, which was propped open every day to attract shoppers.

2 *"Psssst!* Come on in!" the miserable man would hiss as people passed the doorway. "You can't go about town dressed so unfashionably!" By embarrassing the villagers in this way, he persuaded them to buy his cheaply made, overpriced clothing and shoes. "Ha!" he would exclaim once they left his store, their wallets and purses slightly emptier. "What a bunch of fools people are…easily convinced of anything!"

3 Sometimes passersby would stop to speak with the parrot. This delighted the parrot, for although the man had long ago taught the bird to speak, the two had never had a proper conversation. Only now and again would the man bellow at the parrot, "We made plenty of money today!" or "Such a useless bird! You should have said more to that ridiculous woman! You could have lured her into the store if you'd tried harder!"

4 One day, the eldest man in the village passed in front of the store. He was a small man with creases, or deep wrinkles, around his eyes. His face, a map of mountains and valleys, had a gentle look about it. He walked with his palms folded in front of his ample belly, and he smiled and nodded at each person he saw.

5 "Hello, teacher," the parrot could hear people murmuring. Many put their hands together and bowed their heads as they greeted the man. "Hello, *Baba*," some said. The parrot knew that their behavior meant the man was very kind and very wise. After all, a *baba* is revered for being honorable—the sort of man people often go to for advice.

6 "Hello, *Baba*," the parrot said as the old man approached. In the very same way he had done with the countless people greeting him, the old man smiled and nodded at the parrot.

7 "Hello, bird," the old man answered.

8 Upon hearing voices, the miserable man emerged from the back of the store. "Teacher!" he barked with an unconvincing smile that was more like a sneer. "A wise gentleman with so many friends to visit needs better shoes for walking. Yours must be at least a century old!"

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Companion Work Text for RLA Grade 6 page 5

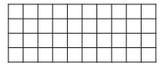
Standard 4.1A; 4.1D; 4.1F; 4.1G; 4.5D (L–M)

Learning About Area

Area is the measure of the total space within a figure. Suppose you want new carpet for your bedroom floor. To buy the right amount of carpet, you need to know the total amount of space to be covered by the carpet.

Let's see how this works. The diagram below shows a hallway that is 4 feet wide and 10 feet long.

To carpet the entire hallway in the diagram, you must know the total area. You measure area in **square units**. In other words, you want to know how many small squares of carpet you will need to cover all the floor space in the hallway. You could divide the hallway into small squares (as shown below) and then count all the small squares to find the hallway's area.



Talk About It–1

- How many small squares of carpet would you need to cover the entire hallway?
- Is counting the small squares a good way to find the area of a space? Why or why not?

Let's look at what you know about the hallway in the diagram above. You know the hallway's length (10 feet) and its width (4 feet). You also divided the hallway into square units and counted the square units. So you know the hallway's area (40 square feet).

Try It: Write the hallway's measurements below.

Length = _____ feet Width = _____ feet Area = _____ square feet

continue to next page

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Companion Work Text for Math Grade 4 page 121

Talk About It–2

- What do you notice about the numbers you wrote?
- Could you write an equation with these numbers?
- If yes, what equation could you write?
- What does that tell you about finding the area of the hallway?

To find the area of a rectangle, you multiply its length times its width. For the hallway, you multiplied 4 x 10. The product (40) represents the hallway's area in square units.

You remember that a **formula** is an equation or a rule used for solving a problem. Let's look at the formula for finding the area of a rectangle.

A (area) = l (length) x w (width)
$A = l \times w$

You find the area of a rectangle by multiplying its length times its width. For our problem, we know that $l = 10$ and $w = 4$. We place those measurements in the formula to find the hallway's area.

$A = 10 \times 4$
$A = 40$ square feet (sq ft)

On Your Own: Use the formula for finding the area of a rectangle to solve the following problem. Show your work in the box.

Debbie wants new carpet in her rectangular bedroom. The room is 10 feet wide and 12 feet long. How many square feet of carpet does Debbie need for her bedroom?

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Companion Work Text for Math Grade 4 page 122

6.7C (Literary—Plot Elements) L

4. Look at the chart below.

Rising Action	Climax	Falling Action
The parrot gets an idea from the old man. →		→ The miserable man is left scratching his head in bewilderment.

What event belongs in the empty box?

_____

_____

_____

6.9E (Author's Purpose—Identify Literary Devices) M

5. Why did the author most likely write the story in a way that reveals the money changer's thoughts?

_____

_____

_____

6.6C (Response—Text Evidence) M

6. Describe two instances in the plot of "The Silver Swindle" when money directly influences a person's actions.

_____

_____

_____

6.6D (Response—Paraphrase/Summarize) M

7. In two to three sentences, summarize the trick the old man uses in "The Silver Swindle."

_____

_____

_____

_____

_____

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Companion Work Text for RLA Grade 6 page 11

NEW!

R/E Revising & Editing

Directions: Carlos rewrote paragraphs 16–18 of "A Perfect Imitation." Read the paragraph. Then, answer the questions that follow.

(1) When he was opening the store the next day, the miserable man noticed that the parrot was lying on the floor of the cage. **(2)** His body was still his eyes were closed. **(3)** What a nuisance that the bird had died! **(4)** He was angry that he would have to buy another bird to try to coax people into the shop. **(5)** The miserable man lifted the rusty hinges, opened the cage, and remove the dead bird. **(6)** The parrot jumped up and quickly flew out the cage door. **(7)** Just as the old man had shown him, the parrot had freed himself. **(8)** He flew up and out of the market as fast as his wings would fly. **(9)** It made his heart burst with happiness to see the miserable man standing by the empty cage trying to figure out what just happened.

6.10D.i (Sentence Conventions) M

1. Sentence 2 contains an error. Rewrite the sentence to correct the error.

_____

_____

_____

6.10D.ii (Conventions) M

2. What change, if any, should Carlos make in sentence 5?

_____

_____

6.10B.i (Organizational Structure) M

3. Which sentence should Carlos add after sentence 3?

A The old man was very sad that the bird had died.
B The customers were happy that the bird had died.
C The passers-by were curious that the bird had died.
D The miserable man was not sad that the bird had died.

