

STAAR **MASTER**[™]

Student Practice Book

Sample Booklet

Grade 4
Reading • Spanish Version



Lori Mammen
Editorial Director

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Selected pages from
STAAR MASTER™
Student Practice Book
Reading, Grade 4
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

ISBN: 978-1-60539-757-3

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STAAR MASTER™ Student Practice Book, Teacher Guide—Reading, Grade 4

What’s Inside the Student Practice Book?

The *STAAR MASTER™ Student Practice Book* provides practice and review material for the Grade 4 Reading portion of the State of Texas Assessments of Academic Readiness (STAAR™).

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

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

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

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

Informational texts include 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).

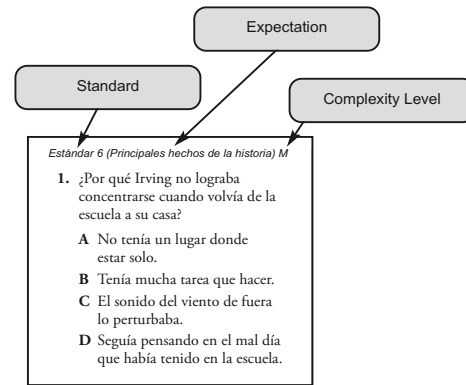


Figure 1: Practice-Item Skills Tag

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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).

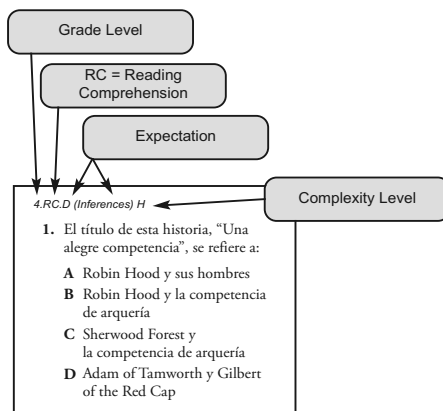


Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

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 13 (Secuencia de actividades) L

4. ¿Qué debes hacer después de dejar enfriar tu escultura?

- A Pasar tu escultura a un platón de exposición.
- B Asegurarte de que todas las piezas son del mismo espesor.
- C Dar unos golpecitos a tu escultura para asegurarte de que está completamente horneada.
- D Dar unos golpecitos a tu escultura para asegurarte de que está completamente horneada.

Low Complexity

Moderate Complexity (M)

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

Estándar 11 (Idea principal/Detalles de apoyo) M

6. Las espadas de combate son un mito en cuanto a los piratas reales porque la mayoría de los piratas reales:

- A no podían adquirir espadas elegantes
- B no les gustaba pelear contra otros marinos
- C estaban demasiado ocupados para tener duelos a espada
- D no tenían entrenamiento para duelos a espada

Moderate Complexity

High Complexity (H)

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

Estándar 3 (Compara/contrasta personajes) H

12. ¿Por qué Pandora y Dora ven algo que no debían?

- A Porque otros las engañan.
- B Ninguna de las dos puede entender instrucciones.
- C Las dos se dejan llevar por sus propios deseos.
- D Ambas quieren evitar que algo malo suceda.

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 4

	El espíritu de Blue Mud Gulch	Sé un artista del alimento	Destrezas de las arañas	Radio-difusión del pasado	Una mujer guía / El globo de Sacagawea	Músicos de la naturaleza	Vacación para uno	Una alegre competencia	El pastel 1-2-3-4	Sólo en las películas	Pequeño monstruo Madagascar	La exposición de arte	La tierra de cubrecama ensalada	¿Seriamente de pusi?	El dilema de Dora / ¿Por qué misteriosa?	Llamado a la violeta	El misterio del arbujo que respiraba
Estándar 2: Vocabulario																	
(Raíces/Ajijos) (R)		2				1								1	7		
(Claves del contexto) (R)	1.2		3.6	2.4	1.7	3	2	2	1	2	3	1	4	5	3		3
(Diccionario/Glosario) (R)							4		3				1			4	4
Estándar 3: Textos literarios/Tema y género																	
(Tema) (S)	5.8			8			7	6				9	6		11		9
(Comparación/contrasta personajes) (S)															8,12		
Estándar 4: Textos literarios/Poesía																	
(Estructura/Forma) (S)													3.7			1	
Estándar 5: Textos literarios/Drama																	
(Drama) (S)												2.7,10					
Estándar 6: Textos literarios/Ficción																	
(Principales hechos de la historia) (R)	4			1.3.6			1	3.4				8			4.9	5	1,6
(Personaje relaciones/cambios) (R)	3.6			7				7				6			1		2
(Punto de vista) (S)	7			5				5							5		8
Estándar 7: Textos literarios/Literatura de no ficción																	
(Biografía/Autobiografía) (S)						9,11											

