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Grades 1–9

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New! Quick Review • Practice Tests • Quick Checks
English • Spanish

“STAAR MASTER® has been my ‘saving grace’ resource. I recommend STAAR MASTER® to any teacher at any district.”
Shay P., Curriculum Coordinator, East Texas

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Revised!
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Table of Contents

STAAR MASTER® Grades 1–9 • Grades 1–5 available in Spanish

★ STAAR MASTER® Student Practice Books
Reading .................................................................10–11
Mathematics .........................................................14–15
Revised Algebra I ...............................................20–23
Writing ...................................................................24–25
Science ...................................................................26–27
Social Studies ......................................................28–29

★ STAAR MASTER® Companion Work Texts
Reading .................................................................12–13
Mathematics .........................................................16–17

★ New! STAAR MASTER® Quick Review
Mathematics .........................................................18–19

★ STAAR MASTER® Practice Tests
Revised Reading (Forms A & B) .........................30–31
Revised Mathematics (Forms A & B) ..................34–35
Revised Writing (Forms A & B) .........................36–37

★ STAAR MASTER® Companion Quick Checks
Reading .................................................................32–33

Easy Order Price List .......................................38–54
Ordering Information .........................................61
Order Form .........................................................62

RTI Resources
Reading/Literacy/Comprehension .......................57–58
Language Arts & Writing .....................................59–60

Dictionaries/Thesauruses
Allowed on STAAR® Test
English/Spanish/Bilingual ....................................63

Customer Testimonials
Customer Testimonials .................................4, 9, 12, 26, 30, 34, 36

STAAR MASTER® products were 100% custom-developed for STAAR®.

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ECS materials support NCLB requirements.
All materials were developed using the latest research-based standards.

Price Match Guarantee

Prepare your students with confidence!
See page 6 for more details.

Study Plans

PRETEST    PRACTICE    POST-TEST

Prepare your classroom for yearlong success!
See page 7 for more details.

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Thousands of Texas teachers love the STAAR MASTER® series...

...and here’s what a few of them are saying!

“Last year was my first year teaching. It’s easy to become overwhelmed with the sheer volume of educational materials available; gauging which is best can become a job of its own. Thankfully, my mentor teacher introduced me to STAAR MASTER® for Math and Reading. Everything else I’d seen paled in comparison! I will always use STAAR MASTER® resources because I know the rigor is there, and the format mirrors that of the STAAR®. I am a customer for life!”

Elizabeth K., 5th-grade teacher from South Texas

“Our district bought STAAR MASTER® Reading and Math for our 3rd graders last year for the first time. I felt like my students were more prepared than ever for the test!”

Ashlee R., Elementary teacher from North Texas

“I used STAAR MASTER® Student Practice Books all year long and was so excited when we got our test results at the end of the year. My eighth-grade students had a 96% pass rate...and I know [STAAR MASTER] helped them do so well on their tests.”

Anita S., Mathematics teacher from North Texas

“STAAR MASTER® has allowed my students to be successful and gain tremendous insight into many concepts and skills. I use this series every year...I love it!”

Sikina D., Mathematics teacher from Central Texas

“I tell all the teachers in my school: ‘Please don’t get that other stuff because STAAR MASTER® is the bomb!’ It really gets the students ready for the STAAR®.”

Brenda M., Math Department Chair from Houston

“STAAR MASTER® is a great resource! I used it with the students that failed their STAAR® test. This was a great way to review, and the students passed their retakes. I love this product!”

Alma A., Elementary teacher from South Texas

“ECS products have truly enhanced and prepared students for the state STAAR® assessment. ECS has created a standard model for our students to be comfortable and confident on the STAAR test.”

Margaret L., Instructional Teacher Advisor from South Texas

“STAAR MASTER® has been my “saving grace” resource. I’ve used it for guided reading instruction, independent and station activities, and assessments. My students have experienced success using this product, both academically and emotionally. I recommend STAAR MASTER® to any teacher at any district.”

Shay P., Elementary Curriculum Coordinator, East Texas

Thank you for trusting ECS Learning Systems for your classroom’s STAAR® needs!
Increased rigor and challenging topics require students to use higher-order thinking skills!

STAAR MASTER® Student Practice Books
- Large volume of practice items helps the teacher easily address all STAAR®-eligible TEKS
- Provide students with repeated practice in a variety of contexts
- Help students build test-taking confidence
  See pp. 10–11, 14–15, 20–29

STAAR MASTER® Practice Tests
- Cover all STAAR®-eligible standards between Form A and Form B
- Mirror STAAR blueprint to provide the most authentic practice possible
- Help reduce test anxiety by familiarizing students with STAAR test format
  See pp. 30–31, 34–37

STAAR MASTER® Companion Work Texts
- Organized into easy-to-use lessons to accommodate small or large groups
- Provide activities to use before, during, and after each unit is taught
- Include open-ended items as alternatives to multiple choice
  See pp. 12–13, 16–17

STAAR MASTER® Companion Quick Checks
- Simulate STAAR® format to build students’ test-taking confidence
- Short, “quick” exercises allow teachers to easily identify students’ areas of weakness
- Reinforce skills covered in STAAR MASTER Companion Work Texts for added practice
  See pp. 32–33

STAAR MASTER® Quick Review
- New Math product with daily and weekly exercises organized by reporting category
- Provide multiple-choice and griddable items to mirror STAAR® format
- Easy-to-use for classroom instruction, tutoring, and homework
  See pp. 18–19
Prepare your students with confidence!

Are you shopping for products to ensure your students’ success on the STAAR®?

Are you worried that you won’t find a quality product at a fair price?

With our Price Match Guarantee, you can purchase your favorite STAAR MASTER products at a price that won’t exceed your budget. We will match our prices to the officially quoted price from any publisher for equivalent products. Guaranteed. We want you to be confident that you’re getting the quality you deserve at a competitive price.

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STAAR MASTER® will prepare your classroom for success using a variety of instructional techniques!

Plan a successful school year using STAAR MASTER:

(Sample Lesson Plan for Reading and Mathematics)

**FALL STUDY PLAN**

**PRETEST**

*STAAR MASTER® Practice Tests, Form A*
- pp. 30, 34, 36
- Diagnose strengths and weaknesses
- Benchmark students’ TEKS understanding

**PRACTICE**

*STAAR MASTER® Companion Work Texts*
- pp. 12, 16
- Introduce students to STAAR®-eligible TEKS
- Help students focus on constructing their own answers with open-ended questions

**SPRING STUDY PLAN**

**PRACTICE**

*STAAR MASTER® Student Practice Books*
- pp. 10, 14, 20, 24, 26, 28
- Familiarize students with multiple-choice format of STAAR®
- Continue TEKS practice and preparation

**POST-TEST**

*STAAR MASTER® Practice Tests, Form B*
- pp. 30, 34, 36
- Acclimate students to concept of a timed test
- Chart and measure student progress since the Fall

**STAAR MASTER®** is ready to provide thorough STAAR® preparation for your classroom. Great programs can be created for Reading, Mathematics, Writing, Science, and Social Studies!

Use what works—Request a quote or order today!
STAAR MASTER® Teacher Guides
Grades 1–9 • 20–24 Pages

STAAR MASTER® Teacher Guides provide critical information and strategies for preparing students for the State of Texas Assessments of Academic Readiness (STAAR® test).