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Companion Work Text for RLA Grade 6 page 15

Standard 6.1D; 6.1F; 6.1G; 6.3A (L–M)

Finding Reciprocals

Remember, a reciprocal is one number in a pair of numbers that, when multiplied, have a product of 1. **Multiplicative inverse** is another term for reciprocal.

a number x its reciprocal = 1

An easy way to find the reciprocal of a fraction is to switch the numerator and the denominator. The chart below shows examples of fractions and their reciprocals, as well as a way to check reciprocals.

Fraction	Reciprocal	Check
$\frac{1}{4}$	$\frac{4}{1}$	$\frac{1}{4} \times \frac{4}{1} = \frac{(1 \times 4)}{(4 \times 1)} = \frac{4}{4} = 1$
$\frac{2}{3}$	$\frac{3}{2}$	$\frac{2}{3} \times \frac{3}{2} = \frac{(2 \times 3)}{(3 \times 2)} = \frac{6}{6} = 1$
$\frac{5}{9}$	$\frac{9}{5}$	$\frac{5}{9} \times \frac{9}{5} = \frac{(5 \times 9)}{(9 \times 5)} = \frac{45}{45} = 1$

Talk About It–1: How can you find the reciprocal of a **mixed number** (whole number plus a fraction), such as $2\frac{1}{3}$?

On Your Own: Write the reciprocal of each number below.

1. $\frac{3}{4}$ _____
2. $2\frac{2}{5}$ _____
3. $\frac{7}{5}$ _____
4. $\frac{1}{8}$ _____
5. $1\frac{5}{6}$ _____
6. $\frac{3}{2}$ _____
7. $3\frac{3}{5}$ _____
8. $\frac{5}{12}$ _____

Talk About It–2: What is the reciprocal of 3? Explain your answer.

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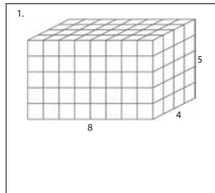
Companion Work Text for Math Grade 6 page 76

Standard 6.1D; 6.1F; 6.8C; 6.8D (L–M)

Writing Volume Equations

Directions: Write an equation to represent the volume of each figure below. Then, find the volume of the figure.

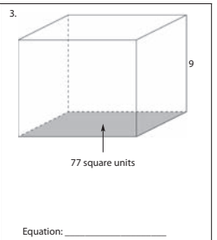
1.



Equation: _____

Volume: _____

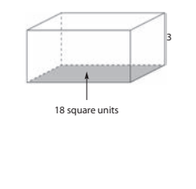
3.



Equation: _____

Volume: _____

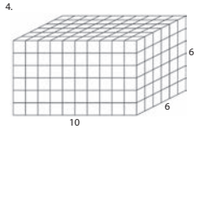
2.



Equation: _____

Volume: _____

4.



Equation: _____

Volume: _____

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Companion Work Text for Math Grade 6 page 178

QUICK REVIEWS

Versatile work texts contain built-in pacing guides

PURPOSE

The STAAR MASTER® Quick Reviews were designed to support multiple uses, including in the classroom, at home, in tutorials/remedial classes/summer school, and in Student Success Initiative (SSI) classes. The work texts provide daily and weekly exercises organized by Reporting Category.

DESCRIPTION

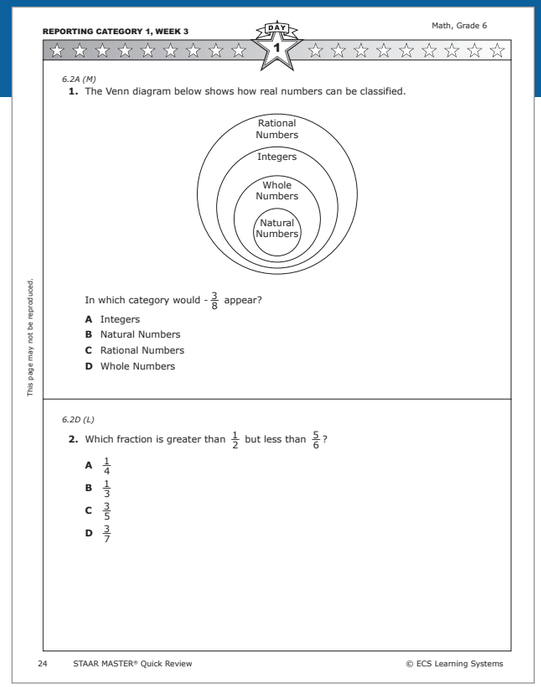
STAAR MASTER® Quick Reviews for Math use a practical, user-friendly layout designed to streamline use in a classroom, home, or tutorial setting. The work text is organized by Reporting Category, each divided into three weeks of five days. A Daily SSI Lesson Plan and Correlation Chart are provided in the accompanying Teacher Guide.

STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	●
	Companion Work Text				◉	◉	◉	●	●	●	
	Quick Review				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
READING	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	
	Companion Work Text				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
WRITING	Student Practice Book					●			●		
	Practice Tests					●			●		
SCIENCE	Student Practice Book						◉			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ◉ English and Spanish

MORE INFO

- Pricing—including Basic, Standard, and Comprehensive Bundles—is listed on pages 28–29.
- Five ways to order are listed on page 31.
- Quick Review eBooks are available. **See pages 24–25.**



REPORTING CATEGORY 1, WEEK 3 — DAY 1 — Math, Grade 6

6.2A (M)

1. The Venn diagram below shows how real numbers can be classified.

In which category would $-\frac{3}{8}$ appear?

A Integers
B Natural Numbers
C Rational Numbers
D Whole Numbers

6.2D (L)

2. Which fraction is greater than $\frac{1}{2}$ but less than $\frac{5}{6}$?

A $\frac{1}{4}$
B $\frac{1}{3}$
C $\frac{3}{5}$
D $\frac{3}{7}$

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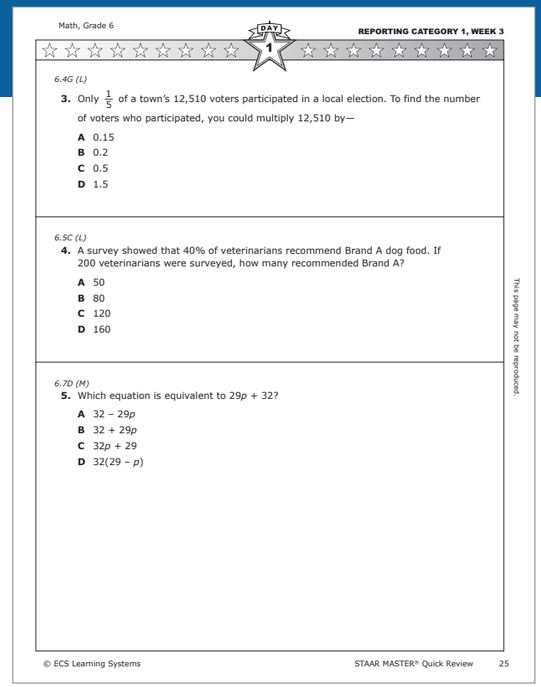
Quick Review Grade 6 page 24