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

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STAAR MASTER™ Student Practice Book
Reading—Grade 4, continued

Estándar 8: Textos literarios/Lenguaje sensorial	El espíritu de Blue Mud Guich	Se un artista del alimento	Destrezas de las arañas	Radio- difusión del pasado	Una mujer guila/ El retorno de Sacagawea	Murcos de la naturaleza	Vacación para uno	Una alegría compendia	El pastel 1-2-3-4	Solo películas en las películas	Pequeña monstro de Madagascar	La exposición de arte	La tierra de cubrecama	Cultiva tu propia ensalada	Seramente "de pie!"	El diploma de Doray Caja misteriosa	Llamado a la violeta	El misterio que respinba
(Lenguaje sensorial) (S)	9				5		3,6				5		2,5			10	3,6	5
Estándar 10: Textos Informativos/Cultura e historia																		
(Propósito del autor) (S)					4	8					6				8			
Estándar 11: Textos Informativos/Textos expositivos																		
(Idea principal/ Detalles de apoyo) (R)			1,2,7,9		2	2		8	7	1,3,4,5, 6,7,8	1,2,4			4,5	4			
(Hecho/Opinion) (S)					8	6,7								7	7			
(Organización del texto) (R)		7	4		6						7			3	2,3,10			
Características múltiples del texto) (R)		5				4,5					8,9			6				
Estándar 13: Textos Informativos/Textos de Instrucción																		
(Secuencia de actividades) (S)			1,3,4						5,6					1				
(Representación gráfica) (S)			6						4					8,9				
Estándar 14: Conocimiento de los medios																		
(Conocimiento de los medios) (S)			10		12	9			8	10,11	10,11				11			
Lectura/Destrezas de comprensión (Tabla 19)																		
(Inferencias) (4) (R,C,D)																		
(R,S)			5		3		8	1	2	9		3,4,5			6	2,6,13	2	7
(Resume la información) (4) (R,C,E) (R,S)							5	10									7	
(Haz conexiones) (4) (R,C,F) (R)								9							9			

(R) = Readiness Standard

(S) = Supporting Standard

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Answer Key

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

El espíritu de Blue Mud Gulch

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

Sé un artista del alimento

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

Vacación para uno

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

Una alegre competencia

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

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STAAR MASTER™ Reading References

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ISBN: 978-1-60539-751-1

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Una mujer guía

Sacagawea acompañó a los exploradores Lewis y Clark en su famosa jornada desde el río Missouri todo el camino hasta el Océano Pacífico. De hecho, Sacagawea fue parte importante del equipo y se ha ganado un lugar en la historia. Y todo lo hizo mientras era aún adolescente.

Sacagawea, india Shoshone nació alrededor del año 1789. Creció en las pendientes de las grandes Montañas Rocosas. Los Shoshones se mudaban de un lugar a otro con frecuencia, por eso, Sacagawea acabó por conocer las montañas, valles y ríos que eran su hogar.

Una vez, cuando tenía unos 11 años de edad, los Shoshones acamparon en un sitio donde se juntan tres ríos. Hombres de la tribu Hidatsa se presentaron y atacaron a los Shoshones. Sacagawea trató de escapar atravesando el río. Antes de llegar a la mitad del río, un guerrero la extrajo del agua y la secuestró.

Sacagawea fue llevada a 500 millas de distancia. Su anterior vida en las montañas había terminado. Ahora vivía en una aldea

Hidatsa. Aprendió a hablar el idioma Hidatsa, pero nunca olvidó su hogar montañoso ni su lengua Shoshone.

A veces, grupos de otras tribus llegaban a la aldea. También llegaron hombres blancos. Eran los primeros hombres blancos que Sacagawea había visto. Uno era cazador de pieles, y vivía en la aldea de cuando en cuando. Se llamaba Toussaint Charbonneau. Cuando Sacagawea tenía unos 15 años, ella y Charbonneau se casaron.

