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Writing, Grade 7
Science, Grade 5
Science, Grade 6
Science, Grade 7
Social Studies, Grade 8
Algebra I

Spanish
Reading, Grade 3
Reading, Grade 4
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Reading, Grade 6
Reading, Grade 7
Reading, Grade 8
Math, Grade 3
Math, Grade 4
Math, Grade 5
Math, Grade 6
Math, Grade 7
Math, Grade 8
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STAAR MASTER® Companion Student Work Text, Teacher Guide—Reading, Grade 3

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Overview of the STAAR MASTER® Companion Series

Inside the Teacher Guide
The Teacher Guide for the student work text includes the following elements—

• an overview of the STAAR MASTER® Companion Student Work Text and key characteristics of the State of Texas Assessments of Academic Readiness (STAAR®) for Reading
• a master list of the STAAR-eligible standards and expectations from the Texas Essential Knowledge and Skills (TEKS) for English Language Arts Reading (ELA-R)
• an explanation of reading selections included in the student work text
• explanations of both rigor and complexity levels as they apply to the student work text
• an explanation of Webb’s “depth-of-knowledge” model as it relates to complexity levels used in the student work text
• suggested implementation of lesson plans included in the student work text
• a broad look at some overarching attitudes and practices found in classrooms that emphasize the importance of critical reading
• suggestions for integrating literacy strands when using the texts and activities
• a complete answer key

Inside the Companion Student Work Text
The instructional material in the STAAR MASTER Companion Student Work Text provides multiple opportunities for students to develop critical reading skills appropriate for their grade level. Each work text in the STAAR MASTER Companion series includes the following elements—

• authentic reading texts on interesting topics and ideas, including excerpts from well-known literary selections
• literary and informational texts reflecting the types of texts students encounter in the classroom and on the STAAR
• paired texts (as appropriate for grade level) that require students to compare and contrast important points and key details in the texts
• concise, focused prereading activities to set a purpose for reading and introduce key vocabulary for each text
• multiple-choice items that require students to use critical reading skills to identify correct answers
• open-ended and extended-response tasks that require students to use critical reading skills to develop correct, complete answers
• emphasis on the critical thinking skills necessary for successful reading
• skills tags to identify both the standard(s) and the complexity level(s) for each question or activity
• diagrams and/or graphic organizers to help students organize their thoughts and responses
• writing assignments aligned with the standards and expectations from the TEKS for English Language Arts Writing (ELA-W)
Texts for Reading
The STAAR MASTER® Companion Student Work Text challenges students with complex, high-quality reading passages that address fresh, relevant topics, as well as classic literature selections. The student work text includes two sections with passages that reflect the types of texts students encounter on the actual STAAR®.

Section One: Literary Texts
Literary texts include fiction, poetry, and drama (at appropriate grade levels). Fiction may include fables, myths, folk tales, and adapted classics, as well as historical and contemporary stories. In addition, the literary section may include literary nonfiction, such as autobiographies, biographies, or diaries (at appropriate grade levels).

Section Two: Informational Texts
Informational texts include expository, persuasive, and procedural passages. Expository texts present information from science, social studies, art, current events, and other curricular areas. Persuasive selections present an argument from a specific point of view. Procedural selections provide multi-step or detailed directions for a particular task or activity.

Graphic texts and digital texts often appear along with informational texts. Graphic texts may include charts, tables, graphs, diagrams, and time lines. Digital texts might include samples of Web sites or online reviews.

Media literacy texts also appear in this section of the work text. These texts can include different forms of media, such as newspapers, advertisements, blogs, and Web pages. The selections present information through words, images, and graphics, with all elements working together to communicate a message.

Rigor & Complexity Levels
Increased Rigor: Many educators describe the STAAR as “more rigorous” than previous state assessments, but what does rigor mean? Academic rigor is a measure of the cognitive demand required by a specific test item. In a rigorous system, standards, curriculum, instruction, and assessment tightly align with congruent measures of cognitive complexity. In such a system, students must demonstrate a deep mastery of skills and understanding through rich, complex tasks. To accommodate the demands and expectations of the TEKS for reading, the STAAR MASTER Companion Student Work Text provides various tasks written at different levels of complexity. Refer to “Depth of Knowledge” below for more information about the levels of complexity assigned to work text items.