With this comprehensive resource, teachers can:
• focus on mastery of all required skills
• build students’ test-taking confidence
• easily address all the STAAR-eligible TEKS
• ensure depth of understanding based on built-in complexity levels

Teacher Guides Include

• Overview of Student Practice Book and key characteristics of STAAR
• Descriptions of STAAR MASTER complexity levels
• Strategies for test preparation and instruction
• Master list of STAAR-eligible standards and expectations addressed in the TEKS
• Correlation chart (Reading)
• Complete answer key (with corresponding complexity levels for the items)

Teacher Guides also include important information about—
• Readiness vs. Supporting Standards
• Mathematical Process Tools (Mathematics)
• Figure 19 (Reading)
• Increased Rigor
• Alignment
• Depth of Knowledge
• Instructional Strategies
• Vocabulary
• Vocabulary Strategies

Dictionaries/Thesauruses allowed on STAAR® test!
See p. 63

*FREE Teacher Guide (a $15.00 value) included with each purchase. For 60+ copies, an extra Teacher Guide will be included free for each additional 30 copies ordered.
STAAR MASTER® Reading References

“Using STAAR MASTER® prepared my students for the STAAR®. I am extremely grateful for this resource. I really appreciate how it is aligned with the TEKS…and that it promotes high rigor. STAAR MASTER is an amazing resource!”

— Ashley M., 4th-grade teacher from DFW area
STAAR MASTER® Student Practice Books

English • Spanish

STAAR MASTER® Student Practice Books

Reading
Grades 1–5 • 96 Pages
Grades 6–8 • 112 Pages

STAAR MASTER® Student Practice Books provide practice and review material for the Reading portion of the State of Texas Assessments of Academic Readiness (STAAR® test).

With this comprehensive resource:
• students focus on mastery of all required skills
• students build test-taking confidence
• teachers easily address all the STAAR-eligible TEKS
• teachers ensure depth of understanding based on built-in complexity levels

Easy for teachers and rigorous for students!™

(See p. 8 for Teacher Guide details.)

Highlights

• Authentic reading passages reflect the kinds of selections students might encounter on the actual STAAR
• Broad range of relevant, engaging topics and ideas of interest to students
• Texts are appropriate for grade level (based on several readability formulas)
• Questions focus on the eligible TEKS reading standards*
• Labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)
• Repeated practice for students in a variety of contexts

Best Passages Available

We are passionate about providing authentic passages of interest to students. Reading selections include:
• Fictional literary texts (stories, poems, dramas)
• Nonfiction literary texts (biographies and autobiographies)
• Media literacy texts (newspapers, advertisements, blogs, and Web pages)
All elements of a text work together to communicate a message.

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Order today!
Promotion ends December 31, 2017.
See p. 3 for more details.

See pages 38–54 for Easy Order Price List

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Consumable workbooks—may not be reproduced.
Junkyard Art

1. What materials do you use for art projects? Crayons, paper, glue, paint, pipe cleaners, and scissors, right? Junkyard artists add more supplies to the list: wire, scrap metal, tools, springs, and other things that most people throw away. These artists take trash and turn it into art. Junkyard artists are probably the most creative artists of all.

2. Think about it. Suppose you want to create a tail for a dog sculpture you have made from clay. You could use a pipe cleaner. Or, you could use an old drill bit that your dad threw away because it was bent.

3. Look for ways to create something new from something old. A comb with broken teeth might become the mouth for a clown. A clean, empty soup can may become the body of a car or a lion. Old rubber gloves could become the lion’s mane. You can use anything that is no longer useful. To you, it can be useful!

4. You can even use junkyard trash to organize your new art materials. Store leftover floor tiles in plastic bread bags. Empty crayon boxes can hold broken jewelry. Shoeboxes and clothing boxes are great for larger items. Old suitcases can hold large items as well.

5. Remember to be safe with your junkyard art. Many metal or glass items can be sharp. Some items may have broken glass in them. Do not touch them with your hands. Ask an adult to help you.

Some artists turn this hobby into a job, or profession. When they look through junkyards, they see with new eyes. They attach small pieces of junk to larger pieces of junk. They wrap wire to connect one item to another. They use marbles for feet and hubcaps for bodies. These artists can turn trash into treasure, no matter how big or how small. Can you?
STAAR MASTER® Companion Work Texts provide practice and review material for the Reading portion of the State of Texas Assessments of Academic Readiness (STAAR® test).

You will love the open-ended format!

With this comprehensive resource:

- students focus on mastery of all required skills
- teachers easily address all the STAAR-eligible TEKS for Reading (and some for Writing)
- teachers ensure depth of understanding based on built-in complexity levels
- students complete prereading, vocabulary, and post-reading activities to cover the entire reading process

Highlights

- Test items are in a “mixed-practice” format that includes open-ended and multiple-choice items and graphic organizers
- Material is arranged in lessons (or units)
- Includes literary and informational sections
- Questions and activities focus on the eligible TEKS reading standards*
- Separate activities are provided for prereading, vocabulary, passage summary, practice, reading strategies, and post-reading
- A Web-based reading extension is also provided at the end of each lesson
- Questions and activities are labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)

Teacher Guide Includes

- Overview of Companion Work Text and explanation of its key components
- Master list of STAAR-eligible ELA-R standards and expectations
- Explanation of “rigor” and complexity levels as they apply to the work text
- Explanation of critical reading in the classroom
- Concise explanations of key reading comprehension strategies, including when and how to use them
- Suggested methods for using the texts and activities for classroom instruction
- Suggested ways to integrate literacy strands while using the work text
- Complete answer key

See pages 38–54 for Easy Order Price List

60+ copies $13.99 per copy
30–59 copies $15.99 per copy
15–29 copies $17.99 per copy

Free! Teacher Guide included, a $15 value!

“I absolutely love STAAR MASTER® Companion! It is wonderful, engaging, and standard-aligned. I love how easy it is to use, even when my time is limited.”

Genevieve G., Elementary teacher from West Texas

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Order today!
Promotion ends December 31, 2017.
See p. 3 for more details.

*2011 STAAR-eligible ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2011) standards

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Lesson 2

The Mystery Passenger

Read & Respond

Directions: Complete the following items after you read the passage.

6.RC.D (Inferences) M
1. What is "Rescuing History" mostly about?

6.RC.E (Summarize/Paraphrase/Synthesize) M
2. Read the dictionary entry below.

adverb (ĭ-FĔK-tĭv-lē)

practical terms 4. using few resources, little time, and minimal effort

3.RC.D (Inferences) M
3. Why is Stephen Pleasonton referred to as one of the "unsung heroes" in paragraph 1 of "Rescuing History"?

4. What is "Rescuing History" mostly about?

5. What is "Rescuing History" mostly about?

6. What is "Rescuing History" mostly about?

Read the sentences from paragraph 9 of "Rescuing History."

If these poems were a news story, it might have this headline.

Headlines

8.RC.E (Summarize/Paraphrase/Synthesize) M
If these poems were a news story, it might have this headline.

Read the dictionary entry below.

adverb (ĭ-FĔK-tĭv-lē)

practical terms 4. using few resources, little time, and minimal effort

Compare and contrast the owl and the pigeon using the Venn diagram below.

The T rain Glistened

The following poet is a villanelle—a 19-line poem, originally French, that uses only two rhymes and consists of five three-line stanzas and one four-line stanza. The first and third lines of the first stanza are alternately repeated as a refrain that closes the following stanzas.

One nervous and one calm, we waited on the train.

The scenery seemed like a dream as we /f_lew through our beautiful route.

Read & Respond

Directions: Complete the following items after you read the passage.

Standard 6.C (Simile/Imagery/Personification) M
1. What is "Rescuing History" mostly about?

2. Read the dictionary entry below.

adverb (ĭ-FĔK-tĭv-lē)

practical terms 4. using few resources, little time, and minimal effort

3. Why is Stephen Pleasonton referred to as one of the "unsung heroes" in paragraph 1 of "Rescuing History"?

Finally, Congress gave in to these objections and got involved. In 1852, the U.S. Lighthouse Board was established to manage the country's lighthouses, effectively eliminating my position.

Choose the correct definition for effectively as it is used in the passage. On the lines below, write a sentence using effectively in the same way.

Test your reading with the activity below.

The Mystery Passenger

Picture This: The following story is about a pet that likes adventure. Look at the picture below. On the lines beside the picture, predict one adventure this pet might have.

The box above shows some words you will read in the story.

Link each word from the box to two synonyms (words that mean the same). The first one is

clattered          rumbling          hissed          twitched          bolted          crafty

A door did open, a conductor stepped out with pocket-watch and cane.

