You know ECS from TAAS MASTER™ and TAKS MASTER®. Rest assured. The content in the STAAR MASTER™ series is 100% new and developed according to the TEA test blueprints for STAAR™.

All New! Research-Based Series for Texas

For more than two decades, we have helped you achieve student success on Texas tests by providing the highest quality test-prep materials. With STAAR MASTER™, we continue our commitment to create research-based content that engages students and makes teaching easier.

• Based on eligible TEKS and STAAR test blueprints
• All new content with increased rigor
• Emphasis on readiness standards
• Assessment of process skills within context (mathematics, science, and social studies)
• More open-ended (griddable) items (mathematics and science)
All New Content!
You have used our TAAS and TAKS MASTER® books—now expect the same ECS quality and rigor with...

STAAR MASTER™
Reading • Mathematics • Writing • Social Studies • Science
English and Spanish versions

Credible
Same ECS quality and rigor
• based on eligible TEKS and STAAR® test blueprints
• practice items marked with complexity level (L, M, or H)
• questions labeled with “skill tags”
• targeted practice in a variety of contexts

Authentic
Reflects key characteristics of STAAR®
• increased rigor
• emphasis on readiness standards
• more open-ended (griddable) items (mathematics and science)
• assessment of process skills within context (mathematics, science, and social studies)

Fresh
Includes brand-new materials
• all new content
• range of topics to interest students
• clear and consistent page layout
• complete answer keys for teachers

esclearningsystems.com

We make teaching easier!℠
The most trusted name in Texas testing materials

STAAR MASTER™

Reading • Mathematics • Writing • Social Studies • Science
Grades 3–8

Value-Priced to give each student a copy.

STAAR MASTER™ Student Practice Books

FREE Teacher Guide (a $15.00 value) included with each pack. For School Packs, an extra Teacher Guide will be included free for each additional 30 copies ordered.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Grade 3</td>
<td>Reading, Grade 3</td>
</tr>
<tr>
<td>Math, Grade 3</td>
<td>Math, Grade 3</td>
</tr>
<tr>
<td>Reading, Grade 4</td>
<td>Reading, Grade 4</td>
</tr>
<tr>
<td>Math, Grade 4</td>
<td>Math, Grade 4</td>
</tr>
<tr>
<td>Reading, Grade 5</td>
<td>Reading, Grade 5</td>
</tr>
<tr>
<td>Math, Grade 5</td>
<td>Math, Grade 5</td>
</tr>
<tr>
<td>Reading, Grade 6</td>
<td>Reading, Grade 6</td>
</tr>
<tr>
<td>Math, Grade 6</td>
<td>Math, Grade 6</td>
</tr>
<tr>
<td>Reading, Grade 7</td>
<td>Reading, Grade 7</td>
</tr>
<tr>
<td>Math, Grade 7</td>
<td>Math, Grade 7</td>
</tr>
<tr>
<td>Reading, Grade 8</td>
<td>Reading, Grade 8</td>
</tr>
<tr>
<td>Math, Grade 8</td>
<td>Math, Grade 8</td>
</tr>
</tbody>
</table>

For ordering information, please visit

www.ecslearningsystems.com
800.688.3224 • customercare@ecslearningsystems.com
Table of Contents

What's Inside the Student Practice Book? 3
Descriptions of STAAR MASTER™ Complexity Levels 5
How to Use This Book 6
Other Suggestions for Instruction 6
Instructional Strategies 7
Graphic Organizers 9
Master Skills List 14
Correlation Chart 15
Answer Key 17
References 19

ECS Learning Systems, Inc.
P. O. Box 440
Bulverde, TX 78163-0440
ecslearningsystems.com
1.800.688.3224 (t)
1.877.688.3226 (f)
customercare@ecslearningsystems.com

STAAR MASTER™ Student Practice Book, Teacher Guide—Reading, Grade 6
© ECS Learning Systems, Inc.
What's Inside the Student Practice Book?

The STAAR MASTER™ Student Practice Book provides practice and review material for the Grade 6 Reading portion of the State of Texas Assessments of Academic Readiness (STAAR™).

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

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

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

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

Informational texts include expository, persuasive, and procedural passages. Expository selections give information about topics in science, social studies, art, or other curricular areas. Persuasive selections present an argument from a specific viewpoint or position. Procedural selections give multi-step or detailed directions.

Media literacy texts include text from various forms of media, such as newspapers, advertisements, blogs, and Web pages. These selections present information through words, images, and graphics and relate information for specific audiences and purposes. All elements of a text work together to communicate a message.

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

![Figure 1: Practice-Item Skills Tag](image)

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)
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 test types and during both assigned and independent reading (see Figure 2, below).

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.)

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 ELAR 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 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.

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 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.

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.