Depth of Knowledge: Norman Webb’s (2002a) “depth-of-knowledge” model is currently an influential alignment model in education. “Depth of knowledge” describes the degree of complexity required to complete a particular task. Distinct cognitive demands occur at each level. Webb defines four levels of depth of knowledge—

- Level 1: Recall
- Level 2: Skill or Concept
- Level 3: Strategic Thinking
- Level 4: Extended Thinking

Using a modified version of the depth-of-knowledge model, we have aligned items in the student work text to the ELA-R TEKS.

Skills Tags and Complexity Levels: Skills tags appear with all multiple-choice, open-ended, and extended-response items in the student work text. The skills tags identify the specific TEKS standard and expectation addressed in the item(s). In addition, complexity levels are included for each item. (For more information about complexity levels, see pages 6–7 of this Teacher Guide.)
STAAR®-Eligible TEKS
Readiness vs. Supporting Standards: The Texas Education Agency (TEA) divides the eligible, or tested, TEKS into “readiness standards” and “supporting standards,” with greater emphasis placed on the former. Readiness standards address broader, deeper ideas and are deemed critical for students to know. For this reason, more questions related to readiness standards appear on the STAAR®. Supporting standards address more narrowly defined ideas and receive less emphasis on the actual test. The questions and activities in the STAAR MASTER® Companion Student Work Text mirror this balance of readiness and supporting standards.

Figure 19: The standards listed under TEKS “Figure 19” include important metacognitive reading skills that students will continue to apply (in greater depth and with increasingly complex texts) as they advance in grade level (Texas Education Agency, 2010b). Figure 19 standards apply to all text types and may be implemented during both assigned and independent reading (see Figure 2, below). In the student work text, the skills tag for each Figure 19 item includes the letters “RC” (Reading Comprehension).

Figure 2: Work Text Item for Figure 19 (Reading Comprehension)

**Directions:** Reread the part of the passage that explains how seeds sprout. In the boxes below, draw pictures to show how a seed sprouts and produces a plant. Draw the events in the order that they happen. In each box, write a short sentence that explains what is happening in the picture.
Descriptions of STAAR MASTER® Complexity Levels

The following information provides an overview of the three complexity levels used to align items in the STAAR MASTER® Companion Student Work Text to the eligible ELA-R TEKS. The explanations review the depth of thinking required at the three complexity levels in a general way. However, these brief explanations do not include all the thinking skills, processes, and activities found within each complexity level.

Low Complexity (L)

Low-complexity items align with the TEKS at Level 1 of the Webb (2002a) 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.

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 ideas, 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 moderate-complexity items may also require students to apply low-complexity skills and concepts.

Sample Question:

1. Read the sentences from paragraph 16 of the story.
   
   The bus slowed, and Wyatt jumped on. The bus driver watched Wyatt pay his fare.

   Which word below sounds the same as fare, but has a different meaning?
   A. Fair
   B. Far
   C. Fear
   D. Fee

2. Read the sentence from paragraph 12 of the story.
   
   He glanced at his cousin, who seemed to be shaking.

   Complete the word map below by writing one synonym and one antonym for glanced.

   Synonym ________
   Antonym ________
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 high-complexity items may also require students to apply low- and/or moderate-complexity skills and concepts.

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 assessments may require activities at Level 4.

2. Why did the author begin the passage with a conversation between kids?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Using Lessons in the Companion Student Work Text

Teachers may use the following guidelines to select appropriate texts and accompanying activities for students to complete. As always, teachers should adapt the lessons to meet the needs and expectations of their students.

**Time Requirement:** Reading each text and completing the accompanying activities will require three to four days of class time. The actual time required to complete an entire lesson depends on many factors (e.g., length of the passage, degree of teacher-student interaction during reading, number of activities completed by students).

**Choosing a Text for Instruction:** Select a text and accompanying tasks for students to read and complete. Each text appears as part of a lesson that includes an introductory (prereading) page, the text itself, follow-up tasks that focus on specific STAAR®-related reading skills, and a link to a related Web site.

