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Student Practice Book

Sample Booklet

Grade 3

Reading • Spanish Version



Lori Mammen
Editorial Director

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

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

for the State of Texas Assessments
of Academic Readiness

Teacher Guide



Lori Mammen
Editorial Director

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What's Inside the Student Practice Book?

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

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

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

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

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

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

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

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

Practice-Item Skills Tags

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

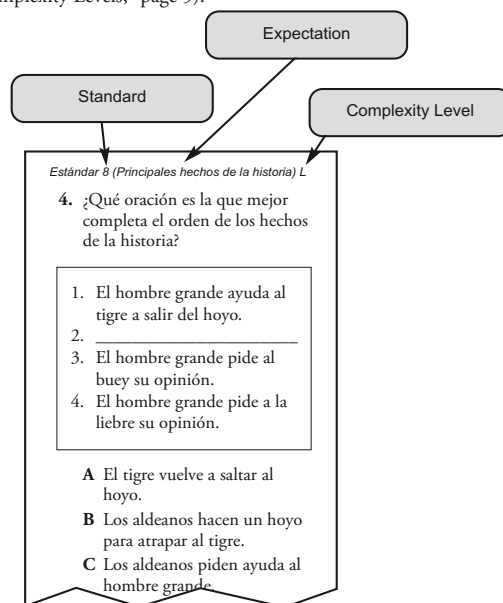


Figure 1: Practice-Item Skills Tag

This Teacher Guide includes—

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

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Readiness vs. Supporting Standards

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

Figure 19

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

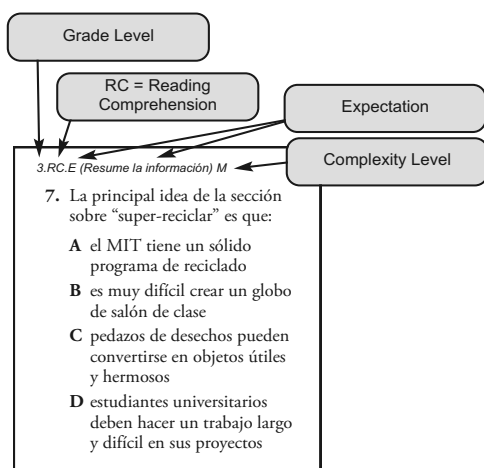


Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

Increased Rigor

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

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

Alignment

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

Depth of Knowledge

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

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

Descriptions of STAAR MASTER™ Complexity Levels

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

Low Complexity (L)

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

Estándar 4 (Prefijos/Sufijos) L

4. Lee la oración del pasaje.
Para personalizar tu regalo, escribe un mensaje en el rompecabezas.
¿Qué significan las letras *izar* en la palabra *personalizar*?
- A temor a
 - B uno que
 - C relativo a
 - D hacer

Low Complexity

Moderate Complexity (M)

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

Estándar 8 (Personaje relaciones/cambios) M

1. ¿Qué es lo que enoja tanto al papá en la historia?
- A el viaje del Rey a Boston
 - B la ley del gobierno acerca del té
 - C la bárbara aventura que tiene Carlos
 - D el precio de la plata en la tienda del Sr. Revere

Moderate Complexity

High Complexity (H)

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

3.RC.E (Resume la información) H

4. ¿Qué oración hace una afirmación sobre todo lo que es arte de desechos?
- A Puedes usar cualquier cosa que ya no sirve.
 - B Viejos guantes de hule podrían convertirse en la melena del león.
 - C Un peine con dientes rotos podría convertirse en la boca de un payaso.
 - D Una lata vacía, limpia, de sopa puede convertirse en la carrocería de un auto o en el cuerpo de un león.

High Complexity

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

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Box 1: Descriptions of STAAR MASTER™ Complexity Levels