Math, Grade 6 — DAY 1 — REPORTING CATEGORY 1, WEEK 3

6.4G (L)

3. Only $\frac{1}{5}$ of a town's 12,510 voters participated in a local election. To find the number of voters who participated, you could multiply 12,510 by—

A 0.15
B 0.2
C 0.5
D 1.5

6.5C (L)

4. A survey showed that 40% of veterinarians recommend Brand A dog food. If 200 veterinarians were surveyed, how many recommended Brand A?

A 50
B 80
C 120
D 160

6.7D (M)

5. Which equation is equivalent to $29p + 32$?

A $32 - 29p$
B $32 + 29p$
C $32p + 29$
D $32(29 - p)$

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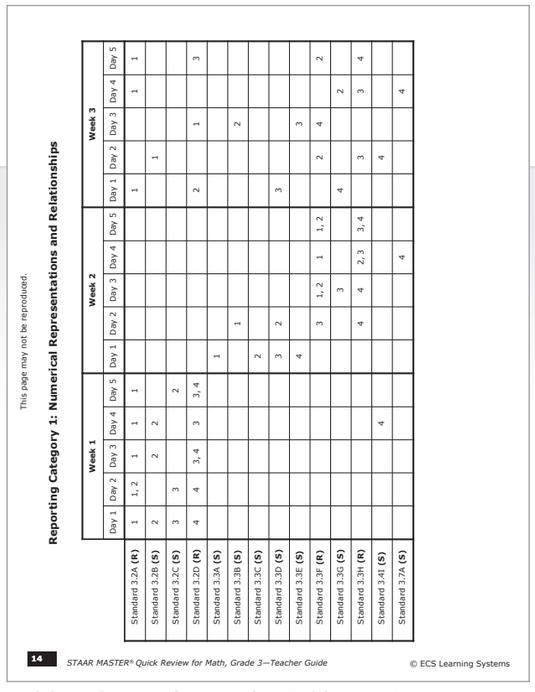
Quick Review Grade 6 page 25



Reporting Category 1: Numerical Representations and Relationships

	Week 1					Week 2					Week 3				
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
Standard 3.2A (R)	1	1, 2	1	1	1						1				
Standard 3.2B (S)	2		2	2								1			
Standard 3.2C (S)	3	3			2								1		
Standard 3.2D (R)	4	4	3, 4	3	3, 4						2				
Standard 3.3A (S)						1									
Standard 3.3B (S)							1						2		
Standard 3.3C (S)						2		2			3				
Standard 3.3D (S)						3	2						3		
Standard 3.3E (S)						4									
Standard 3.3F (R)							3		1	1, 2		2	4		
Standard 3.3G (S)								1, 2			4				
Standard 3.3H (R)							4	3	2, 3	3, 4		3			
Standard 3.4I (S)				4				4				4			
Standard 3.7A (S)									4					4	

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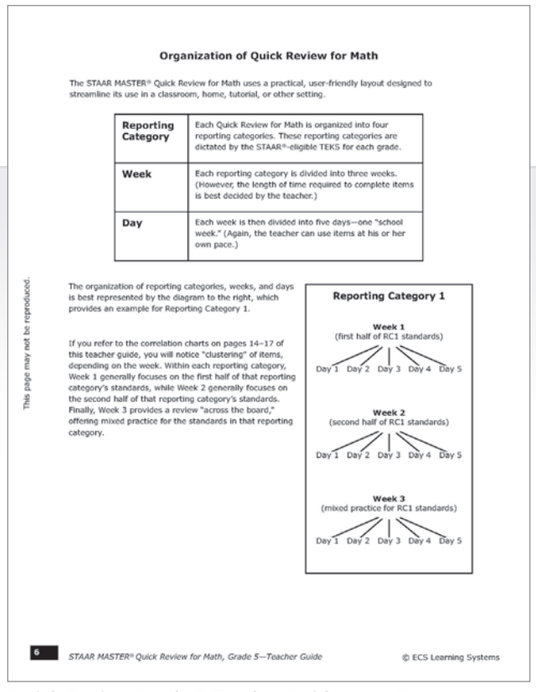
Quick Review Grade 3 Teacher Guide page 14



Organization of Quick Review for Math

The STAAR MASTER® Quick Review for Math uses a practical, user-friendly layout designed to streamline its use in a classroom, home, tutorial, or other setting.

Reporting Category	Each Quick Review for Math is organized into four reporting categories. These reporting categories are dictated by the STAAR®-eligible TEKS for each grade.
Week	Each reporting category is divided into three weeks. (However, the length of time required to complete items is best decided by the teacher.)
Day	Each week is then divided into five days—one "school week." (Again, the teacher can use items at his or her own pace.)

The organization of reporting categories, weeks, and days is best represented by the diagram to the right, which provides an example for Reporting Category 1.

If you refer to the correlation charts on pages 14–17 of this teacher guide, you will notice "clustering" of items, depending on the week. Within each reporting category, Week 1 generally focuses on the first half of that reporting category's standards, while Week 2 generally focuses on the second half of that reporting category's standards. Finally, Week 3 provides a review "across the board," offering mixed practice for the standards in that reporting category.