The train, slender and sleek, glistened in the rain.

From a great distance, rumbling afar, we heard its whistle shout.

One nervous and one calm, we waited on the train.

The conductor appeared and checked his watch, hanging by a chain, alternately repeated as a refrain that closes the following stanzas.

To my surprise we found some stairs—a double-decker train!

One nervous and one calm, we waited on the train.

A friendly sort with a pressed-blue suit, a mustache, short and stout.

One nervous and one calm, we waited on the train.

The scenery seemed like a dream as we /f_lew through our beautiful route.

The train, slender and sleek, glistened in the rain.

A door did open, a conductor stepped out with pocket-watch and cane.

The conductor appeared and checked his watch, hanging by a chain.

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One nervous and one calm, we waited on the train.

The train, slender and sleek, glistened in the rain.
STAAR MASTER® Student Practice Books

Mathematics

Grades 1–2 • 128 Pages
Grades 3–8 • 144 Pages

STAAR MASTER® Student Practice Books provide practice and review material for the Mathematics portion of the State of Texas Assessments of Academic Readiness (STAAR® test).

With this comprehensive resource:
• students focus on mastery of all required skills
• students build test-taking confidence
• teachers easily address all the STAAR-eligible TEKS
• teachers ensure depth of understanding based on built-in complexity levels

Easy for teachers and rigorous for students!™

(See p. 8 for Teacher Guide details.)

Highlights

• Reflect the kinds of problems students might encounter on the actual STAAR
• Broad range of topics and ideas of interest to students
• Practice items focus on the eligible TEKS-based standards*
• Labeled for easy identification of the TEKS-based reporting category, standard, and expectation
• Repeated practice for students in variety of contexts
• “Griddable response” items, which reflects the format used randomly throughout the actual STAAR assessment

Quality Math Items

Items in the STAAR MASTER Student Practice Book address the following mathematical concepts:
• Numerical representations and relationships
• Computations and algebraic relationships
• Geometry and measurement
• Data analysis and personal financial literacy
• Mathematical process standards (not a separate reporting category)

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60+ copies $17.99 per copy
30–59 copies $20.99 per copy
15–29 copies $23.99 per copy

Consumable workbooks—may not be reproduced.

*2014 STAAR-eligible Mathematics Texas Essential Knowledge and Skills (Texas Education Agency, 2014) standards
1. Jackson earns spending money by helping his mother pull weeds from her vegetable garden. The table below shows how much money he can earn. What number should fill the empty box in the table?

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>$ Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$0.50</td>
</tr>
<tr>
<td>2</td>
<td>$1.00</td>
</tr>
<tr>
<td>3</td>
<td>$1.50</td>
</tr>
<tr>
<td>4</td>
<td>$2.00</td>
</tr>
<tr>
<td>5</td>
<td>$3.00</td>
</tr>
</tbody>
</table>

A $1.00  B $2.50  C $3.50  D $5.00

2. On Monday, Green Grocery Store only received half of its weekly shipment of milk. During that week, what most likely happened to the price of milk at Green Grocery Store?

A Milk was free.  B The price increased.  C The price decreased.  D The price didn't change.

3. Rosewood Elementary School is having a book fair in the library. Courtney wants to buy a book today but doesn't have any money with her. The librarian says Courtney can buy the book on credit. If Courtney buys the book on credit, who must pay for the book?

A No one  B Courtney  C The librarian  D Rosewood Elementary School

4. Four boys shared 20 slices of pizza equally. How many whole slices of pizza could each boy have?

A 4  B 5  C 6  D 7

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Price List on pp. 38–54

Even More Classroom Savings with Bundles on pp. 48–54.
STAAR MASTER® Companion Work Texts
Mathematics
Grades 3–8 • 128–144 Pages

STAAR MASTER® Companion Work Texts provide practice and review material for the Mathematics portion of the State of Texas Assessments of Academic Readiness (STAAR® test).

You will love the open-ended format!
With this comprehensive resource:
• students focus on mastery of all required skills
• teachers easily address all the STAAR-eligible TEKS for Mathematics
• teachers ensure depth of understanding based on built-in complexity levels
• students practice in a variety of mathematical and real-world contexts using appropriate manipulatives and technology

Highlights

• Open-ended and extended-response tasks require students to do more than “find the right answer”
• Introductory pages present each new topic or skill
• Numerous examples provide clear, concise explanations for new topics or skills
• Questions and activities focus on the eligible TEKS mathematics standards*
• Questions and prompts encourage peer interaction, discussion of learning tasks, and different problem-solving methods
• Clear emphasis on the use of precise mathematical vocabulary
• Activities are labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)

Teacher Guide Includes

• Overview of Companion Work Text and explanation of its key components
• Explanation of “rigor” and complexity levels as they apply to the work text
• Suggested implementation of lesson plans included in the work text
• Strategies/suggestions for mathematics instruction
• Mathematics vocabulary list for the appropriate grade level
• Master list of STAAR-eligible mathematics standards and expectations, including mathematical process standards
• Complete answer key

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15–29 copies $23.99 per copy

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*2014 STAAR-eligible Mathematics Texas Essential Knowledge and Skills (Texas Education Agency, 2014) standards
The first layer can also be called the base and the total number of layers in the prism.

You already know that you can find the volume of a rectangular prism if you know the volume of one layer and the total number of layers in the prism.

Base x Height

Volume Formulas

The shaded portion of each square below represents a unit fraction.

- What unit fraction does the shaded portion of Square A represent?
- What unit fraction does the shaded portion of Square B represent?
- Are the two unit fractions shown in Square A and B equal? Why or why not?

Try It: Look at each picture below. Write the unit fraction that represents one part of the whole.

Talk About It–1: The shaded portion of each square below represents a unit fraction.

Talk About It–2: Can a fraction have 0 as the denominator? Can you draw a picture and divide it into 0 equal parts?

Challenge! Look at the diagram to the right.

\( \frac{\text{ABC}}{\text{DBC}} \) is a right angle.
\( \frac{\text{EBC}}{\text{ABC}} \) is a straight angle.
\( \frac{\text{ABE}}{\text{ABB}} \) divides \( \frac{\text{ABC}}{\text{DBC}} \) in half.

Million Dollar Game

Directions: Use the order of operations and prime factorization to evaluate each expression below.

1. \( 3^2 + 4 \times 2 \) ________________
2. \( 8 + 7^2 - 16 \) ________________
3. \( 64 \div 8 + 5 \) ________________
4. \( 6 \times 6 - 4 \times 5 \) ________________
5. \( 32 \times 5 - 20 \) ________________
6. \( 11 \times 8 - 17 + 7^2 \) ________________
7. \( 6^2 - 4 \times 9 \) ________________
8. \( 12^2 - 56 - 8^2 \) ________________

Directions: Write the measurement of the unknown angle in each diagram below.

1. \( \angle ABC = 140^\circ \) ________________
2. \( \angle DEF = 65^\circ \) ________________
3. \( \angle GHI = 95^\circ \) ________________
4. \( \angle JKL = 45^\circ \) ________________
5. \( \angle QRS = 150^\circ \) ________________
6. \( \angle XYZ = 75^\circ \) ________________
7. \( \angle AMN = 75^\circ \) ________________

More Missing Measurements

Write the measurement of the unknown angle in each diagram below.