How to Use This Book

Effective Test Preparation

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

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

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

Targeted Practice

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

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

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

Using STAAR MASTER™ Products

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

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

Other Suggestions for Instruction

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

Group Work

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

Predicting Answers

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

Developing Test Questions

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

Vocabulary Development

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

Two-Sentence Recaps

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

Generalizations

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

STAAR MASTER™ Student Practice Book
Reading—Grade 3

	Un regalo misterioso	Parte de la familia	El tigre ingrato	Un super-ejemplo	Personajes de la historia del guano de seda	Black Jack	Querida Abigail	¡Di giiiis!	Extraña, movediza y maravillosa	La "camata" "avudante"	Artista de misterio	Arte de desechos	Una noche	El primer día de escuela de Topper	Tantas maneras de decir hola	Babe, sin lugar a dudas	Vuelo en picada	El ratón del campo	
Estándar 4: Vocabulario																			
Prefijos/Sufijos (R)	4	5					6	8	3			1					1	5	
Claves del contexto (R)		3	2	4	3		5	4	2.6		2	2	5	5	4	4	4	3	
Antónimos/Sinónimos (S)	1		3	2,3		6	3			2.5	5		1			6	6	6	
Homógrafos/Homófonos (S)	7											3							
Estándar 5: Textos literarios/Tema y género																			
Paráfrasis los temas/ Detalles (S)						7				9				8			9		
Estándar 6: Textos literarios/Poesía																			
Formas/Imágenes (S)						1,2,4,5							2,3					2,4	
Estándar 8: Textos literarios/Ficción																			
Principales hechos de la historia (R)			4,5				2,6			4				3			3		
Personaje relaciones/cambios (R)			7,9				1,4			7				2,6,7			5,7		
Estándar 9: Textos literarios/Literatura de no ficción																			
Características de la literatura de no ficción (S)				9															8

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

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

	(R) = Readiness Standard	(S) = Supporting Standard
Estándar 10: Textos literarios/Lenguaje sensorial	Un regalo misterioso	Parte de la familia
Lenguaje sensorial (S)		El tigre ingrato
Estándar 12: Textos informativos/Cultura e historia		Un super-ejemplo
Propósito del autor (S)	3	1
Estándar 13: Textos informativos/Textos expositivos		Procederes del queso de seda
Hechos/Detalles (R)	6	9
Sacar conclusiones (R)	2,8	6,8
Causa/Efecto (R)	7	9,10
Características del texto (R)	9	6
Estándar 15: Textos informativos/Textos de instrucción		1
Localiza/ Usa la información (S)	2	8
Estándar 16: Conocimiento de los medios		7
Conocimiento de los medios (S)	8	8,11
Lectura/Destrezas de comprensión (Tabla 19)		9,10
Interferencias (3.R.C.D) (R,S)	5	1
Resume la información (3.R.C.E) (R,S)	4	6
		8,9
		8
		9,10
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		3
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Answer Key

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

Un regalo misterioso

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

Parte de la familia

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

¡Di giiiis!

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

Extraña, movediza y maravillosa

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

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Un superejemplo

En agosto de 2009, Sonia Sotomayor fue elegida para un importante puesto. La eligieron para ser jueza en la Suprema Corte de Estados Unidos.

La Suprema Corte es el tribunal máximo de Estados Unidos. Los jueces deciden si las leyes son justas. Para este empleo, tuvo que elegir a Sonia el



Figura 1

Presidente de Estados Unidos. Luego, el Senado (uno de los grupos que forman el Congreso de Estados Unidos) tuvo que votar para decidir si Sonia era la persona adecuada para el cargo. ¡Y decidieron que sí lo era!

Sonia nació en New York, en 1954. Sus padres se habían mudado, de Puerto Rico a New York. Querían formar una familia en los Estados Unidos. La vida fue difícil para Sonia. A los ocho años de edad, supo que tenía diabetes tipo I. Esto significaba que su cuerpo no podía producir suficiente insulina natural que la mantuviera con buena salud. Por eso, Sonia empezó a recibir inyecciones de insulina para poder estar sana.

Cuando Sonia tenía nueve años de edad, su padre murió. La madre de Sonia tuvo que trabajar todavía más para cuidar a la familia. Con frecuencia desempeñó dos trabajos. Aun así, la familia no tenía mucho dinero. La madre de Sonia esperaba siempre que sus hijos tuvieran una vida mejor y los obligó a estudiar. Logró ahorrar dinero para comprar un juego de enciclopedias para Sonia.

Para entonces, Sonia había aprendido a hablar inglés, y leía ya libros de la serie de misterio “Nancy Drew”. Quería ser detective y resolver casos. Pero pronto empezó a leer y aprender lo relativo a abogados y jueces. Sonia cambió sus esperanzas para el futuro. Vio el honor del empleo y decidió que quería ser jueza. La madre de Sonia pensaba que la educación ayudaría a sus hijos a realizar sus sueños, y tenía razón. Sonia llegó a ser abogada, y su hermano se hizo doctor.

Sonia siguió la carrera universitaria de leyes. En la escuela, ganó premios por su buen trabajo. Terminada la universidad, Sonia trabajó en New York. Llegó a ser primero abogada y después pasó a ser jueza. Quería decidir si los actos de las personas eran

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buenos o malos. Como jueza, a Sonia era difícil engañarla. Conocía el verdadero carácter de las personas y las trataba con justicia. Con los abogados que se presentaban ante ella, Sonia era firme pero equitativa.