Each lesson in the **STAAR MASTER® Companion Student Work Text** is independent of other lessons in the book, so teachers may use the lessons in any order.

**Note:** Some lessons include paired texts. Students should read and study each set of paired texts together. At least one follow-up activity requires students to compare and/or contrast information from both selections. Paired texts are indicated in the student work text’s table of contents.

**Critical Reading Focus:** Preview the text and the accompanying activities. Then, refer to “Critical Reading in the Classroom” (see pages 10–15 of this Teacher Guide) and identify the critical reading skill(s) to emphasize in the lesson. Read/reread the sections related to the lesson, and determine how to apply the information during teaching.

**STAAR® Reading Focus:** Preview the text and the accompanying activities again. Then, refer to the “Master Skills List” (see page 16 of this Teacher Guide) and identify the specific STAAR-eligible reading skill(s) included in the lesson. Read/reread the sections related to the lesson, and determine how to apply the information during teaching.

**Prereading:** Some educators have suggested that prereading should be de-emphasized (or even removed) during reading instruction, but this step of the reading process remains important for establishing a context for reading. The authors of this guide suggest the following steps before asking students to read the text.

- Complete the text’s introductory page with the students. Each introductory page includes a specific prereading task (e.g., assessing prior knowledge, predicting). The introductory page also highlights vocabulary words included in the text and provides a brief activity related to the words.
- Direct students’ attention to the questions in the “Read & Respond” section that follows each text. Consider reading the questions together with students before they read the text. Or, have small groups of students read the questions together before they read the text individually. Instruct students to use these questions as a guide for their reading. This might include noting the paragraph number where an answer appears or taking notes to use during class discussion.
- Other prereading strategies may be appropriate for a text. One word of caution—a prereading activity should never supersede the actual reading of a text. Neither should a prereading activity provide so much information that actually reading the text becomes unnecessary. The appropriate use of any strategy is simply a question of balance. In general, each prereading activity for a passage in the work text should not extend beyond ten minutes.

**Setting a Purpose for Reading:** Set a purpose for reading the text, or have students set a purpose for reading the text. Display the purpose on the class white board, or ask students to write the purpose in their individual reading logs. Remind students that knowing the purpose for reading can help them understand what they read (see “Setting a Purpose for Reading” on pages 10–11 of this Teacher Guide). If time allows, have students list some key ideas/points they should note as they read (based on the purpose that has been set for reading).
Critical Reading in the Classroom

How someone reads a text often depends on the purpose for reading and the type of text to be read. In the classroom, educators generally focus on teaching the skills of critical reading so students learn how to analyze and evaluate both literary and informational texts. With the tools of critical reading, students can read at many different levels, leading to both a deeper understanding and greater enjoyment of the texts they encounter.

Through critical reading, students mindfully attend to the elements of form and content—including language choice and patterns—of sufficiently complex texts. This kind of disciplined study requires reading and rereading to better understand how form and content work together in systems of meaning (Paul & Elder, 2008). Moreover, critical reading skills are closely tied to skills that are essential for success in school, career/work, and life. These important skills include—

- critical/evaluative thinking
- creative/innovative thinking
- elaborative thinking
- problem solving
- decision making
- collaboration
- communication
- organizing and connecting ideas

Since teachers have myriad lists of critical reading skills to guide their teaching, the following section provides a broader look at some of the overarching attitudes and practices found in classrooms that emphasize the importance of critical reading.

Metacognition

Good readers notice how well they understand what they are reading. When good readers don’t understand or can’t continue reading, they do something to fix the problem. Although they may not know it, many good readers use the skills of metacognition to identify any breakdowns in comprehension.

Metacognition involves thinking about one’s own thinking. Comprehension monitoring, a type of metacognition, is an awareness of and active checking on the thought processes involved in reading.

Good readers stop and think about a text before, during, and after reading. If they don’t understand something they have read, they don’t simply continue reading. They pause and try to improve their understanding. When readers pause in this way, they often only need to reread a portion of the text. Sometimes, the confusing portion might only consist of a single word.