1. \( \angle ABD \) ________________
2. \( \angle DBE \) ________________
3. \( \angle EBC \) ________________
4. \( \angle DBF \) ________________
5. \( \angle AMN \) ________________
6. \( \angle XYZ \) ________________
7. \( \angle ABC \) ________________
8. \( \angle DEF \) ________________
9. \( \angle GHI \) ________________
10. \( \angle JKL \) ________________

1. \( 3^2 + 4 \times 2 \) ________________
2. \( 8 + 7^2 - 16 \) ________________
3. \( 64 \div 8 + 5 \) ________________
4. \( 6 \times 6 - 4 \times 5 \) ________________
5. \( 32 \times 5 - 20 \) ________________
6. \( 11 \times 8 - 17 + 7^2 \) ________________
7. \( 6^2 - 4 \times 9 \) ________________
8. \( 12^2 - 56 - 8^2 \) ________________

1. \( 3^2 + 4 \times 2 \) ________________
2. \( 8 + 7^2 - 16 \) ________________
3. \( 64 \div 8 + 5 \) ________________
4. \( 6 \times 6 - 4 \times 5 \) ________________
5. \( 32 \times 5 - 20 \) ________________
6. \( 11 \times 8 - 17 + 7^2 \) ________________
7. \( 6^2 - 4 \times 9 \) ________________
8. \( 12^2 - 56 - 8^2 \) ________________

Directions: Write the measurement of the unknown angle in each diagram below.

1. \( \angle ABC = 140^\circ \) ________________
2. \( \angle DEF = 65^\circ \) ________________
3. \( \angle GHI = 95^\circ \) ________________
4. \( \angle JKL = 45^\circ \) ________________
5. \( \angle QRS = 150^\circ \) ________________
6. \( \angle XYZ = 75^\circ \) ________________
7. \( \angle AMN = 75^\circ \) ________________
8. \( \angle XYZ \) ________________
9. \( \angle ABC \) ________________
10. \( \angle DEF \) ________________
11. \( \angle GHI \) ________________
12. \( \angle JKL \) ________________
STAAR MASTER® Quick Review provides practice and review material for the Mathematics portion of the State of Texas Assessments of Academic Readiness (STAAR® test). Each book is organized into four reporting categories, as dictated by the STAAR-eligible TEKS for each grade. Each reporting category is then divided into three weeks, with each week divided into five days. This organization is designed to streamline use in a classroom, home, or tutorial setting.

With this comprehensive resource:
• students focus on mastery of all required skills
• students build test-taking confidence
• teachers easily address all the STAAR-eligible TEKS
• teachers ensure depth of understanding based on built-in complexity levels

Teacher Guide Includes
• Overview of Quick Review and key characteristics of the STAAR for Mathematics
• Explanation of organization by reporting category and standard(s)
• Explanations of rigor and complexity levels as they apply to Quick Review
• Suggested uses in the classroom, at home, in tutorials/remedial classes/summer school, and in SSI classes
• Correlation charts indicating the specific standard(s) addressed in each practice item
• Complete answer key

Highlights
• Divided into daily and weekly exercises
• More than 200 practice items focus on the eligible TEKS for Mathematics*
• Practice items reflect the kind of problems students might encounter on the actual STAAR
• Real-world contexts cover a broad range of topics and ideas of interest to students
• “Skills tags” (labels) identify the TEKS standard(s) addressed in each practice item
• Multiple practice items provide repeated practice in a variety of contexts
• “Griddable response” items reflect the format used on the actual STAAR

*2014 STAAR-eligible Mathematics Texas Essential Knowledge and Skills (Texas Education Agency, 2014) standards
3.20 (H) 3. The chart shows the number of birds that visited a feeder on 4 different days.

Birdfeeder Visits

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td>128</td>
<td>181</td>
<td>210</td>
<td>120</td>
</tr>
</tbody>
</table>

Which statement about the birdbfeeder is true?
A. More birds visited the feeder Monday than Tuesday.
B. More birds visited the feeder Monday than Thursday.
C. Fewer birds visited the feeder Tuesday than Thursday.
D. Fewer birds visited the feeder Wednesday than Thursday.

3.48 (L) 4. Marta’s mom works in an office building downtown. The building’s street number is an even number. Which could be the building where Marta’s mom works?

A. Office A
B. Office B
C. Office C
D. Office D

REPORTING CATEGORY 3, WEEK 1

2020-21 STAAR MASTERY® Quick Review, Gr. 3

4.12E (H) 1. Bill ordered 5 pizzas for a party. The shaded portions of the model below represent what fraction of each pizza Bill and his guests ate.

What fraction of all the pizzas did Bill and his guests eat?
A. \( \frac{1}{5} \)
B. \( \frac{2}{5} \)
C. \( \frac{3}{5} \)
D. \( \frac{4}{5} \)

4.46 (G) 2. Sean and Cody picked tomatoes from their grandmother’s garden. Sean picked 14.15 pounds of tomatoes, and Cody picked 11.8 pounds of tomatoes. How many pounds of tomatoes did the boys pick all together?

Record your answer in the boxes. Then fill in the bubbles. Be sure to use the correct place value.

REPORTING CATEGORY 4, WEEK 3

REPORTING CATEGORY 3, WEEK 1

2020-21 STAAR MASTERY® Quick Review, Gr. 4

6.12H (M) 1. Look at the box plot below.

The interquartile range (IQR) of the data is found by—
A. subtracting 25 from 40
B. subtracting 35 from 60
C. subtracting 40 from 85
D. subtracting 25 from 85

6.4E (H) 2. Reginald’s checking account balance on December 1 was $652.83. A $12 account service fee is charged if the account is below $650 on the last day of the month. Every bank ATM use has a $1 fee, and every nonbank ATM use has a $3 fee. The account activity below was recorded for December.

Account Activity

- December 3: Check #219 to City Grocery for $63.02
- December 5: Bank ATM cash for $100
- December 5: Paycheck from Aaron’s Accounting Service for $685.65
- December 11: Debit purchase for $78.95 to water company
- December 15: Debit purchase for $14.54 to Bobby’s Burgers
- December 18: Debit purchase for $71.16 to Evart’s Electronics
- December 21: Bank ATM cash for $50
- December 23: Check #220 to toy store for $219.45
- December 28: Paycheck from Aaron’s Accounting Service for $685.65
- December 29: Check #221 to cable company for $82.25

What is Reginald’s checking account balance at the end of December?
A. $1,326.85
B. $1,332.85
C. $1,342.85
D. $1,344.85

Math, Grade 3

Mathematics Quick Review, Grade 4

Mathematics Quick Review, Grade 5

Mathematics Quick Review, Grade 6

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(See p. 8 for Teacher Guide details)

Highlights

• Reflect the kinds of problems students might encounter on the actual STAAR
• Realistic practice items that reflect algebra in everyday situations
• Practice items focus on the eligible TEKS-based standards*
• Labeled for easy identification of the TEKS-based reporting category, standard, and expectation
• Repeated practice for students in variety of contexts
• “Griddable response” items, which reflects the format used randomly throughout the actual STAAR assessment

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• Quadratic Functions and Equations
• Exponential Functions and Equations

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*2014 STAAR-eligible Algebra Texas Essential Knowledge and Skills (Texas Education Agency, 2014) standards

Free!
Teacher Guide included, a $15 value!
1. The sides of a triangle are \((2t + 1)\), \((4t - 3)\), and \((5t - 6)\). Which expression represents the perimeter of the triangle?
   - A. \(11t - 8\)
   - B. \(11t - 8\)
   - C. \(11t - 10\)
   - D. \(40t + 18\)

2. The perimeter of the figure below is 34.
   - \(4x - 7\)
   - \(3x + 2\)
   - \(2x - 3\)
   - \(5x\)

What is the value of \(x^2\)?
   - A. \(x = 14\)
   - B. \(x = 1\)
   - C. \(x = \frac{1}{2}\)
   - D. \(x = 3\)

3. Barbara is subtracting two polynomials.
   \((4x^2 - 5xy + 7x) - (7xy - 8x - 3x^2)\)
   Her work is shown below.
   Step 1: \(4x^2\)
   Step 2: \((4 + 3)x^2\)
   Step 3: \(7x^2\)
   Which expression is a factor of \(-16x^2 + 16x + 192\), where \(t\) is time in seconds. Which of the following is equivalent to the expression?
   - A. \(-16(t + 4)(t + 3)\)
   - B. \(16(t - 3)(t - 4)\)
   - C. \(-4t + 32)(2t + 6)\)
   - D. Cannot be factored

4. Look at the expression below.
   \(9x^3 - 24x + 16\)
   Which of the following is equivalent to the expression?
   - A. \((3x - 4)^2\)
   - B. \((3x + 4)^2\)
   - C. \((3x - 4)^2\)
   - D. Cannot be factored

5. The area of a rectangle can be represented by the expression \(25x^2 - 40x + 16\). What are the dimensions of the rectangle, in terms of \(x\)?
   - A. \((5x - 2)\) and \((5x - 8)\)
   - B. \((25x - 16)\) and \((x - 1)\)
   - C. \((5x - 4)\) and \((5x - 4)\)
   - D. Cannot be factored

6. Look at the expression below.
   \(\frac{1}{4}x^2 + \frac{1}{4}x + 16\)
   Which of the following is NOT equivalent to the expression?
   - A. \((\frac{1}{4}x + 1)(\frac{1}{2}x + 1)\)
   - B. \(\frac{1}{4}x^2 + \frac{1}{2}x + 1\)
   - C. \((2x + 1)(\frac{1}{2}x + 1)\)
   - D. \((\frac{1}{4}x + 1)(\frac{1}{2}x + 1)\)
This page may not be reproduced.
The quadratic function \( y = ax^2 + bx + c \) is graphed below.