El Presidente de Estados Unidos vio el trabajo que Sonia hacía. Pensó que sería una buena jueza en la Suprema Corte de Justicia. Sonia estaba emocionada. ¡Ése era un gran honor! Se convirtió en la tercera mujer, y la

primera mujer latina que era miembro de la Suprema Corte.

Los amigos dicen que Sonia es inteligente y especial. Ella quiere ser un ejemplo para los niños. Espera mostrarles lo que el trabajo arduo puede hacer. Ella es la prueba de que los antecedentes de una persona no deciden su futuro. Éste depende sólo de qué tanto crees en ti mismo(a) y qué tanto empeño estás dispuesto(a) a poner en tu trabajo.

Figura 2



El Presidente Barack Obama y Sonia Sotomayor

Figura 3



DE IZQUIERDA A DERECHA: Juezas de la Suprema Corte Sonia Sotomayor, Ruth Bader Ginsberg y Elena Kagan

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Noticias de salud

El discurso del Presidente sobre diabetes despierta esperanzas y conciencia

En un discurso sobre Sonia Sotomayor, el Presidente Barack Obama alabó a la jueza por haber hecho realidad sus sueños. La lucha de Sonia y las palabras del Presidente Obama inspiraron a niños con diabetes y consolaron a los padres. Esto es lo que el Presidente dijo acerca de Sonia:

“Tengo entendido que el interés en la ley de la jueza Sotomayor se encendió en ella siendo apenas una jovencita, al leer la serie de Nancy Drew. Y que, cuando le diagnosticaron diabetes, a los 8 años, le dijeron que las personas con diabetes no pueden llegar a ser oficiales de policía ni investigadores privados como Nancy Drew. En esencia, le dijeron que tenía que rebajar la medida de sus sueños. Bueno, Sonia, tú les has demostrado en tu vida que no importa de dónde vengas, el aspecto que tengas, o los retos que la vida te ponga enfrente. Ningún sueño está fuera del alcance en los Estados Unidos de América”.

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Estándar 13 (Hechos/Detalles) L

1. Sonia primero pensó que quería ser:
 - A detective
 - B doctora
 - C jueza
 - D abogada

Estándar 4 (Antónimos/Sinónimos) L

2. Lee la oración del pasaje.
 La vida fue difícil para Sonia.
 A los ocho años de edad, supo que tenía diabetes tipo I.
 ¿Qué palabra significa lo opuesto a difícil?
 - A divertida
 - B peligrosa
 - C simple
 - D extraña

Estándar 4 (Antónimos/Sinónimos) L

3. Lee la oración del pasaje.
 Vio el honor del empleo y decidió que quería ser jueza.
 ¿Qué palabra significa más o menos lo mismo que honor?
 - A aventura
 - B gozo
 - C lucha
 - D valor

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Estándar 4 (Claves de contexto) M

4. Lee la oración del pasaje.
Como jueza, a Sonia era difícil engañarla.
En esta oración, engañarla significa:
- A gustar
 - B enseñar
 - C enredarla
 - D entenderla

Estándar 13 (Hechos/Detalles) L

5. El autor afirma que Sonia es la primera:
- A latina en la Suprema Corte
 - B mujer en la Suprema Corte
 - C detective en la Suprema Corte
 - D persona con diabetes en la Suprema Corte

Estándar 13 (Sacar conclusiones) M

6. Sonia se negó a dejar que su carrera o su futuro lo decidieran:
- A sus antecedentes
 - B su dinero
 - C sus padres
 - D sus maestros

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Estándar 16 (Conocimiento de medios) M

7. Lo más probable es que el autor use la figura 3 para mostrar:
- A** el modo de vestir correcto para jueces de la Suprema Corte
 - B** el lugar donde trabajan los jueces de la Suprema Corte
 - C** tres juezas de la Suprema Corte
 - D** número total de jueces de la Suprema Corte

Estándar 13 (Sacar conclusiones) H

8. Como Jueza de la Suprema Corte, lo más probable es que:
- A** a Sonia no le gustara su trabajo
 - B** Sonia aprendiera lo que hacen los abogados
 - C** Sonia gozara juzgando casos difíciles
 - D** para Sonia fuera un impedimento su diabetes

*Estándar 9**(Características de la literatura de no ficción) H*

9. La información de “Noticias de salud” aumenta tu comprensión de Sonia Sotomayor, porque:
- A** te dice que pienses en ser un abogado o un juez
 - B** te explica cómo puede la enfermedad cambiar la vida de las personas
 - C** alaba a Sotomayor por el trabajo que hace como jueza
 - D** muestra cómo las personas pasan por tiempos difíciles y logran sus metas



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