Un invierno, llegaron otros hombres blancos. Los capitanes Lewis y Clark iban en un importante viaje. Eran exploradores pioneros en dirección al oeste, hacia el Océano Pacífico. Se detuvieron en la aldea para descansar durante el invierno. Los capitanes sabían que tendrían que cruzar las montañas en su ruta. Para eso, necesitarían caballos. Esperaban comerciar con los Shoshones, y necesitarían que los acompañara un intérprete. Les dio mucho gusto saber que Sacagawea hablaba la lengua Shoshone. La invitaron a ella y a su esposo a unirse a ellos.

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Figura 1



Mural que muestra a Lewis y Clark, Sacagawea y otros; por Frank H. Schwartz, 1937

Así fue como Sacagawea se convirtió en exploradora. Ese invierno, ella se hizo también madre. Nació su bebé niño, apodado Pomp. Sacagawea tendría que cuidar de él durante el viaje.

En abril de 1805, los exploradores estaban listos. Sacagawea se sujetó a la espalda al pequeño Pomp, y partió con los hombres. Desde el principio, Sacagawea fue una gran ayuda. En una ocasión, una ráfaga de viento inclinó el bote en el que ella iba. El bote se llenó de agua, y los importantes papeles y paquetes de medicinas de los capitanes empezaban a alejarse flotando. Pero Sacagawea, con toda calma, rescató todo. Los capitanes no olvidaron su ayuda. Incluso dieron a un río el nombre de ella, en su honor.

Al ir pasando los días, el grupo se acercó más a las montañas. Sacagawea empezó a reconocer su antiguo hogar. Señaló lugares que recordaba. Uno era el río donde ella había acampado con su familia. Más adelante estaba el sitio donde había escarbado tierra blanca para

pintura facial. Mostró a los capitanes el lugar donde se juntaban tres ríos. Era el sitio donde la habían capturado.

Por fin, los exploradores llegaron a las montañas. Un día, Sacagawea levantó la mirada para ver gente que se acercaba. ¡Eran Shoshones! Por primera vez en muchos años, vio a amigos y familiares. Abrazó a su hermano, que era entonces el jefe de los Shoshones.

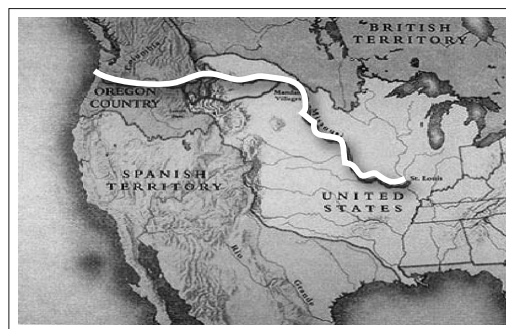
Sacagawea tradujo para los capitanes. Les ayudó a hacer tratos para adquirir caballos Shoshones. Les ayudó a contratar guías que los condujeran a través de las montañas. Los capitanes sabían que, sin guías y caballos, probablemente nunca lograrían atravesar los pasos de montañas.

Demasiado pronto, llegó la hora de partir. Sacagawea continuó hacia el oeste con los exploradores. A veces veían gente de otras tribus. A algunos de ellos les asustaba la vista de hombres blancos. Pero los tranquilizaba el aspecto de Sacagawea y Pomp. Conocían a hombres que nunca llevarían a una mujer con un bebé para emprender una guerra.

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Figura 2



Mapa de la jornada de Lewis y Clark

Después de muchos meses, los exploradores llegaron por fin al océano. En enero de 1806, Sacagawea se paró sobre una playa. Había crecido en las montañas y vivido en una aldea. Pero ahora estaba viendo el gran océano por primera vez. Los exploradores construyeron un fuerte donde se quedaron todo aquel invierno. Luego, en la primavera, iniciaron el largo viaje hacia el este. Esta vez, eligieron una ruta diferente. Sacagawea nunca volvió a ver a sus amigos ni a su familia. En agosto

de 1806, regresó a la aldea Hidatsa. De ida vuelta al océano, había viajado más de 4,300 millas.

Sacagawea murió pocos años después, pero su nombre siguió vivo. Los capitanes habían conservado diarios de la jornada. Los diarios narraban la historia de un capítulo importante de la historia estadounidense. Ellos narraron también la historia de una admirable mujer joven que les había ayudado a hacer que su jornada tuviera éxito.