1. What is the range of the graph?
   - A. All real numbers
   - B. All real numbers greater than or equal to 0
   - C. All real numbers greater than or equal to -5
   - D. All real numbers greater than or equal to -5 and less than or equal to 4

2. What is the range of the function on the interval \([-2, 2]\)?
   - A. \([-2, 2]\)
   - B. \([-3, 3]\)
   - C. \([-5, 5]\)
   - D. \([-6, 6]\)

3. What is the domain of the graph?
   - A. \([-3, 3]\)
   - B. \([-4, 4]\)
   - C. \([-5, 5]\)
   - D. \([-6, 6]\)

4. The table below shows some ordered pairs that satisfy the quadratic function \( y = ax^2 + bx + c \).

<table>
<thead>
<tr>
<th>( x )</th>
<th>( f(x) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

What is the range of the function?
- A. All real numbers
- B. All real numbers greater than or equal to 0
- C. All real numbers greater than or equal to -5
- D. All real numbers greater than or equal to -5 and less than or equal to 4

5. Which sentence about the graph’s zeros is true?
- A. \( ax^2 + bx + c = 0 \)
- B. \( ax^2 + bx + c = 0 \)
- C. \( ax^2 + bx + c = 0 \)
- D. \( ax^2 + bx + c = 0 \)

Use the following information to answer questions 1 and 2. The height of an object thrown into the air is given by the function \( h(t) = -16t^2 + 24t \), where \( t \) is the time in seconds and \( h(t) \) is the height in feet.

The graph of \( h(t) \) is shown below.

1. At what time does the object reach its maximum height?
   - A. 0 seconds
   - B. 0.75 seconds
   - C. 1.5 seconds
   - D. 5 seconds

2. How long does it take for the object to hit the ground after it is thrown into the air?
   - A. 0.75 seconds
   - B. 1 second
   - C. 1.5 seconds
   - D. 5 seconds

Based on the graph, which of the following are true?
- I. The graph has a negative y-intercept.
- II. The graph has two positive zeros.
- III. The graph has a minimum in Quadrant IV.
- IV. The graph has an axis of symmetry of \( x = 0 \).
   - A. I and II
   - B. I, II, and III
   - C. I, II, and III
   - D. I, III, and IV

The typical path of the arrow is represented by the quadratic function \( f(x) = -0.1x^2 + 0.8x + 4 \). What is the best prediction for the height of the arrow when it is 15 feet away from Daniel?

- A. 4 ft
- B. 4.25 ft
- C. 4.75 ft
- D. 5.4 ft

Using a graphing calculator or computer, which quadratic function provides the most reasonable fit for the data in the table?

- A. \( f(x) = 0.1x^2 + 17.5x + 501 \)
- B. \( f(x) = 0.1x^2 - 5.0x + 17.51 \)
- C. \( f(x) = 0.1x^2 + 0.13x + 17.51 \)
- D. \( f(x) = -0.1x^2 + 17.51x + 0.13 \)
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*2010 STAAR-eligible ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2011) writing standards*
Andrea is a fourth grader. Her teacher asked each student to write a report about a strange and interesting animal. Andrea wrote about a special kind of ant. This is a draft of her report. Read her report, and think about corrections and improvements she should make. Then, answer the multiple-choice questions that follow.

Living Life Boats

(1) Most people know ants are really good at building on land, but did you know that some ants are good at building on water, too? (2) Fire ants can join together and make rafts with their bodies. (3) These “ant rafts” can float on water for weeks at a time!

(4) Many fire ants live in the amazon rainforest where it rains very hard. (5) Whole colonies, or ant communities, are flooded out of their homes on the forest floor. (6) A single ant is not a good swimmer; it can barely stay afloat in water. (7) Many ants know that they can make a giant, floating raft by holding on to each other with their mandibles, or mouths, as well as the claws on their legs.

(8) Humans can also make rafts out of different kinds of materials. (9) The ants make sure the queen ant and her eggs rest safely at the center of the pancake-like raft. (10) The ants hold on tightly and let the water carry them. (11) A single raft might contain tens of thousands of ants. (12) Scientists have been studying how these ants are able to stay afloat. (13) When the ants come together, their bodies form air pockets that not only let the ants breathe but keep the whole structure above water. (14) Not even the ants on the bottom drown. (15) While the ant raft is a great example of the neat way nature works, scientists also wants to see what humans can learn from the ants. (16) Scientists think that the ants could help humans make best waterproof products for humans.

1. What is the best way to rewrite the ideas in sentence 6?
   A. A single ant can barely swim in water.
   B. A single ant can barely swim and float.
   C. A single ant is not a good swimmer. Can barely stay afloat in water.
   D. A single ant is not a good swimmer and can barely stay afloat in water.

2. Which sentence does not belong in this paper?
   A. Sentence 4
   B. Sentence 8
   C. Sentence 9
   D. Sentence 11

3. What change, if any, should be made in sentence 4?
   A. Change live to life
   B. Change amazon rainforest to Amazon Rainforest
   C. Change where to wear
   D. Make no change

4. What change, if any, should be made in sentence 13?
   A. Change their to there
   B. Change bodies to bodys
   C. Change breath to breathe
   D. Make no change

5. What change, if any, should be made in sentence 16?
   A. Change Scientists to Scientist’s
   B. Change best to better
   C. Change studying to study
   D. Make no change
Items in the STAAR MASTER Student Practice Book address the following concepts:

- Matter and energy
- Force, motion, and energy
- Earth and space
- Organisms and environments

“The STAAR MASTER Student Practice Books are a great resource to allow my students to encounter the types of questions they will see on the state test.”

Amber C., 5th-grade teacher from West Texas

**Highlights**

- Authentic practice items that reflect the content students must know
- Standard-based practice items based on current TEKS*
- Incorporation of investigation and reasoning skills in practice items
- Interesting, grade-level appropriate content and practice items
- Practice items grouped by reporting category
- Labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)
- Charts, graphs, and diagrams relevant to standards
- Repeated practice for students in a variety of contexts
- “Griddable response” items included

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**Science Concepts**

- Matter and energy
- Force, motion, and energy
- Earth and space
- Organisms and environments

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See p. 3 for more details.

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*2010 STAAR-eligible Science Texas Essential Knowledge and Skills (Texas Education Agency, 2011) standards*
1. The picture shows a balance scale with a cup of water and some weights.

Based on the picture, what can be concluded about the cup of water?

A. The cup of water has a mass of 16 grams.
B. The cup of water has a volume of 16 grams.
C. The cup of water has a mass that is less than 16 grams.
D. The cup of water has a mass that is greater than 16 grams.

2. Which statement best supports the fact that the air we breathe is a mixture?

A. The air we breathe surrounds the earth.
B. The air we breathe can be cooled or heated.
C. The air we breathe is necessary for our survival.
D. The air we breathe contains oxygen, nitrogen, and other gases.