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Quick Review Grade 5 Teacher Guide page 6

PRACTICE TESTS

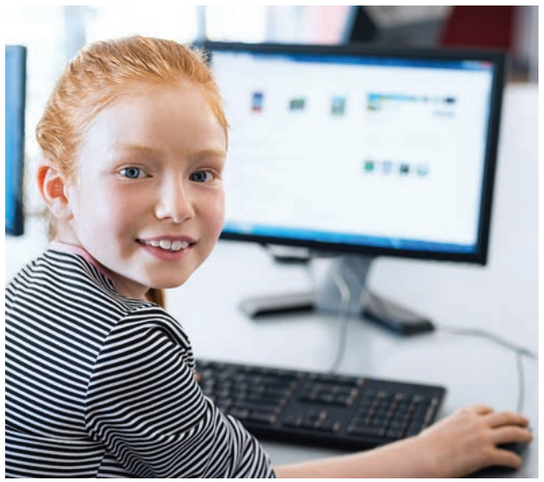
Tests mirror STAAR® to create authentic testing experience

PURPOSE

Teachers can use STAAR MASTER® Practice Tests to diagnose students' strengths and weaknesses in order to target instruction. Practice Tests also familiarize students with the STAAR® format to reduce text anxiety.

DESCRIPTION

STAAR MASTER® Practice Tests cover nearly all STAAR®-eligible standards between Form A and Form B. Each Practice Test reflects the test structure and content outlined in the corresponding STAAR® blueprint to provide the most authentic practice possible.



INTERACTIVE PRACTICE TESTS

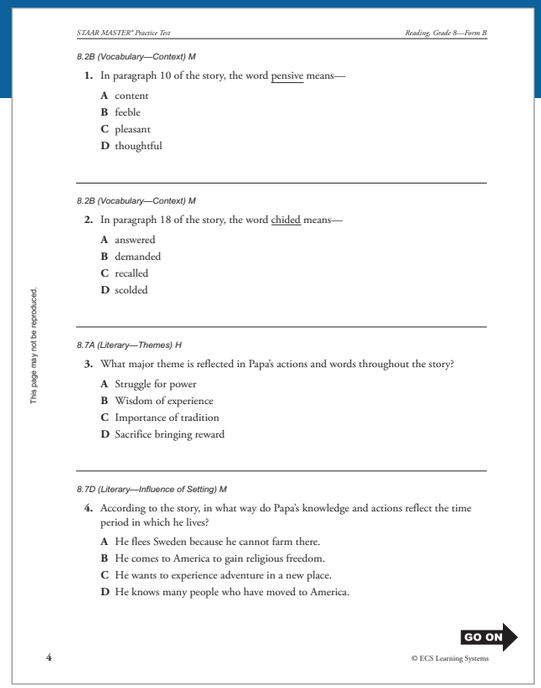
All STAAR MASTER® Practice Tests are available as digital interactives through the eReader platform.

STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	●
	Companion Work Text				◉	◉	◉	●	●	●	
	Quick Review				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
READING	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	
	Companion Work Text				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
WRITING	Student Practice Book					●			●		
	Practice Tests					●			●		
SCIENCE	Student Practice Book						◉			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ◉ English and Spanish

MORE INFO

- Pricing—including Basic, Standard, and Comprehensive Bundles—is listed on pages 28–29.
- Five ways to order are listed on page 31.
- Practice Tests eBooks are available. **See pages 24–25.**



STAAR MASTER® Practice Test *Reading, Grade 8—Form B*

8.2B (Vocabulary—Context) M

1. In paragraph 10 of the story, the word pensive means—

A content
B feeble
C pleasant
D thoughtful

8.2B (Vocabulary—Context) M

2. In paragraph 18 of the story, the word chided means—

A answered
B demanded
C recalled
D scolded

8.7A (Literary—Themes) H

3. What major theme is reflected in Papa's actions and words throughout the story?

A Struggle for power
B Wisdom of experience
C Importance of tradition
D Sacrifice bringing reward

8.7D (Literary—Influence of Setting) M

4. According to the story, in what way do Papa's knowledge and actions reflect the time period in which he lives?

A He flees Sweden because he cannot farm there.
B He comes to America to gain religious freedom.
C He wants to experience adventure in a new place.
D He knows many people who have moved to America.

GO ON

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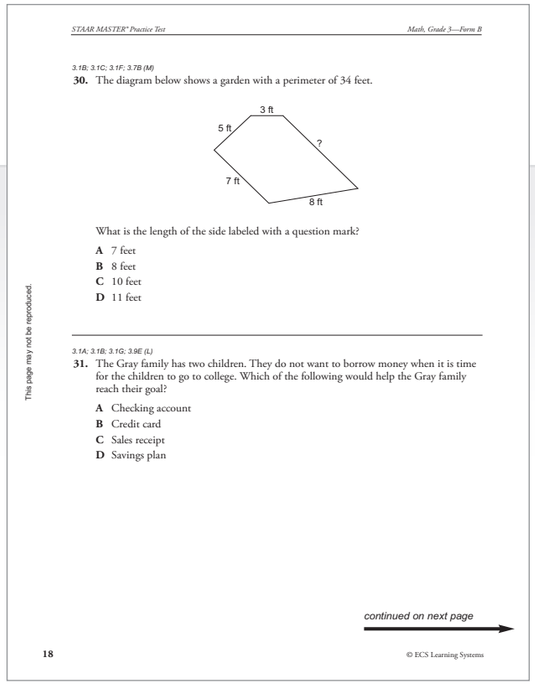
Practice Test Form B for Reading Grade 8 page 4



STAAR MASTER® Practice Test *Math, Grade 3—Form B*

3.1B; 3.1C; 3.1F; 3.7B (M)

30. The diagram below shows a garden with a perimeter of 34 feet.

What is the length of the side labeled with a question mark?

A 7 feet
B 8 feet
C 10 feet
D 11 feet

3.1A; 3.1B; 3.1G; 3.9E (L)

31. The Gray family has two children. They do not want to borrow money when it is time for the children to go to college. Which of the following would help the Gray family reach their goal?