Box 1: Descriptions of STAAR MASTER™ Complexity Levels

© ECS Learning Systems, Inc. • STAAR MASTER™ Reading, Grade 6, Teacher Guide

STAAR MASTER™ Student Practice Book, Teacher Guide—Reading, Grade 6

© ECS Learning Systems, Inc.
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 6

<table>
<thead>
<tr>
<th>Standard 2: Vocabulary</th>
<th>Ready</th>
<th>Supporting</th>
<th>Ready</th>
<th>Supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roots/Adage (R)</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Context Clues (R)</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Literary Text/Theme and Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme (S)</td>
</tr>
<tr>
<td>Stylistic Elements (S)</td>
</tr>
<tr>
<td>Historical/Cultural Settings (S)</td>
</tr>
<tr>
<td>Standard 4: Literary Text/Poetry</td>
</tr>
<tr>
<td>Figurative Language (S)</td>
</tr>
<tr>
<td>Standard 5: Literary Text/Drama</td>
</tr>
<tr>
<td>Elements of Drama (S)</td>
</tr>
<tr>
<td>Standard 6: Literary Text/Fiction</td>
</tr>
<tr>
<td>Plot Development (R)</td>
</tr>
<tr>
<td>Voice/Character (S)</td>
</tr>
<tr>
<td>Point of View (S)</td>
</tr>
<tr>
<td>Standard 7: Literary Text/Nonfiction</td>
</tr>
<tr>
<td>Memoir/Autobiography (S)</td>
</tr>
<tr>
<td>Standard 8: Literary Text/Sensory Language</td>
</tr>
<tr>
<td>Sensory Language (R)</td>
</tr>
</tbody>
</table>

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

This page may not be reproduced.
This page may not be reproduced.
## Answer Key

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

<table>
<thead>
<tr>
<th>Mystery House</th>
<th>The Hammerman and A Steam Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C (M)</td>
<td>1. C (H)</td>
</tr>
<tr>
<td>2. C (L)</td>
<td>2. D (L)</td>
</tr>
<tr>
<td>3. A (M)</td>
<td>3. C (H)</td>
</tr>
<tr>
<td>4. C (H)</td>
<td>4. D (M)</td>
</tr>
<tr>
<td>5. D (M)</td>
<td>5. D (H)</td>
</tr>
<tr>
<td>6. D (M)</td>
<td>6. D (L)</td>
</tr>
<tr>
<td>7. D (M)</td>
<td>7. C (M)</td>
</tr>
<tr>
<td>8. D (H)</td>
<td>8. C (H)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail Attachments Made Easy</th>
<th>Keeping Clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C (L)</td>
<td>1. B (M)</td>
</tr>
<tr>
<td>2. C (M)</td>
<td>2. B (H)</td>
</tr>
<tr>
<td>3. B (M)</td>
<td>3. D (H)</td>
</tr>
<tr>
<td>4. C (L)</td>
<td>4. B (L)</td>
</tr>
<tr>
<td>5. A (L)</td>
<td>5. C (M)</td>
</tr>
<tr>
<td>6. C (L)</td>
<td>6. A (M)</td>
</tr>
<tr>
<td>7. C (L)</td>
<td>7. C (M)</td>
</tr>
<tr>
<td>8. B (M)</td>
<td>8. D (M)</td>
</tr>
<tr>
<td>9. D (M)</td>
<td>9. A (M)</td>
</tr>
<tr>
<td>10. A (H)</td>
<td></td>
</tr>
</tbody>
</table>

Re:Think blog
News, Ideas, & Information
Now live.

ecslearningsystems.com/blog
STAAR MASTER™ Reading References

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


# Table of Contents

- **Mystery House** *(Literary Text/Fiction)*  
  Page 3
- **E-Mail Attachments Made Easy** *(Informational Text/Procedural)*  
  Page 9
- **Language Lends a Hand** *(Informational Text/Expository)*  
  Page 14
- **The Fog** *(Literary Text/Poetry)*  
  Page 19
- **Consider a School Switch and Give Co-Ed a Chance** *(Informational Text/Persuasive)*  
  Page 23
- **The Stone-Carved Face and Finding Sara Crewe** *(Literary Text/Fiction)*  
  Page 29
- **The Hammerman and A Steam Solution** *(Literary Text/Nonfiction)*  
  Page 38
- **Keeping Clean** *(Informational Text/Expository)*  
  Page 45
- **Waiting for Me** *(Literary Text/Poetry)*  
  Page 51
- **A Lucky Find** *(Literary Text/Fiction)*  
  Page 55
- **Five Tips for a Fabulous Vacation** *(Informational Text/Procedural)*  
  Page 60
- **Legless Land Creatures** *(Informational Text/Expository)*  
  Page 65
- **Putting “Online” On the Line** *(Informational Text/Persuasive)*  
  Page 70
- **The Three Brothers** *(Literary Text/Drama)*  
  Page 75
- **An Irish Lesson** *(Literary Text/Fiction)*  
  Page 81
- **It’s Not Easy Staying Green** *(Informational Text/Expository)*  
  Page 87
- **Pre-Storm Prep** *(Informational Text/Procedural)*  
  Page 94
- **The Cookie Mistake** *(Literary Text/Poetry)*  
  Page 100
- **Cut the Clutter!** *(Informational Text/Procedural)*  
  Page 104
- **Going for Water** *(Literary Text/Poetry)*  
  Page 110

---

**Credits**

Keeping Clean

The average U.S. citizen bathes at least seven times per week. But personal hygiene, in our country and around the world, has a pretty dirty history.