3. Look at the items in the diagram below.

In which group would all the items be attracted to a magnet?

A. Glass bottle, cup
B. Nail, paper clip, key
C. Pencil, paper clip, cup
D. Nail, pencil, glass bottle

4. The picture below shows two pitchers of fresh water with a small wooden block in each.

Which statement best explains why Block B is NOT floating?

A. Block B is much bigger than Block A.
B. Block A and Block B are different colors.
C. Block A and Block B have equal volume.
D. Block B has a greater density than Block A.
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*2010 STAAR-eligible Social Studies Texas Essential Knowledge and Skills [Texas Education Agency, 2011] standards

Highlights

• Authentic practice items that reflect the content students must know
• Standard-based practice items based on the current TEKS*
• Incorporation of critical-thinking skills in practice items
• Interesting, grade-level appropriate content and practice items
• Practice items grouped by reporting category
• Labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)
• Charts, graphs, diagrams, and maps relevant to the content
• Repeated practice for students in a variety of contexts

Social Studies Concepts

Items in the STAAR MASTER Student Practice Book address the following concepts:
Volume I (Reporting Categories 1 & 2)
• Issues and events in U.S. history
• Geographic and cultural influences on historical issues and events

Volume II (Reporting Categories 3 & 4)
• Role of government and the civic process in history
• Economic and technological influences on historical issues and events

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(See p. 8 for Teacher Guide details.)
Use information in the chart below to answer questions 1 and 2.

1. In which ten-year period was there the greatest increase in the percent of people living in urban areas?
   A 1790–1800
   B 1810–1820
   C 1840–1850
   D 1860–1870

2. According to information in the chart, which of the following is true?
   A In 1830, about 6,000,000 people lived in rural areas.
   B From 1820 to 1830, the total population nearly doubled.
   C In 1870, the total population was about ten times as large as it was in 1790.
   D From 1790 to 1870, there was a steady decrease in the number of people living in urban areas.
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- Questions focus on the eligible TEKS reading standards*
- Labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)
- Repeated practice for students in a variety of contexts

Teacher Guide Includes

- Overview of Practice Test and key characteristics of the STAAR program
- Correlation chart identifying the reporting category, standard, expectation, and type of standard (readiness or supporting) for the practice items
- Complete answer key (with corresponding complexity levels for the items)

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*2011 STAAR-eligible ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2011) standards
Finding Sue

Susan Hendrickson was a fossil hunter. On August 12, 1990, she made a big discovery. She found almost an entire skeleton of a Tyrannosaurus rex. While hiking in South Dakota, she spotted bones sticking out of the ground. But these bones were not ordinary bones. They were part of the biggest T-rex ever found. Scientists named the dinosaur fossil “Sue” after Susan Hendrickson.

Dream Fossil

Scientists were very excited about “Sue.” It is rare to find a whole dinosaur skeleton. The conditions must be just right. First, scientists must find rock that is around 65 million years old. Dinosaurs lived in low swamps, so their bones are only found in places where earthquakes later lifted up the land.

Slow, Yet Deadly

After Sue was found, scientists studied the skeleton carefully. They wanted to learn more about T-rexes. This T-rex was 28 when it died. Scientists knew this by counting the growth lines in its bones; this is like counting a tree’s rings to see how old it is. From Sue’s foot bones, scientists learned that T-rexes moved slowly. Their fastest speed was probably around 15 miles per hour. Because they were slow, T-rexes probably hunted easy prey. They probably also ate animals that were already dead.

Missing Pieces

On October 4, 1997, the Field Museum of Natural History in Chicago bought Sue for more than eight million dollars. The museum wanted to display Sue for visitors. First, scientists had to put together Sue’s bones.” Like putting together a very big jigsaw puzzle.”

18. Why was putting together Sue’s bones “like putting together a very big jigsaw puzzle”?
A. The bones were mostly all the same size.
B. The bones were broken apart and difficult to arrange.
C. Scientists had every piece of the skeleton, and each piece was perfect.
D. Scientists did not know what the finished dinosaur skeleton would look like.

19. Why did the scientists make molds of Sue’s bones?
A. They wanted to keep records of their work at the museum.
B. They wanted to make and display more than one model of Sue.
C. They wanted to determine the length of each bone in Sue’s body.
D. They wanted to show the copying process to people that visited the museum.

20. Which of the following statements best explains the main idea of “Finding Sue”?
A. Dinosaur bones are difficult to find.
B. Scientists like to study the age of fossils.
C. Accidental discoveries can be lucky events.
D. Earthquakes can uncover dinosaur skeletons.
STAAR MASTER® Companion Quick Checks

English • Spanish

Reading
Grades 3–8 • 40–44 Pages

STAAR MASTER® Companion Quick Checks are an assessment tool that may be used to benchmark students’ mastery of the eligible Texas Essential Knowledge and Skills (TEKS) tested on the Reading portion of the State of Texas Assessments of Academic Readiness (STAAR® test).

Used with the STAAR MASTER Companion Work Texts, Quick Checks are ideal for remediation and may even be used as pretests or for added practice.

With this resource:
• students focus on mastery of all required skills
• students simulate test-taking by reading passages and responding to items formatted like those on the actual STAAR
• teachers easily identify areas for improvement before actual test time
• teachers ease students’ test anxiety by providing repeated, familiar practice
• teachers ensure depth of understanding based on built-in complexity levels

Highlights
• Each Quick Check includes a literary and informational section (with four passages with items in each section)
• Questions are multiple-choice to mimic the format of the actual STAAR
• Authentic reading passages reflect the kinds of selections students might encounter on the STAAR
• Texts are appropriate for grade level (based on several readability formulas)
• Questions focus on the eligible TEKS reading standards*
• Questions labeled for easy identification of the TEKS-based standard, expectation, and complexity level (L, M, H)
• Reinforce skills covered in the STAAR MASTER Companion Work Texts by providing necessary practice in a more traditional, test-based format

Teacher Guide Includes
• Overview of Companion Quick Check, explanation of its contents and format, and suggestions for use
• Complete list of the eligible TEKS reading standards*
• Complete answer key

See pages 38–54 for Easy Order Price List

Pack of 30 $49.99


Free!
Teacher Guide Included, a $15 value!
A Tale of Two Frogs
A Japanese Folk Tale

Once upon a time, two frogs lived in Japan. One frog, named Momoka, lived near the city of Ooka. She enjoyed watching the cool waves wash up against the shore. From the dock where she lived, she could see her city’s tall buildings. Still, Momoka wondered what else she might see in the world.

The other frog lived many miles away. This frog, named Kai, lived near the city of Kyato near a stream. He liked to watch the fish swimming by on lazy afternoons. When he looked up, he could see his city’s tall buildings. Still, just like Momoka, Kai always wondered what else he might see in his country.

One morning, the birds chirped a happy song. The sun cast deep green grass. He hopped through an old train tunnel. When Kai was hungry from all the hopping, he stopped for some fresh fish.

Momoka set out from Ooka to see Kyato. Along the way, she found many interesting things. She saw a peddler selling flags and watched the patterned fabric blossoming in the Gitan breeze. She passed a store that sold bicycles and admired all the colorful painted machines. She continued along and soon heard the bells clanging from a nearby tower. Oh, what interesting sights and sounds she thought.

At the same time, Kai set out from Kyato to Ooka. He also saw many interesting things. He saw a crystal-blue lake and sawing, deep green grass. He hopped through an old train tunnel. When Kai was hungry from all the hopping, he stopped for some fresh fish.

Momoka and Kai traveled the same road that stretched between the two cities, Ooka and Kyato. So, it happened that they met high on a mountain, midway between the two cities.

Daylight Saving No More

What if the government told you that for half the year, one inch was actually two inches! Everyone would be saying that the changes are energy-saving efforts. The most recent change was in 2007, when the government decided Daylight Saving Time actually wastes time and could be dangerous.