A Checking account
B Credit card
C Sales receipt
D Savings plan

continued on next page

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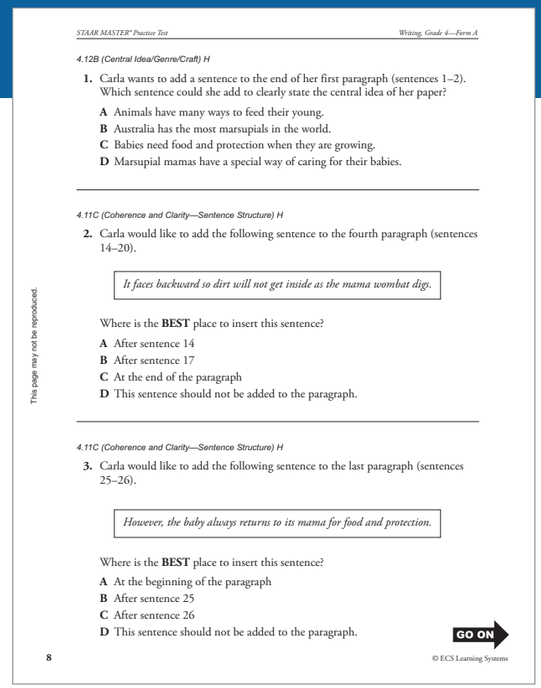
Practice Test Form B for Math Grade 3 page 18



STAAR MASTER® Practice Test *Writing, Grade 4—Form A*

4.12B (Central Idea/Genre/Craft) H

1. Carla wants to add a sentence to the end of her first paragraph (sentences 1–2). Which sentence could she add to clearly state the central idea of her paper?

A Animals have many ways to feed their young.
B Australia has the most marsupials in the world.
C Babies need food and protection when they are growing.
D Marsupial mamas have a special way of caring for their babies.

4.11C (Coherence and Clarity—Sentence Structure) H

2. Carla would like to add the following sentence to the fourth paragraph (sentences 14–20).

It faces backward so dirt will not get inside as the mama wombat digs.

Where is the **BEST** place to insert this sentence?

A After sentence 14
B After sentence 17
C At the end of the paragraph
D This sentence should not be added to the paragraph.

4.11C (Coherence and Clarity—Sentence Structure) H

3. Carla would like to add the following sentence to the last paragraph (sentences 25–26).

However, the baby always returns to its mama for food and protection.

Where is the **BEST** place to insert this sentence?

A At the beginning of the paragraph
B After sentence 25
C After sentence 26
D This sentence should not be added to the paragraph.

GO ON

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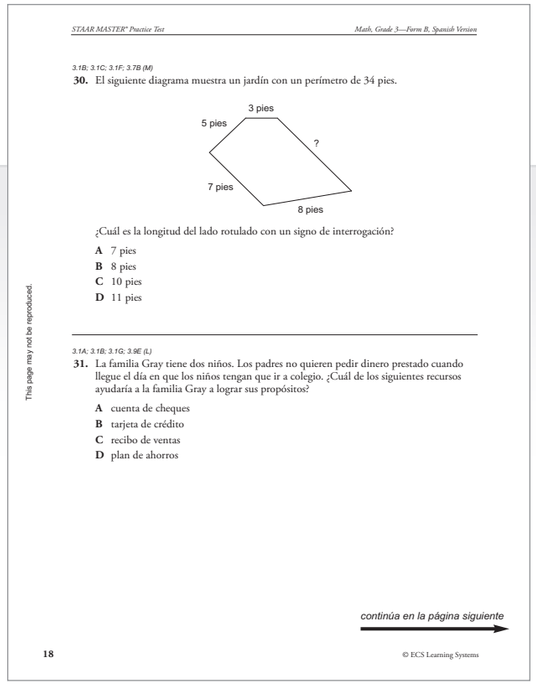
Practice Test Form A for Writing Grade 4 page 8



STAAR MASTER® Practice Test *Math, Grade 3—Form B, Spanish Version*

3.1B; 3.1C; 3.1F; 3.7B (M)

30. El siguiente diagrama muestra un jardín con un perímetro de 34 pies.

¿Cuál es la longitud del lado rotulado con un signo de interrogación?

A 7 pies
B 8 pies
C 10 pies
D 11 pies

3.1A; 3.1B; 3.1G; 3.9E (L)

31. La familia Gray tiene dos niños. Los padres no quieren pedir dinero prestado cuando llegue el día en que los niños tengan que ir a colegio. ¿Cuál de los siguientes recursos ayudaría a la familia Gray a lograr sus propósitos?