The majority of reading comprehension strategies are forms of metacognition. Good readers use these strategies to check their understanding. To monitor and repair their understanding, good readers can employ “fix-up” strategies like the following—

- determining or aligning with a reading purpose
- connecting to prior knowledge or personal experience
- rereading or reading ahead
- changing the reading rate
- examining text features
- using context clues
- pausing to think about what was read
- determining the meanings of unknown words or phrases
- retelling or summarizing
- making or verifying predictions
- asking or answering questions
- identifying patterns in text structure
- visualizing
- asking for help (Tovani, 2000)

A breakdown in comprehension simply signals that the reader has made some kind of mistake. When readers use these “fix-up” strategies to monitor their comprehension, they can usually recognize and correct an error and then continue reading.

Setting a Purpose for Reading

Good readers set a purpose for reading. Setting a purpose for reading focuses readers’ attention on why they are reading. The text itself may
### Suggestions for Integrating the Literacy Strands

The following are some suggested ways to integrate the literacy strands while using the activities in the STAAR MASTER® Companion Student Work Text. These suggestions can be modified for use with many of the work text activities not listed here, as well. The “Skill/Understanding” describes what students are asked to translate and develop across literacy strands.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill/Understanding</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouse to Mouse (p. 10)</td>
<td>character relationships/changes</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

This activity asks students to write from the point of view of a character in the story. Teachers should help students make the connection between point of view in reading and writing. Students can expand their examination to consider point of view in the context of speaking and listening.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill/Understanding</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Curious Cat (p. 18)</td>
<td>forms/imagery</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

This activity asks students to consider how genre characteristics and imagery affect a written message. Teachers can extend the discussion by asking students how genre has affected their writing choices.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill/Understanding</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing It Up (p. 19)</td>
<td>sensory language</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

This activity asks students to define sensory words and phrases from the story. Teachers can extend the activity by discussing how we use sensory words and phrases to express ideas when we write and speak. Students should consider how they determine the meanings of these words and phrases in each context.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill/Understanding</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retelling a Story (p. 43)</td>
<td>plot’s main events</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

This activity asks students to retell a story using illustrations. Teachers can extend the activity by asking students to give an oral interpretation of their retelling. Students can use listening skills to constructively evaluate whether the oral interpretations accurately retell the story.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill/Understanding</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Forecast (p. 46)</td>
<td>inferences</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

This activity asks students to make predictions about basic story elements. Teachers can use the passage as a mentor or an anchor text during a lesson about story elements (text structure). The graphic organizer from this activity will help students see the relationships and patterns between the stories they read and their own writing.
LITERARY TEXTS

The City Mouse and the Country Mouse

Check It Out: Answers will vary.

Word Watch: Discussions will vary. Greet = welcome, greeter = one who welcomes; inspected = examined carefully, reinspected = examined carefully again; appetizing = causing the desire to eat/pleasing to the appetite, unappetizing = not pleasant to the appetite

Read & Respond:
1. This story is mostly about two mouse cousins who each learn something about the other’s life.
2. The city mouse accepts his cousin’s invitation right away, looks forward to the visit, and dresses in nice clothes for the visit.

Suggestion—The smooth-haired city mouse oozed sophistication in his satin long coat, crisp white shirt, finely pressed slacks, shiny bow tie, and freshly polished shoes (sight). The country mouse smelled of freshly turned soil on a summer morning after an evening thunderstorm, and the earthy fragrance of dried roots filled the air (smell).

6. Answers will vary but might include that a simple life lived in peace is better than a fancy one lived in fear.

Strategy 1: Sentences will vary. Suggestions—1. He prepared for a walk, and the two mice started for the city; c 2. The country mouse exited the city house and returned home; f 3. The country mouse felt nervous; e 4. The city mouse wished he had some of the rich food from his own home; b 5. The city mouse dressed nicely and started out for his cousin’s home; a 6. Just when they sat down they heard a human approaching; d

Strategy 2: A. 1. I went to visit my cousin in the country because I wanted to see how he lived. 2. At my cousin’s house in the country, I did not expect the food and surroundings to be so plain. 3. I asked my cousin to visit me in the city because I wanted him to try the fine food I eat. B. 1. I went to visit my cousin in the city because he invited me to dine on wonderful food. 2. At my cousin’s house in the city, I did not expect to be scared away from the food by humans. 3. I left my cousin’s house in the city because I did not want to eat my meals in fear.