El retorno de Sacagawea

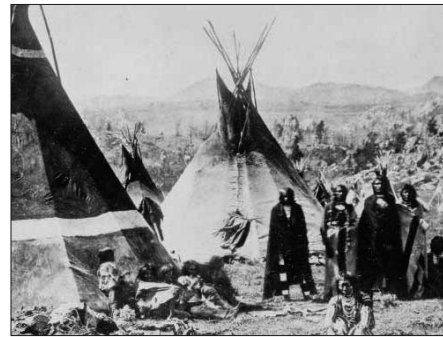
» Un relato autobiográfico «

Algo acerca de este día no estuvo del todo bien. Me levanté rápidamente, me vestí y aspiré el fresco aire de las Montañas Rocosas que me envolvía. Me fui de prisa al río a lavarme. Pero estaba tensa. Sentía que algo podría pasar hoy. No podía decir si era un sentimiento bueno o malo.

Hoy, mi familia se mudaba a un sitio nuevo. Hacíamos eso con frecuencia, para poder cazar y comerciar con diferentes tribus. Hoy comerciábamos con pieles, y mañana podríamos intercambiar armas. Todo dependía de lo que mi tribu necesitara.

Ayudé a las demás mujeres a preparar las pertenencias de nuestra tribu. Aunque yo no tenía más que 11 años, ellas sabían que yo podía ser útil. Me trataban como a una mujer Shoshone adulta, porque podía

Figura 3



Shoshones reunidos alrededor de tipis

tener más responsabilidad que una niña. Las demás mujeres y yo empacamos pronto nuestra ropa de cama, alimentos y otros materiales útiles. Estábamos listas para mudarnos a la primera luz del día.

Ese día, viajábamos ligeras, porque habíamos comido nuestros alimentos “pesados” en nuestro campamento, y pensábamos cazar esa mañana. Encontramos cerca algunos animales de caza y todos se detuvieron para hacer una comida. Seguimos adelante hasta que el

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sol, ese hermoso danzante color naranja caliente, estaba ya bajo en el horizonte. Al llegar a un sitio donde se juntan tres ríos, decidimos que era un buen lugar para acampar aquella noche. La ropa de cama se desempacó y se armaron las tiendas. Se repartió el alimento que había sobrado y se llenaron de agua los cántaros para la noche. Nos fuimos a dormir.

Me despertó aterrada el caos que me rodeaba. ¿Qué estaba pasando? La gente corría, las armas se disparaban y, lo peor de todo era que yo no veía a mi familia por ningún lado. Me levanté de un salto y miré a mi alrededor. La mejor vía de escape me pareció que era hacia el río. Me sumergí en el agua y rápidamente empecé a nadar. De repente, sentí que me levantaban. Levanté la vista y me quedé mirando sin poder creerlo: ¡me habían capturado! El hombre que me levantaba del agua era un miembro de los Hidatsas, otra tribu. No entendí su lengua, por eso no estaba segura de que tuviera intención de hacerme daño.

El Hidatsa me llevó lejos de mi casa. Yo estaba triste por haber perdido a mi familia. Hubiera querido regresar a la tierra que conocía. Pero pronto empecé a aprender cosas en la aldea Hidatsa que mantenían mi mente lejos de mi tristeza. Aprendí a hablar la lengua Hidatsa, aunque me prometí no olvidar nunca mi lengua Shoshone.

Aprendí muchas cosas en mi nueva aldea. Nunca había visto un hombre blanco, pero muchos de ellos venían a comerciar con los Hidatsas. Uno de los hombres blancos, Toussaint Charbonneau, empezó a cortejarme.

Cuando me pidió que me casara con él, yo consentí.

Pronto, dos importantes exploradores blancos, los capitanes Lewis y Clark llegaron a nuestra aldea. Con gran sorpresa mía, nos invitaron a mí y a mi esposo a acompañarlos como sus guías. Las muchas lenguas que yo hablaba me ayudarían a traducir para ellos. Ese invierno, me convertí también en madre. Mi querido niño bebé, Pomp, viajó con nosotros. ¡Qué recio niño era!

Un día, mientras viajábamos a través de las montañas, vimos habitantes. Yo parpadeé. ¿Me engañaban mis ojos? ¡Aquella gente eran Shoshones! Nos saludamos unos a otros con cariño en la lengua de mi pueblo. Nuestro grupo siguió a los Shoshones hasta mi vieja aldea. Al acercarme, me quedé sin aliento. Una gran sonrisa se me dibujó en la cara, al acercarme a mi hermano, el nuevo jefe, en su hermosa vestidura hecha a mano. Yo estaba en casa.

Figura 4



Monumento de Eugene L. Daub a Lewis y Clark, situado en Quality Hill, en Kansas City, Missouri

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Usa “Una mujer guía” para responder a las preguntas 1–4.