A cuenta de cheques
B tarjeta de crédito
C recibo de ventas
D plan de ahorros

continúa en la página siguiente

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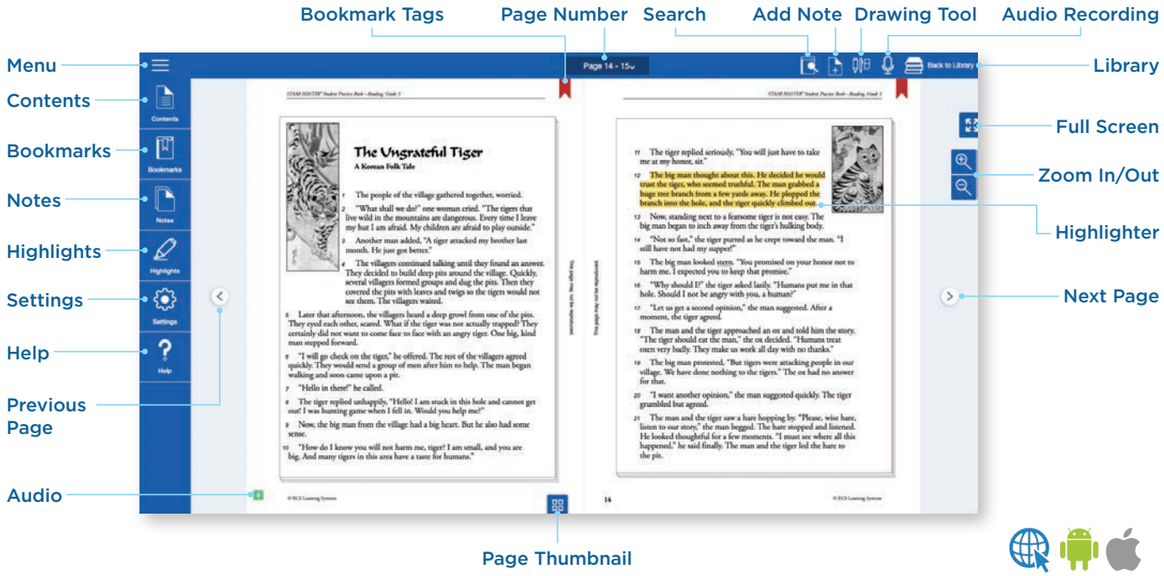
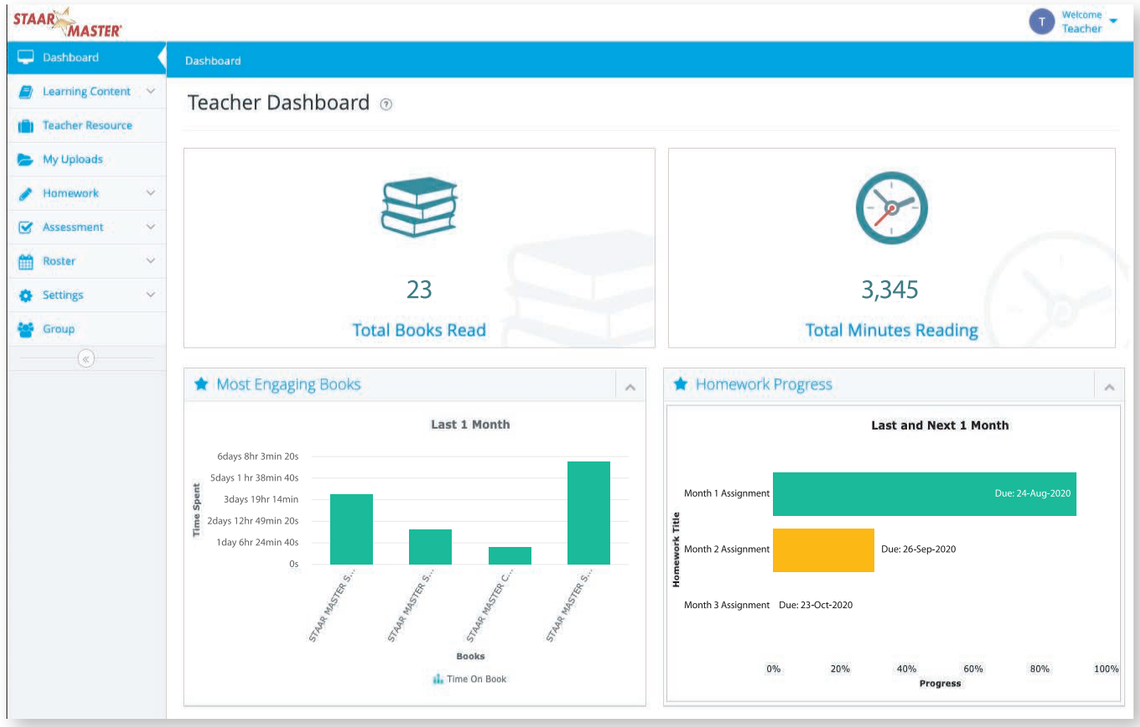
Practice Test Form B for Math Grade 3, Spanish version, page 18

STAAR MASTER® eBOOKS

STAAR MASTER® partners with a leading eBook learning platform provider to deliver a state-of-the-art experience





THE STAAR MASTER® eBOOK LEARNING PLATFORM OFFERS

- Note-taking, annotations, two-way messaging, and note sharing with teachers
- Integrated learner engagement analytics and usage reporting for students and teachers
- Cloud-based web browser access
- Mobile apps for Android and Apple iOS devices with offline use for students without Internet access at home
- Text to speech for enhanced accessibility and ESL students

INTERACTIVE PRACTICE TESTS

All STAAR MASTER® Practice Tests are available as digital interactives through the eReader platform.

- Teachers assign Practice Test Forms A or B to a student
- Students submit answers and receive an instant score
- Cloud-based web browser access with mobile apps for Android and Apple iOS devices
- Text to speech for enhanced accessibility and ESL students

TECHNICAL BENEFITS

DATA PROTECTION FERPA, COPPA, and SCORM compliance ensures online safety.

LEARNER ANALYTICS Student engagement analytics inform instruction and progress.

DATA CAPTURE Generate real-time data with every event experienced by the student.

DATA SHARING Export student reports and distribute to teachers, students, and parents.

ONLINE/OFFLINE eREADER APPS Access to content is not limited by access to Internet.

IT SPECS & CAPABILITIES

- Syncs class rosters with seamless integration to standard LMSs and rostering tools, such as Clever, OneRoster, and ClassLink
- Integrates with Learning Tool Interoperability (LTI) to ease app integrations on a single platform
- Offers secure login for teachers, students, and administrators through one-click, with Single Sign-On (SSO) capabilities to all apps and resources
- Allows users to use their school credentials to log onto any device

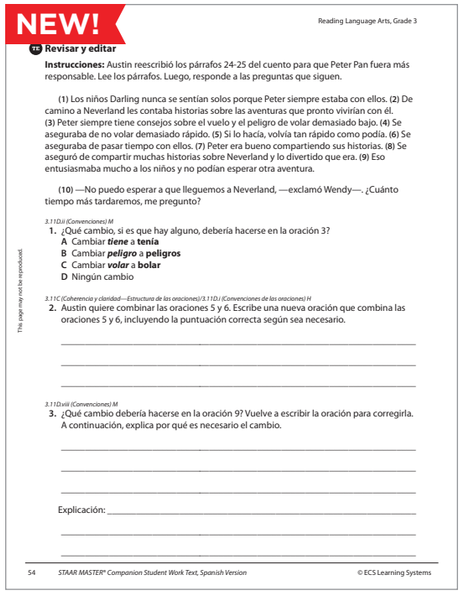
SPANISH

PRICE LIST

Direct translations for Spanish-speaking students

STAAR MASTER® offers direct Spanish translations of our English products. This allows all students in classrooms that offer dual language programs to stay current at all times.

Our translators are Spanish-speaking educators who provide specialized translations using their classroom experience, as well as incorporating terminology used by the Texas Education Agency. STAAR MASTER® products are available in Spanish for reading, math, and science. The Teacher Guides are free with the purchase of each product in Spanish and contain the respective TEKS in Spanish, Spanish vocabulary suggestions, and an answer key in Spanish, as needed.


NEW!

Reading Language Arts, Grade 3

TEKS **Revisar y editar**

Instrucciones: Austin reescribió los párrafos 24-25 del cuento para que Peter Pan fuera más responsable. Lee los párrafos. Luego, responde a las preguntas que siguen.