Soap in Ancient Times

Soap was named for Mount Sapo, a mountain said to exist near Rome, Italy. After a heavy rainfall, wood ashes and melted animal fats from recent sacrifices mixed with the clay along the Tiber River. According to legend, women cleaned laundry in the river realized that this altered clay cleaned clothing better, and soap was discovered. Historians believe other cultures in countries such as Babylon and Egypt invented various forms of soap, too.

Even some civilizations without soap managed to stay clean. Early Greeks rubbed their bodies with oil or clay and then scrubbed themselves with sand. Then they used a strigil, or curved metal scraper, to remove the dirt and oil from their own skin. In Egypt, cleanliness was a sign of religious purity. Priests took four cold baths a day. Beginning in the third century A.D., many people bathed at European public baths. Some people used soap, and some used water or oils.

Washing Goes Down the Drain

The fall of Rome in A.D. 467 also marked the fall of cleanliness. For most of Europe, the next 12 centuries passed with filthy living conditions and little personal cleanliness. Throughout the Middle Ages, cities grew more crowded and polluted. In some cities, sewage covered the streets. Being dirty was normal.

Generally, people did not realize that hygiene was necessary for good health. Bubonic plague, called “the Black Death” because it caused black spots on the skin, killed around 75% of the population in Europe and Asia in the 1300s. The plague was spread by rats’ fleas. Infected people had headaches, fevers, sores, and often died within days. The disease spread rapidly because hygiene was poor and living conditions were filthy.

The Luxury of Being Clean

There were soapmakers in the Middle Ages, but only a handful of wealthy people and royalty bathed. King Henry IV of England required all noblemen to take a bath upon
becoming knights. That was the only bath most of those men had in their entire lives, Queen Elizabeth I was considered extremely clean. She bathed once every three months!

During the 1600s, cleanliness became fashionable across Europe. But soap was highly taxed, so it was very expensive. Only the rich could afford to bathe their entire bodies, although most people washed their hands before and after meals.

Soapmaking in the New World
In 1621, soapmakers from Europe came to the New World aboard the Fortune, but the chore of making soap usually fell to the colonial wife. All winter, she saved wood ashes. On soap day, she first poured the ashes into a barrel. She then poured water into the barrel, and it reacted with the ash to form lye. The lye seeped through the bottom of the barrel into a bucket. She then poured the lye into an iron kettle filled with cooking grease and animal fat. Over an outdoor fire, she boiled the lye and fats together until they formed a soft, jelly-like substance used for washing clothes, hands, and faces. Making soap was a stinky, difficult, long day’s work.

In the 1800s, more households had sinks and bathtubs, so washing became more common. People started washing their entire bodies. Many upper-class people bathed daily. But, as William Alcott noted in 1846, there were still plenty of people considered clean and neat who bathed only “half a dozen times—nay once—a year.”

Washing Regains Popularity
In 1853, the soap tax in England ended. Common people could afford to bathe. Most working-class people washed with water from a basin every day. Some even took a weekly bath in a tin tub on the kitchen floor. If a family did bathe, all the children in the family used the same water. People with servants bathed in their bedrooms or dressing rooms. For a full bath, a tub was brought in, and the servant had to fill the tub bucketful by bucketful. They emptied it in the same way. Baths were hard work for servants.
The Black Death

The following is adapted from the writings of Italian author Giovanni Boccaccio. He survived the Black Death as it swept through Florence, Italy in 1348.

It began both in men and women with certain swellings that grew to the size of a small apple or an egg, more or less, and were called tumors. In a short time, these tumors spread all over the body. Soon after, black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a sign of certain death. Fear overtook the living, and they avoided the sick and everything belonging to the sick.

One citizen avoided another, and relatives stopped visiting each other. What is even worse and nearly incredible is that fathers and mothers refused to see and tend to their children, as if they had not been theirs.

The plight of the lower and most of the middle classes was even more pitiful. Most of them remained in their houses, either because of poverty or in hopes of safety, and fell sick by thousands. Since they received no care or attention, almost all of them died. They were known to be dead only because the neighbors smelled their decaying bodies. Dead bodies filled every corner.