Estándar 2 (Claves del contexto) M

1. Lee las oraciones del pasaje.

Sacagawea trató de escapar atravesando el río. Antes de llegar a la mitad del río, un guerrero la extrajo del agua y la secuestró.

La palabra extrajo significa:

- A atacó
- B bloqueó
- C condujo
- D sacó

Estándar 11

(Idea principal/Detalles de apoyo) M

2. ¿Qué oración muestra que el hogar Shoshone de Sacagawea cambió mientras ella estaba lejos?

- A *Abrazó a su hermano, que era entonces el jefe de los Shoshones.*
- B *Uno era el río donde ella había acampado con su familia.*
- C *Más adelante estaba el sitio donde había escarbado tierra blanca para pintura facial.*
- D *Mostró a los capitanes el lugar donde se juntaban tres ríos.*

4.RC.D (Inferencias) H

3. Cuando el pueblo vio el grupo de Lewis y Clark viajando hacia el oeste, probablemente vieron a Sacagawea y a Pomp como señales de:

- A cambio
- B paz
- C engaño
- D violencia

Estándar 10 (Propósito del autor) H

4. El propósito de este pasaje es:

- A contar a los lectores un cuento interesante sobre una madre y su bebé
- B mostrar las diferencias entre las tribus Shoshone y Hidatsa
- C describir a los lectores la vida de una valiente y especial joven mujer
- D persuadir a los lectores a hacerse exploradores como Lewis y Clark, cuando crezcan

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**Usa “El retorno de Sacagawea”
para responder a las preguntas
5–8.**

Estándar 8 (Lenguaje sensorial) H

5. Cuando Sacagawea menciona “el sol, ese hermoso danzante color naranja caliente”, sugiere que los Shoshones:
- A tienen una íntima conexión con la naturaleza
 - B querrían haber vivido en un clima más caliente
 - C creen en espíritus que viven en el cielo
 - D piensan que danzar es una costumbre importante

Estándar 11 (Organización del texto) M

6. ¿Qué pasa después que Sacagawea salta al río?
- A Llena su jarrón con agua.
 - B Ve gente corriendo.
 - C Oye disparos de armas.
 - D La captura un hombre extraño.

Estándar 2 (Claves del contexto) M

7. Lee la oración del pasaje.
- Cuando [Charbonneau] me pidió que me casara con él, yo consentí.
- La palabra consentí significa:
- A estar de acuerdo
 - B considerar
 - C dudar
 - D entender

Estándar 11 (Hecho/Opinión) M

8. ¿Qué oración del pasaje expresa una opinión?
- A ¡Qué recio niño era [Pomp]!
 - B El Hidatsa me llevó lejos de mi casa.
 - C Aprendí muchas cosas en mi nueva aldea [Hidatsa].
 - D Ayudé a las demás mujeres a preparar las pertenencias de nuestra tribu.

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Usa ambas secciones “Una mujer guía” y “El retorno de Sacagawea” para responder a las preguntas 9–12.

Estándar 7 (Biografía/Autobiografía) H

9. A diferencia de “Una mujer guía”, “El retorno de Sacagawea” incluye:
- A detalles sobre un hecho importante de la historia
 - B descripciones de las ideas y sentimientos de Sacagawea
 - C información sobre la famosa jornada de Lewis y Clark
 - D un relato del rapto de Sacagawea por un hombre Hidatsa

4.RC.F (Haz conexiones) H

10. Ambos pasajes demuestran que Sacagawea es una:
- A cazadora de pieles
 - B guía
 - C jefa india
 - D guerrera

Estándar 7 (Biografía/Autobiografía) H

11. ¿Cuál es el hecho que se narra solo en “Una mujer guía”?
- A Sacagawea tuvo un hijo llamado Pomp.
 - B Sacagawea se casó con Toussaint Charbonneau.
 - C Sacagawea y los dos capitanes llegaron al océano.
 - D Sacagawea descubrió que su hermano era el jefe de los Shoshones.

Estándar 14 (Conocimiento de los medios) H

12. Lo más probable es que la figura 4 esté incluida con “El retorno de Sacagawea” para apoyar la idea de que Sacagawea:
- A había sido una gran ayuda para Lewis y Clark
 - B conocía muchas cosas del Oeste norteamericano
 - C conquistó un lugar importante en la historia de Estados Unidos
 - D condujo a Lewis y a Clark a través de los pasos de montaña

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