(1) Los niños Darling nunca se sentían solos porque Peter siempre estaba con ellos. **(2)** De camino a Neverland les contaba historias sobre las aventuras que pronto vivirían con él. **(3)** Peter siempre tiene consejos sobre el vuelo y el peligro de volar demasiado bajo. **(4)** Se aseguraba de no volar demasiado rápido. **(5)** Si lo hacía, volvía tan rápido como podía. **(6)** Se aseguraba de pasar tiempo con ellos. **(7)** Peter era bueno compartiendo sus historias. **(8)** Se aseguró de compartir muchas historias sobre Neverland y lo divertido que era. **(9)** Eso entusiasmaba mucho a los niños y no podían esperar otra aventura.

(10) —No puedo esperar a que lleguemos a Neverland, —exclamó Wendy—. ¿Cuánto tiempo más tardaremos, me pregunto?

3.11(A)ii (Convenciones) M

1. ¿Qué cambio, si es que hay alguno, debería hacerse en la oración 3?
- **A** Cambiar ***tiene*** a **tenía**
- **B** Cambiar ***peligro*** a **peligros**
- **C** Cambiar ***volar*** a **bolar**
- **D** Ningún cambio

3.11C (Coherencia y claridad—Estructura de las oraciones)/3.11(i) (Convenciones de las oraciones) H

2. Austin quiere combinar las oraciones 5 y 6. Escribe una nueva oración que combina las oraciones 5 y 6, incluyendo la puntuación correcta según sea necesario.

_____

_____

_____

3.11(A)viii (Convenciones) M

3. ¿Qué cambio debería hacerse en la oración 9? Vuelve a escribir la oración para corregirla. A continuación, explica por qué es necesario el cambio.

_____

_____

_____

Explicación: _____

_____

_____

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54 *STAAR MASTER® Companion Student Work Text, Spanish Version* © ECS Learning Systems

Companion Work Text for RLA Grade 3, Spanish version, page 54

STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	●
	Companion Work Text				◉	◉	◉	●	●	●	
	Quick Review				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
READING	Student Practice Book		◉	◉	◉	◉	◉	●	●	●	
	Companion Work Text				◉	◉	◉	●	●	●	
	Practice Tests				◉	◉	◉	●	●	●	
WRITING	Student Practice Book					●			●		
	Practice Tests					●			●		
SCIENCE	Student Practice Book						◉			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ◉ English and Spanish

MORE INFO

- Pricing—including Basic, Standard, and Comprehensive Bundles—is listed on pages 28–29.
- Five ways to order are listed on page 31.

Subject	Grade	Product Code		Price Each/Qty		
		English	Spanish	15–499	500–4,999	5,000+
STUDENT PRACTICE BOOKS						
Reading	1	ECS23626	ECS23688	$13.99	$12.49	$10.99
Reading	2	ECS23640	ECS23695	$13.99	$12.49	$10.99
Reading	3	ECS92349	ECS97504	$13.99	$12.49	$10.99
Reading	4	ECS92356	ECS97511	$13.99	$12.49	$10.99
Reading	5	ECS92363	ECS97528	$13.99	$12.49	$10.99
Reading	6	ECS92370	—	$13.99	$12.49	$10.99
Reading	7	ECS92387	—	$13.99	$12.49	$10.99
Reading	8	ECS92394	—	$13.99	$12.49	$10.99
Math	1	ECS23589	ECS23725	$18.49	$16.29	$13.99
Math	2	ECS23602	ECS23732	$18.49	$16.29	$13.99
Math	3	ECS99041	ECS99522	$18.49	$16.29	$13.99
Math	4	ECS99232	ECS99539	$18.49	$16.29	$13.99
Math	5	ECS99249	ECS99546	$18.49	$16.29	$13.99
Math	6	ECS99256	—	$18.49	$16.29	$13.99
Math	7	ECS99263	—	$18.49	$16.29	$13.99
Math	8	ECS99270	—	$18.49	$16.29	$13.99
Algebra I	9	ECS23664	—	$18.49	$16.29	$13.99
Writing	4	ECS97269	—	$13.99	$12.49	$10.99
Writing	7	ECS97276	—	$13.99	$12.49	$10.99
Science	5	ECS97443	ECS97740	$13.99	$12.49	$10.99
Science	8	ECS97467	—	$13.99	$12.49	$10.99
Social Studies	8	ECS015PS	—	$28.99	$25.29	$21.49
QUICK REVIEWS						
Math	3	ECS98716	ECS23527	$18.49	$16.29	$13.99
Math	4	ECS98723	ECS23534	$18.49	$16.29	$13.99
Math	5	ECS98730	ECS23541	$18.49	$16.29	$13.99
Math	6	ECS98778	—	$18.49	$16.29	$13.99
Math	7	ECS98785	—	$18.49	$16.29	$13.99
Math	8	ECS98792	—	$18.49	$16.29	$13.99
COMPANION WORK TEXTS						
RLA	3	ECS98907	ECS99652	$13.99	$12.49	$10.99
RLA	4	ECS98914	ECS99669	$13.99	$12.49	$10.99
RLA	5	ECS98921	ECS99676	$13.99	$12.49	$10.99
RLA	6	ECS98938	—	$13.99	$12.49	$10.99
RLA	7	ECS98945	—	$13.99	$12.49	$10.99
RLA	8	ECS98952	—	$13.99	$12.49	$10.99
Math	3	ECS99713	ECS99836	$18.49	$16.29	$13.99
Math	4	ECS99720	ECS99843	$18.49	$16.29	$13.99
Math	5	ECS99737	ECS99850	$18.49	$16.29	$13.99
Math	6	ECS99744	—	$18.49	$16.29	$13.99
Math	7	ECS99751	—	$18.49	$16.29	$13.99
Math	8	ECS99768	—	$18.49	$16.29	$13.99

Standalone Pricing On This Page Refers to Both Print Work Texts and eBooks.

Receive a 10% discount for eBook only purchases through March 31, 2022.

Subject	Grade	Product Code		Price/ Set of 15
		English	Spanish	
PRACTICE TESTS (FORMS A & B)				
Reading	3	ECS001PS	ECS016PS	$42.99
Reading	4	ECS002PS	ECS017PS	$42.99
Reading	5	ECS003PS	ECS018PS	$42.99
Reading	6	ECS004PS	—	$42.99
Reading	7	ECS005PS	—	$42.99
Reading	8	ECS006PS	—	$42.99
Math	3	ECS007PS	ECS019PS	$42.99
Math	4	ECS008PS	ECS020PS	$42.99
Math	5	ECS009PS	ECS021PS	$42.99
Math	6	ECS010PS	—	$42.99
Math	7	ECS011PS	—	$42.99
Math	8	ECS012PS	—	$42.99
Writing	4	ECS013PS	—	$42.99
Writing	7	ECS014PS	—	$42.99

Teacher Guides are included at no charge for every 30 copies ordered of the corresponding work text. See pages 12–23 for information about the work texts. Volume pricing is available. Additional discounts may be available through many state and regional purchasing cooperatives. Call 1.866.512.4777 or visit staarmaster.com for more information. Add-on prices apply when eBooks are purchased with the equivalent print work texts or bundles.