One More Step:

The Mystery Passenger

Check It Out: Predictions will vary.


Read & Respond:
1. This story is mostly about a boy trying to solve a mystery.
2. He means that no one knows where the cat goes each day.
3. Answers will vary. Suggestion—purred; This word relates to your sense of hearing because you can hear a cat purr.
4. Sentences will vary. Suggestion—As soon as I heard my brother walk into the kitchen, I darted out the door with the last cookie in my hand.
5. C 6. A 7. Wyatt believes that he and Snowball share a special connection because he sees Snowball wink at him after Snowball’s owner says he stopped feeding him fish and chips. 8. Sentences will vary. Suggestion—The theme of persistence paying off in the end is shown by Snowball seeking out his own fish and chips when his owner stops feeding it to him and Wyatt not giving up on figuring out where the cat is going on his daily bus rides.

Strategy 1: A. Answers will vary. Suggestions—Story: longer written work; uses well-defined paragraphs; Poem: shorter written work; uses lines, stanzas, and sometimes rhyming B. Poems will vary.

Strategy 2: Sentences will vary. Suggestions—1. The door opened loudly. 2. The siren sounded at top volume. 3. The food smelled of butter—tasty, rich, and fragrant. 4. The delicate fish was fried perfectly. 5. The cat chased a butterfly as it fluttered around. 6. The cat ran quickly down the street.

One More Step: Answers will vary. Suggestions—oval: questioning, rectangle: he gets answers; oval: curious, rectangle: others’ knowledge helps him solve the mystery; oval: brief, rectangle: he is able to go about his business quickly; oval: watchful, rectangle: he understands what motivates others.
**STAAR MASTER® Reading References**

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


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Lesson 2

The Mystery Passenger

3.R.C.D (Inferences) M

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.

Check It Out!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Standard 4.C (Antonyms/Synonyms) M

clattered          rumbling          hissed          twitched          bolted          crafty

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 completed for you.

1. clattered          rattled          clanged
2. rumbling
3. hissed
4. twitched
5. bolted
6. crafty
Mole's Big Adventure

The following story was adapted from Kenneth Grahame's *The Wind in the Willows*.

1. Mole had been very busy all morning cleaning his little home. It was almost spring, and there was much to do. First, he used a broom to sweep. Next, he mopped each room. Then, he used a clean rag to wipe all the dust from each and every shelf in his neat, organized home. He did not have to worry about windows, since he didn't have any. His home was deep underground. The rain and snow did not bother him one bit down there.

2. Then Mole stopped and sniffed the air. A smell came from far away and crawled through the mud and floated up to his nose. It was fresh spring air! Mole shook with glee. He threw his rag aside and began to dig. Up and up he dug. He scratched and scraped, dirt spraying in every direction. He dug so much dirt that it began to fill up his home. His floors began looking very untidy, but Mole did not care. Clean rooms were nice, but that smell! It was simply too tempting to ignore! Mole dug even faster. Then, at last, his nose poked through the dirt. He sniffed, and—POP!—out came his head into the sunlight!

3. The smell of fresh spring air was better than anything else in the whole world. Mole felt happy, so he sat on his hill and gazed around for a long time. The sun dangled in the sky like a big yellow balloon, and a lazy breeze tickled Mole's fur. Birds flew by, and little worms inched their way through the grass. Everything was green and growing. It was so pleasant that Mole decided to do something he had never done before—leave his hill and take a long, relaxing walk.

4. “After all,” he said to himself, “I deserve a little trip after all of the hard work I did today!”

5. Mole walked down his hill and across a field. He passed under berry bushes and found an interesting trail, when suddenly a rabbit stopped him.

6. “Hold on,” said the rabbit. “You must pay me six pennies to use this trail to the river.”
"A river?" Mole asked. "I have never seen a river. What is a river?"

"It's like a long, blue snake," said the rabbit, "and it moves fast!"

"Oh, that doesn't sound like fun," replied Mole.

"It isn't a real snake," said the rabbit. "It's more like a road made of water."

"Oh, I would like that very much."

"Then you need to pay me first!" the greedy rabbit shouted.