In addition to bathing, hand washing became more common in the early 1900s in the United States. This new practice helped more babies survive as people stopped passing germs from one to another as easily. Doctors and scientists worked hard to spread the word that cleanliness was healthy.

The number of soap products has exploded since the 1920s. Most of what we call soap today is actually detergent, a cleaning product made without using animal fats. Today, you can walk down the aisle at a grocery store and find all kinds of soaps: face soap, hand soap, bath soap, scented soap, antibacterial soap, soap with aloe, liquid soap, bar soap, and a lot more. We are fortunate that we do not have to save up fat, pay high taxes, or share bathwater just to stay clean!

Modern bars of soap
Standard 10 (Text Organization) M

1. How is the information in the passage mainly organized?
   A  Steps in a process
   B  Chronological order
   C  Order of importance
   D  Compare and contrast

6.RC.D (Inferences) H

2. Based on the information in the passage, a reader can assume that those who witnessed the events during the Black Death were—
   A  disappointed
   B  fearful
   C  puzzled
   D  uncertain

Standard 10 (Facts For/Against an Issue) H

3. The author includes a fact about the increase in baby survival rates in the 1900s to support the argument that—
   A  preparing baths was a difficult chore
   B  doctors worked hard to cure diseases
   C  different types of soap were necessary
   D  hand washing was an important practice
Standard 2 (Roots/Affixes) L

4. What do the letters *anti* in the word *antibacterial* mean?
   A. Below
   B. Against
   C. Together
   D. In front of

Standard 10 (Main Ideas/Supporting Details) M

5. What is the main idea of the passage?
   A. Most people bathe seven times per week.
   B. Sewage once covered the streets of major cities.
   C. Personal hygiene has changed throughout history.
   D. Soap has always been an important part of people’s daily lives.

Standard 10 (Connections Across Texts) M

6. According to the information in “The Black Death,” how did people try to prevent the plague from spreading?
   A. They avoided contact with one another.
   B. They covered up any visible dark spots.
   C. They sought immediate treatment for their swellings.
   D. They gave away items that were feared to cause illness.
7. Read the sentence from “The Black Death.”

What is even worse and nearly incredible is that fathers and mothers refused to see and tend to their children, as if they had not been theirs.

What does incredible mean in the sentence?

A. Below average
B. Without interest
C. Difficult to believe
D. Causing discomfort

8. Read the sentence from “The Black Death.”

The plight of the lower and most of the middle classes was even more pitiful.

In this sentence, a plight is a(n)—

A. idea
B. opinion
C. process
D. situation

9. Which detail about the Black Death is given in both the passage and the summary of Boccaccio’s writings?

A. Description of the disease’s effect on the skin
B. The effect of the disease on family interaction
C. The name of the swellings caused by the disease
D. Description of the conditions that caused the disease
Reading • Mathematics • Writing • Social Studies • Science
Grades 3–8

Value-Priced to give each student a copy.

STAAR MASTER™ Student Practice Books

FREE Teacher Guide (a $15.00 value) included with each pack. For School Packs, an extra Teacher Guide will be included free for each additional 30 copies ordered.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Grade 3</td>
<td>Reading, Grade 3</td>
</tr>
<tr>
<td>Math, Grade 3</td>
<td>Math, Grade 3</td>
</tr>
<tr>
<td>Reading, Grade 4</td>
<td>Reading, Grade 4</td>
</tr>
<tr>
<td>Math, Grade 4</td>
<td>Math, Grade 4</td>
</tr>
<tr>
<td>Reading, Grade 5</td>
<td>Reading, Grade 5</td>
</tr>
<tr>
<td>Math, Grade 5</td>
<td>Math, Grade 5</td>
</tr>
<tr>
<td>Reading, Grade 6</td>
<td>Reading, Grade 6</td>
</tr>
<tr>
<td>Math, Grade 6</td>
<td>Math, Grade 6</td>
</tr>
<tr>
<td>Reading, Grade 7</td>
<td>Reading, Grade 7</td>
</tr>
<tr>
<td>Math, Grade 7</td>
<td>Math, Grade 7</td>
</tr>
<tr>
<td>Reading, Grade 8</td>
<td>Reading, Grade 8</td>
</tr>
<tr>
<td>Math, Grade 8</td>
<td>Math, Grade 8</td>
</tr>
<tr>
<td>Writing, Grade 4</td>
<td>Science, Grade 5</td>
</tr>
<tr>
<td>Writing, Grade 7</td>
<td>Science, Grade 8</td>
</tr>
<tr>
<td>Social Studies, Grade 8</td>
<td></td>
</tr>
</tbody>
</table>

For ordering information, please visit
www.ecslearningsystems.com
800.688.3224 • customercare@ecslearningsystems.com

STAAR is a Trademark of Texas Education Agency. STAAR MASTER and ECS Learning Systems, Inc., are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.