Shipping/Handling/Insurance is not included.
All STAAR MASTER® work text products are consumable and non-reproducible.

eBOOK ADD-ON PRICES

Subject	Grade	Product Code		Price Per License/Qty			
		English	Spanish	15–499	500–4,999	5,000+	LRP
STUDENT PRACTICE BOOKS							
Reading	1	ECS23626e-A	ECS23688e-A	$6.49	$5.49	$4.49	
Reading	2	ECS23640e-A	ECS23695e-A	$6.49	$5.49	$4.49	
Reading	3	ECS92349e-A	ECS97504e-A	$6.49	$5.49	$4.49	$2.49
Reading	4	ECS92356e-A	ECS97511e-A	$6.49	$5.49	$4.49	$2.49
Reading	5	ECS92363e-A	ECS97528e-A	$6.49	$5.49	$4.49	$2.49
Reading	6	ECS92370e-A	—	$6.49	$5.49	$4.49	$2.49
Reading	7	ECS92387e-A	—	$6.49	$5.49	$4.49	$2.49
Reading	8	ECS92394e-A	—	$6.49	$5.49	$4.49	$2.49
Math	1	ECS23589e-A	ECS23725e-A	$6.49	$5.49	$4.49	
Math	2	ECS23602e-A	ECS23732e-A	$6.49	$5.49	$4.49	
Math	3	ECS99041e-A	ECS99522e-A	$6.49	$5.49	$4.49	$2.49
Math	4	ECS99232e-A	ECS99539e-A	$6.49	$5.49	$4.49	$2.49
Math	5	ECS99249e-A	ECS99546e-A	$6.49	$5.49	$4.49	$2.49
Math	6	ECS99256e-A	—	$6.49	$5.49	$4.49	$2.49
Math	7	ECS99263e-A	—	$6.49	$5.49	$4.49	$2.49
Math	8	ECS99270e-A	—	$6.49	$5.49	$4.49	$2.49
Algebra I	9	ECS23664e-A	—	$6.49	$5.49	$4.49	
Writing	4	ECS97269e-A	—	$6.49	$5.49	$4.49	
Writing	7	ECS97276e-A	—	$6.49	$5.49	$4.49	
Science	5	ECS97443e-A	ECS97740e-A	$6.49	$5.49	$4.49	
Science	8	ECS97467e-A	—	$6.49	$5.49	$4.49	
Social Studies	8	ECS015PSe-A	—	$12.49	$10.49	$8.49	
QUICK REVIEWS							
Math	3	ECS98716e-A	ECS23527e-A	$6.49	$5.49	$4.49	
Math	4	ECS98723e-A	ECS23534e-A	$6.49	$5.49	$4.49	
Math	5	ECS98730e-A	ECS23541e-A	$6.49	$5.49	$4.49	
Math	6	ECS98778e-A	—	$6.49	$5.49	$4.49	
Math	7	ECS98785e-A	—	$6.49	$5.49	$4.49	
Math	8	ECS98792e-A	—	$6.49	$5.49	$4.49	
COMPANION WORK TEXTS							
RLA	3	ECS98907e-A	ECS99652e-A	$6.49	$5.49	$4.49	$2.49
RLA	4	ECS98914e-A	ECS99669e-A	$6.49	$5.49	$4.49	$2.49
RLA	5	ECS98921e-A	ECS99676e-A	$6.49	$5.49	$4.49	$2.49
RLA	6	ECS98938e-A	—	$6.49	$5.49	$4.49	$2.49
RLA	7	ECS98945e-A	—	$5.99	$4.99	$3.99	$2.49
RLA	8	ECS98952e-A	—	$5.99	$4.99	$3.99	$2.49
Math	3	ECS99713e-A	ECS99836e-A	$6.49	$5.49	$4.49	$2.49
Math	4	ECS99720e-A	ECS99843e-A	$6.49	$5.49	$4.49	$2.49
Math	5	ECS99737e-A	ECS99850e-A	$6.49	$5.49	$4.49	$2.49
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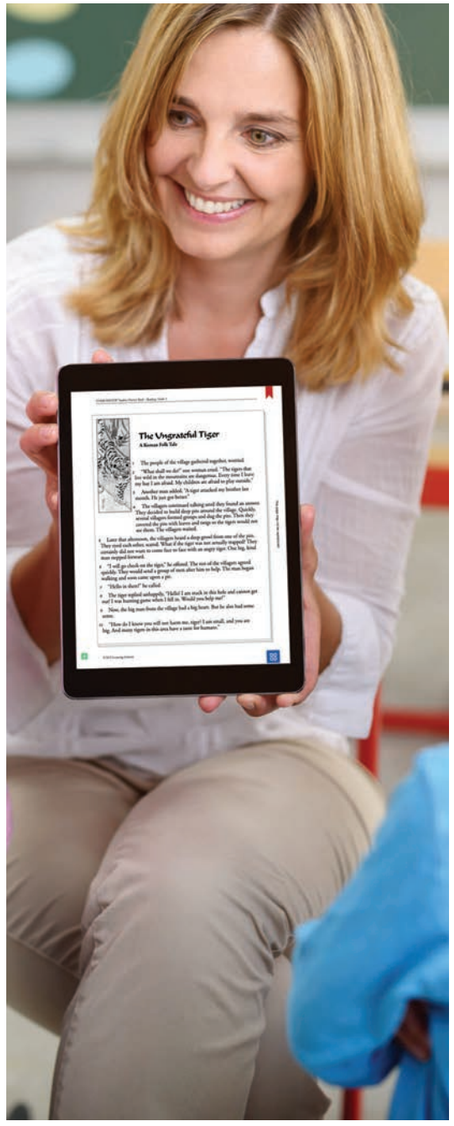

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