But Mole walked right by the rabbit. He was too excited about seeing the road made of water. The rabbit hollered after him, but Mole didn't hear a thing. He continued down the trail until the sweet smell of the river filled his nose. Then he saw it, and as soon as he did, Mole thought he might never return home again.

---

**Headlines 3.R.C.E (Summarize Information) M**

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

**Mole's Spring Cleaning Leads to Excitement**

On the line below, write a headline of your own about the passage.
Read & Respond

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

Standard 9 (Features of Literary Nonfiction) M
1. This passage is a biography, meaning it tells the story of someone’s life. On the lines below, write two sentences from the passage that tell something important about Garrett Morgan’s life.

   Sentence 1: __________________________________________________________
   __________________________________________________________
   Sentence 2: __________________________________________________________
   __________________________________________________________

Standard 13.C (Cause/Effect) M
2. How did Morgan discover his hair-refining solution?
   ______________________________________________________________________
   ______________________________________________________________________

Standard 4.B (Context Clues) M
3. Read the sentences from paragraph 5 of the passage.

   Morgan’s product was a fast success. The profits from the hair straightener allowed Morgan the freedom to try inventing other things.

   Which word below means the opposite of profits?
   A. Earnings
   B. Fines
   C. Losses
   D. Rights

Standard 13.D (Text Features) M
4. How do the bold section titles help the reader understand the passage?
   ______________________________________________________________________
   ______________________________________________________________________

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STAAR MASTER® Companion Sample Booklet

Lesson 7
Lesson 7

5. Complete the chart below with the correct information about Garrett Morgan.

<table>
<thead>
<tr>
<th>Date of his birth</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of his birth</td>
<td></td>
</tr>
<tr>
<td>One important thing he did</td>
<td></td>
</tr>
<tr>
<td>One problem he faced</td>
<td></td>
</tr>
<tr>
<td>Year of his death</td>
<td></td>
</tr>
</tbody>
</table>

6. Read the sentence from paragraph 12 of the passage.

Though he was not properly recognized for all of these achievements during his lifetime, Garrett Morgan’s deeds (both personal and in business) live on through the stories behind his best inventions.

Write a definition for the word properly as it is used in the sentence above.

__________________________________________________________________________
__________________________________________________________________________

7. Why do you think the author wrote this passage?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Put It All Together  

Standard 13.C (Cause/Effect)/3.R.C.E (Summarize Information) M

A. Directions: The sentences below describe several events in Shirley’s life. Number the events in the order that they happened. The first event is marked for you.

1. A. An elephant attacks Shirley and breaks her leg.
2. B. Shirley and Jenny see each other at the farm.
3. C. Shirley’s first circus sells her to another circus.
4. D. Shirley is born in 1948.
5. E. Workers keep Shirley away from other elephants.
6. F. A circus buys Shirley, and she leaves her home in the wild.
7. G. Shirley’s second circus sells her to a zoo.
8. H. Shirley is hurt in a fire.
9. I. Shirley leaves the zoo and moves to a farm.
10. J. Shirley and Jenny meet for the first time.

B. Directions: Think about the events you ordered above. Which ones led to pleasant results in Shirley’s life? Which ones led to unpleasant results? Did any events do both? Write the letters of the sentences in the appropriate spaces of the Venn diagram. Be ready to discuss your choices with your classmates.

Diagram:

- Pleasant Results
- Unpleasant Results

---

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Right or Wrong? Standard 13.A (Facts/Details) M

Directions: Read each sentence below. If the information in the sentence is correct, place a “C” on the line beside the sentence. If the information in the sentence is incorrect, place an “I” on the line beside the sentence and write the correct sentence from the passage on the lines following the item.

___ 1. The sea horse's tail is prehensile, meaning the sea horse can use its tail like a hammer.

______________________________________________________________________

______________________________________________________________________

___ 2. These bony plates look like rings around the sea horse's body.

______________________________________________________________________

______________________________________________________________________

___ 3. Sea horses sometimes change color when they want to hide from other sea creatures.

______________________________________________________________________

______________________________________________________________________

___ 4. Sea horses live far from land in the deepest parts of the oceans.

______________________________________________________________________

______________________________________________________________________

___ 5. Plankton are large animals that hunt for sea horses.

______________________________________________________________________

______________________________________________________________________

___ 6. These unusual fish are bony, so they are difficult to eat.

______________________________________________________________________

______________________________________________________________________
**Lesson Link**

**EXTENSION**

**Watch It! Standard 16 (Media Literacy) L**

With a responsible adult, visit http://vimeo.com/7608720 (active at time of publication) to see a time-lapse video of a bean germinating and sprouting over the course of about ten days in just a little over a minute!