Twice a year, most U.S. citizens adjust their clocks by one hour. In the spring, they set their clocks forward an hour. In the fall, they set them back. The government says they must do this, so most people don’t question this practice. But, if you ask people directly, many believe that changing their clocks according to these rules is an outdated practice that should be eliminated.

Changing a clock’s time doesn’t give people an extra hour, as some supporters claim. In fact, it makes many people feel robbed of one.

Daylight Saving Time was first adopted during World War I and was in place for just seven months. It was meant to save fuel by replacing artificial lighting used mostly at night. When the war ended, some communities continued Daylight Saving Time, but most did not. During World War II, the U.S. used Daylight Saving Time again to save fuel—but for only a few years. It wasn’t until the 1960s that the practice was again adopted nationwide.

Congress has changed Daylight Saving Time many times, usually saying that the changes are energy-saving efforts. The most recent change was in 2007, when the government decided Daylight Saving Time should begin three weeks earlier than usual and end one week later by the government’s estimate. Four more weeks of Daylight Saving Time would save a great deal of energy.

Past City of the Future

Seventy miles north of Phoenix, Arizona, the compact town of Arcosanti overlooks a desert valley peppered with juniper trees and prickly-pear cacti. Designed by accomplished Italian architect Paolo Soleri, Arcosanti was once billed as “the city of the future.” Located on hundreds of acres near a river, the town was intended to one day support a population of 5,000. Today this “urban laboratory,” under construction since 1970, is home to fewer than 100 people.

Basic Principles

Through Arcosanti has a pool, an amphitheater, and other expected comforts, the town is unusual in that it is designed around the idea of “arcology.” You won’t find the word arcology in a dictionary, though; it is a term coined by Soleri to describe the architecture that exists in harmony with its surroundings. In other words, arcology is about limiting the impact of manmade structures—roads, businesses, homes—on the natural environment. Soleri’s aim was to reduce waste, pollution, and the use of energy and raw materials like trees and water.

Even though Arcosanti was meant to reduce human impact on nature, the goal was not to separate humans from nature. In fact, it was quite the opposite. One of Soleri’s aims was to create a city that increased human interaction with nature by giving people water access to the natural environment. This is why Arcosanti is situated in the midst of protected wilderness. Those who live in Arcosanti (called “Arcosanti”) can experience nature by simply walking outside. The living, working, and public spaces of the town are set fairly close to each other, making walking a valid form of transportation. Only a small portion of Arcosanti is dedicated to roads.

A Growing Community

Arcosanti was specifically designed to be energy-efficient, with the majority of the energy used being solar. Greenhouses capture energy from the Sun, which supplies power for the town’s daily functions. The greenhouses serve a dual purpose, as they are also used to grow produce for human consumption. Residents of Arcosanti also tend to 14 acres of garden and garden produce “farmers” help residents divide whether a plant will flourish in Arcosanti’s climate. Each day, residents participate in watering, weeding, harvesting, feeding, composting, and assisting with farmers’ markets. Their painstaking efforts allow residents to grow a large portion of their food locally.

Quick Check 2

10. Read the sentence from line 6 of the play.

The British are determined to crush the spirit out of every patriot in the colonies, it seems.

What does the word crush mean in the sentence?
A. Allow
B. Build
C. Destroy
D. Hide

11. Read the sentence from line 12 of the play.

Paul, make sure the barn is closed and locked securely.

What does the word securely mean in the sentence?
A. Carefully
B. Gently
C. Loudly
D. Tightly

Quick Check 2

10. What if the government told you that for half the year, one inch was actually half an inch? What if government officials also said that for six months, one pound was actually two pounds? Everything would be twice as long and would weigh twice as much! The change would make measurement systems rather useless. Obviously, people should not change was in 2007, when the government decided Daylight Saving Time actually wastes time and could be dangerous.

Twice a year, most U.S. citizens adjust their clocks by one hour. In the spring, they set their clocks forward an hour. In the fall, they set them back. The government says they must do this, so most people don’t question this practice. But, if you ask people directly, many believe that changing their clocks according to these rules is an outdated practice that should be eliminated. Changing a clock’s time doesn’t give people an extra hour, as some supporters claim. In fact, it makes many people feel robbed of one.

Daylight Saving Time was first adopted during World War I and was in place for just seven months. It was meant to save fuel by replacing artificial lighting used mostly at night. When the war ended, some communities continued Daylight Saving Time, but most did not. During World War II, the U.S. used Daylight Saving Time again to save fuel—but for only a few years. It wasn’t until the 1960s that the practice was again adopted nationwide.

Congress has changed Daylight Saving Time many times, usually saying that the changes are energy-saving efforts. The most recent change was in 2007, when the government decided Daylight Saving Time should begin three weeks earlier than usual and end one week later by the government’s estimate. Four more weeks of Daylight Saving Time would save a great deal of energy.

Quick Check 2

10. What if the government told you that for half the year, one inch was actually two inches! Everyone would be saying that the changes are energy-saving efforts. The most recent change was in 2007, when the government decided Daylight Saving Time actually wastes time and could be dangerous.

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With this comprehensive resource:
- students focus on mastery of all required skills
- students build test-taking confidence
- students receive extra practice with the two forms (Form A and Form B)
- teachers easily address all the STAAR-eligible TEKS
- teachers ensure depth of understanding based on built-in complexity

STAAR MASTER® Practice Tests follow the blueprints for the State of Texas Assessments of Academic Readiness (STAAR® test).

**Highlights**

- Reflect the kinds of problems students might encounter on the actual STAAR
- Broad range of topics and ideas of interest to students
- Practice items focus on the eligible TEKS-based standards*
- Labeled for easy identification of the TEKS-based reporting category, standard, and expectation
- Repeated practice for students in variety of contexts
- “Griddable response” items, which reflects the format used randomly throughout the actual STAAR assessment

**Teacher Guide Includes**

- Overview of Practice Test and key characteristics of the STAAR program
- Correlation chart identifying the reporting category, standard, expectation, and type of standard (readiness or supporting) for the practice items
- Complete answer key (with corresponding complexity levels for the items)

**“Good Form A & B Practice Tests. Students thought they were hard and felt better prepared before STAAR®!”**

Donna J., 5th-grade Math teacher from DFW area

STAA MASTER® Practice Tests are non-returnable.

Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.

**See pages 38–54 for Easy Order Price List**

Form A & Form B Bundle $99.98

*2014 STAAR-eligible Mathematics Texas Essential Knowledge and Skills (Texas Education Agency, 2014) standards
STAAR MASTER® Practice Test

Math, Grade 3—Form A
continued on next page

27. Omar has the money shown below.

How much money does Omar have?
A $5.07
B $5.83
C $13.75
D $13.83

28. The diagram below shows a large floor tile.

What is the area of the floor tile?
A 16 square inches
B 17 square inches
C 63 square inches
D 72 square inches

Grade Level

Complexity Level:
Each item is identified by its level of cognitive complexity (low, moderate, high), with the majority of questions falling within the moderate-high range.

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STAAR MASTER® Practice Tests

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Grade 4 • 24 Pages
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With this comprehensive resource:

• students focus on mastery of all required skills
• students build test-taking confidence
• students receive extra practice with the two forms (Form A and Form B)
• teachers easily address all the STAAR-eligible TEKS
• teachers ensure depth of understanding based on built-in complexity

The Practice Tests for Writing include passages with multiple-choice items (Revision and Editing) and one writing prompt (Composition).

Great for Pretests and Post-tests!

Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.

*2015 STAAR-eligible ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2015) writing standards

Highlights

• Passages mimic authentic student writing, containing multiple errors (reflecting the format and content of the actual test)
• Passages cover a broad range of topics and ideas of interest to students
• Practice items focus on the STAAR-eligible TEKS standards and expectations*
• Within each exercise, practice items are divided by reporting category
• Practice items provide repeated practice in a variety of contexts
• Open-ended writing prompts offer student practice in skills required for the “Composition” section

Teacher Guide Includes

• Overview of Practice Test and key characteristics of the STAAR program
• Correlation chart identifying the reporting category, standard, expectation, and type of standard (readiness or supporting) for the practice items
• Complete answer key (with corresponding complexity levels for the items)

“STAAR MASTER® for Writing is equipped to assist children of all levels to learn the foundational skills associated with text analysis, grammar, and mechanics necessary for grade-level writing. Thank you for offering such a valuable resource. I have seen such growth in my students.”