---

**One More Step**

**Author’s Purpose** Writing 3.20.c/Standard 12.a (Author’s Purpose) H

**Directions:** Why did the author write this passage? Was it to entertain or to teach a lesson? Was it to persuade or to inform? Write the author’s purpose below. On the lines that follow, explain how you know this, using examples from the passage to support your answer.

**Author’s Purpose:**

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

---

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Selected pages from

STAAR MASTER®

Quick Check

Reading, Grade 3
Teacher Guide

ECS99461-TG

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Overview

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®).

Contents

Specifically, each STAAR MASTER Companion Quick Check includes a literary and an informational section. The literary and informational sections each consist of two Quick Checks, and each Quick Check contains two passages (or passage pairs) accompanied by multiple-choice reading comprehension items.

Literary texts include fiction, literary nonfiction, poetry, and drama. Fiction may include fables, myths, folk tales, and adapted classics, as well as historical and contemporary stories. Informational texts include persuasive, procedural, media literacy, and expository selections.

Format

The format of STAAR MASTER Companion Quick Checks is similar to that used on the actual STAAR. Thus, teachers can use STAAR MASTER Companion Quick Checks to simulate the test, helping them simultaneously determine students’ areas of strength and/or weakness and ease students’ test anxiety by providing repeated, familiar practice. However, the main purpose of the STAAR MASTER Companion series extends beyond targeted practice for the STAAR. This series takes a different approach, focusing on quality TEKS instruction by providing activities for each step in the reading process.
Suggestions for Use

Used with the STAAR MASTER® Companion Student Work Texts, Quick Checks can serve as pretests (to measure students’ knowledge at the beginning of the year), as practice (to reinforce learned skills during the year), or as post-tests (to assess students’ knowledge as testing approaches).

The STAAR MASTER Companion Student Work Texts contain reading units that include prereading tasks, vocabulary activities, during- and post-reading items and strategies, a “homework” section, a Web-based extension, and more. STAAR MASTER Companion Quick Checks reinforce skills covered in the Work Texts by providing necessary practice in a more traditional test-based format. Together, these components comprise an invaluable assessment tool for teachers.

Eligible TEKS for Reading, Grade 3

Standard 2: Beginning Reading/Strategies

2.B  Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text (Relevant Questions OR Facts/Details OR Seek Clarification) Supporting Standard

Standard 4: Vocabulary

4.A  Identify the meanings of common prefixes (e.g., in-, dis-) and suffixes (e.g., -ful, -less), and know how they change the meaning of roots (Prefixes/Suffixes) Readiness Standard

4.B  Use context to determine the relevant meanings of unfamiliar words or distinguish among multiple-meaning words and homographs (Context Clues) Readiness Standard

4.C  Identify and use antonyms, synonyms, homographs, and homophones (Antonyms/Synonyms OR Homographs/Homophones) Supporting Standard

Standard 5: Literary Text/Theme and Genre

5.A  Paraphrase the themes and supporting details of fables, legends, myths, or stories (Paraphrase Themes/Details) Supporting Standard

Standard 6: Literary Text/Poetry

6.A  Describe characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse) (Forms/Imagery) Supporting Standard

Standard 8: Literary Text/Fiction

8.A  Sequence and summarize the plot’s main events, and explain their influence on future events (Plot’s Main Events) Readiness Standard

8.B  Describe the interaction of characters, including their relationships and the changes they undergo (Character Relationships/Changes) Readiness Standard

Standard 9: Literary Text/Nonfiction

9  Understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from the text to support understanding (Features of Literary Nonfiction) Supporting Standard

Standard 10: Literary Text/Sensory Language

10.A  Identify language that creates a graphic visual experience and appeals to the senses (Sensory Language) Supporting Standard
Standard 12: Informational Text/Culture and History