Allison B., 4th-grade ELA teacher from Houston area

See pages 38–54 for Easy Order Price List

Form A & Form B Bundle $99.98

STAAR MASTER® Practice Tests are non-returnable. Consumable practice tests—may not be reproduced.
Amy wrote this paper about Mae Jemison, the first African-American woman to travel to space. Read Amy's paper, and look for any edits she needs to make. Then, answer the questions that follow.

**Reaching for the Sky**

1. Mae Jemison was born in Alabama in 1956.
2. She loved science from a young age.
3. On her very first day of school, she surprised her teacher by saying that she wanted to become a scientist.
4. At that time, not many African-American women were in that profession.
5. But Jemison was determined to learn about the world.
6. As a child, Jemison enjoyed going to the library.
7. She was interested in books about outer space.
8. She also watched Star Trek on television.
9. Star Trek showed people from around the world all working together to learn about the universe.
10. The characters on the show made Jemison believe that she could be an astronaut, too.
11. However, Jemison didn’t spend all of her time reading and watching television. She was full of energy.
12. She went to dance school and acted in school plays.
13. She was part of her school’s student government.
14. She also won many science fairs.
15. Later, a book titled The girl Who Could Dance in Outer Space would be written about Jemison’s many interests.
16. After college, Jemison went to medical school.
17. In 1987, she joined the program and moved to Texas to learn how to become an astronaut.
18. In 1992, she joined the program and moved to Texas to learn how to become an astronaut.
19. On September 12, 1992, Jemison became the first African-American woman to travel to space.
20. Jemison competed with more than 2,000 people to become part of the country’s astronaut training program.
21. In 1987, she joined the program and moved to Texas to learn how to become an astronaut.
22. On September 12, 1992, Jemison became the first African-American woman to travel to space.
23. She traveled into space on the space shuttle enduntar.
24. As a young girl, Jemison always had grand dreams for herself.
25. Her dreams and hard work took her into the sky!

7. What change, if any, should be made in sentence 4?
   A. Change women to woman
   B. Change were to was
   C. Change profession to profession
   D. No change is needed in sentence 4.

8. What change, if any, should be made in sentence 6?
   A. Delete the comma
   B. Change enjoyed to enjoys
   C. Insert to after going
   D. Make no change.

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## Price List—Table of Contents

### Student Practice Books
- **Reading** (listed on pp. 10–11)
  - **Traditional multiple-choice test format**

<table>
<thead>
<tr>
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See page 6 for details.
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### New! Quick Review—Spanish Versions—Mathematics (listed on pp. 18–19)
(Traditional multiple-choice test format)

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Prices effective 8.1.2017
**Student Practice Books—Writing** (listed on pp. 24–25)  
(Traditional multiple-choice test format)

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**Student Practice Books—English Versions—Science** (listed on pp. 26–27)  
(Traditional multiple-choice test format)

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**Student Practice Books—Spanish Version—Science** (listed on pp. 26–27)  
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**Student Practice Books—Social Studies** (listed on pp. 28–29)  
(Traditional multiple-choice test format)

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# Practice Tests and Quick Checks

STAAR MASTER® Practice Tests mirror the STAAR® blueprint, providing teachers with a great opportunity for benchmarking and diagnostics in the classroom.

## Practice Tests—English Versions—Reading (listed on pp. 30–31)
*Revised to Align with the 2017 STAAR® Blueprint*
(Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.)

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## Practice Tests—Spanish Versions—Reading (listed on pp. 30–31)
*Revised to Align with the 2017 STAAR® Blueprint*
(Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.)

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## Companion Quick Checks—English Versions—Reading (listed on pp. 32–33)
(Each set includes 30 copies of the same grade level and a Teacher Guide with Answer Key.)

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## Companion Quick Checks—Spanish Versions—Reading (listed on pp. 32–33)
(Each set includes 30 copies of the same grade level and a Teacher Guide with Answer Key.)

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## Practice Tests

### Practice Tests—English Versions—Mathematics

Revised to Align with the 2017 STAAR® Blueprint

(Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.)

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### Practice Tests—Spanish Versions—Mathematics

Revised to Align with the 2017 STAAR® Blueprint

(Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.)

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### Practice Tests—Writing

Revised to Align with the 2017 STAAR® Test Design & Blueprint

(Each bundle includes 30 copies of the same test and a Teacher Guide with Answer Key for both Form A and Form B.)

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**Turn the page to find EXCELLENT SAVINGS on STAAR MASTER® Bundles!**

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## STAAR MASTER® Bundles

### Super 30 Bundles—English Versions—Reading
(Each bundle includes 30 copies of each of the following: Student Practice Book for Reading, Companion Work Text for Reading, Form A & Form B Reading Practice Tests, and Companion Quick Check for Reading.)

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### New! Super 30 Bundles—Spanish Versions—Reading
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### New! Super 30 Bundles—English Versions—Math
(Each bundle includes 30 copies of each of the following: Student Practice Book for Math, Companion Work Text for Math, Form A & Form B Math Practice Tests, and Quick Review for Math.)

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<td>$90 savings</td>
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### New! Super 30 Bundles—Spanish Versions—Math
(Each bundle includes 30 copies of each of the following: Student Practice Book for Math, Companion Work Text for Math, Form A & Form B Math Practice Tests, and Quick Review for Math.)

<table>
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*NOTES: All STAAR MASTER® materials are consumable and nonreproducible. STAAR MASTER® Practice Tests are non-returnable. Each purchase includes a FREE Teacher Guide with Answer Key. For 60+ copies, an extra Teacher Guide will be included free for each additional 30 copies ordered.*

Shipping/Handling/Insurance charges not included in prices—please see Order Form on page 62 for additional information. Prices effective 8.1.2017
Bundle and Save!

### 30/30/30 Bundles—English Versions—Reading
(Each bundle includes 30 copies of each of the following: Student Practice Book for Reading, Form A & Form B Reading Practice Tests.)

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More than 340 activities in each Reading Bundle

### 30/30/30 Bundles—Spanish Versions—Reading
(Each bundle includes 30 copies of each of the following: Student Practice Book for Reading, Form A & Form B Reading Practice Tests.)

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### 30/30/30 Bundles—English Versions—Mathematics
(Each bundle includes 30 copies of each of the following: Student Practice Book for Mathematics, Form A & Form B Mathematics Practice Tests.)

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More than 525 activities in each Math Bundle

### 30/30/30 Bundles—Spanish Versions—Mathematics
(Each bundle includes 30 copies of each of the following: Student Practice Book for Mathematics, Form A & Form B Mathematics Practice Tests.)

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### 30/30/30 Bundles—Writing
(Each bundle includes 30 copies of each of the following: Student Practice Book for Writing, Form A & Form B Writing Practice Tests.)

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More than 250 activities in each Writing Bundle

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### Student Practice Book & Companion Work Text Bundles—Reading

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<td>ECS056PS-1529</td>
<td>Reading Bundle, Grade 3 (15–29 sets)</td>
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### Student Practice Book & Companion Work Text Bundles—Spanish Versions—Reading

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# Student Practice Book & Companion Work Text Bundles—Mathematics

(Each bundle includes the Mathematics Student Practice Book and Mathematics Companion Work Text for the same grade level.)

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## Student Practice Book & Companion Work Text Bundles

### Spanish Versions—Mathematics

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Super 30 Bundles
SAVE $90

Bundle and Save on Reading!

Bundle and Save on Math!
**Super 30 Bundles for Reading**

**Reading**

*was* $1,109.00  
*now* $1,019.00  
*Over 575 activities for each grade*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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