12.A Analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding (Author's Purpose) **Readiness Standard**

Standard 13: Informational Text/Expository Text

13.A Identify the details or facts that support the main idea (Facts/Details) **Readiness Standard**

13.B Draw conclusions from the facts presented in a text, and support those assertions with textual evidence (Drawing Conclusions) **Readiness Standard**

13.C Identify explicit cause-and-effect relationships among ideas in texts (Cause/Effect) **Readiness Standard**

13.D Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about a text (Text Features) **Readiness Standard**

Standard 15: Informational Text/Procedural Text

15.B Locate and use specific information in graphic features of a text (Locate/Use Information) **Supporting Standard**

Standard 16: Media Literacy

16 Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning (Media Literacy) **Supporting Standard**

Figure 19 (Reading Comprehension Skills)

3.R.C.D Make inferences about a text (Inferences) **Readiness Standard**

3.R.C.E Summarize information in a text (Summarize Information) **Readiness Standard**

LITERARY TEXTS

**Answer Key**

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<th>Quick Check 2</th>
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Quick Check

Reading
Grade 3

Name ___________________________  Date ____________________

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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 Osaka. She enjoyed watching the cool waves wash up against the shore. From the ditch 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 Kyoto near a little 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 shadows through the magnolia leaves. On that beautiful morning, both Momoka and Kai had the same idea at the same time. Each frog decided to travel to another city. Each frog wanted to see something new.

Momoka set out from Osaka to see Kyoto. Along the way, she found many interesting things. She saw a peddler selling flags and watched the patterned fabric blowing in the ocean 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 town's tower. Oh, what interesting sights and sounds! she thought.

At the same time, Kai set out from Kyoto to Osaka. He also saw many interesting things. He saw a crystal-blue lake and swaying, 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, Osaka and Kyoto. So, it happened that they met high on a mountain, midway between the two cities.
Momoka and Kai looked at each other for a few moments without speaking. Then Kai explained he had come a long way to see Osaka. Surprised, Momoka explained that she had come a long way to see Kyoto. The two frogs decided to rest together and talk about their home cities. As they talked, they heard the tweets and chirps of a skylark.

“I hear those same birds in Osaka,” said Momoka.

“I hear them in Kyoto, too!” said Kai.

The two frogs hopped to a nearby pond to drink the water, where they saw a lotus flower blooming atop the water.

“We have lotus flowers in Osaka,” said Momoka.

“We have the same flowers in Kyoto!” answered Kai.

“I wish we were taller,” said Momoka. “Then we could see both towns without traveling any farther.”

“I have an idea,” said Kai. “Let’s stand up on our hind legs. If we hold onto each other, maybe we can stretch just enough to see each other’s town.”

Momoka quickly agreed to Kai’s plan. The two frogs stood back to back and held on to each other. Then they stretched as tall as their legs would let them, their noses pointing straight up.

“How very disappointing!” exclaimed Momoka after a few seconds. “Your Kyoto looks exactly like my Osaka!”

“Yes, very disappointing. Your Osaka looks exactly like my Kyoto,” Kai sighed.

Disappointed, the two frogs agreed that their long road trips had been a waste of time. The foolish frogs never realized that with their noses pointing up, their eyes looked behind them.

The two frogs bowed a sad farewell to one other. They returned home no wiser, thinking that there wasn’t much to see in the world after all.
1. Which words in the first paragraph show that “A Tale of Two Frogs” is a folk tale?
   A Once upon a time…
   B …her city’s tall buildings
   C …two frogs lived in Japan.
   D …what else she might see in the world.

2. Read the following sentence from paragraph 4 of the story.
   She saw a peddler selling flags and watched the patterned fabric blowing in the ocean breeze.
   A peddler is a person who—
   A makes colorful flags
   B sells things to others
   C sews different kinds of cloth
   D hangs something in the wind

3. Why do both Momoka and Kai decide to travel to another city?
   A They want to meet each other.
   B They want to see tall buildings.
   C They do not like their own cities.
   D They want to see something new.

4. Read the following sentences from paragraphs 7–9 of the story.
   As they talked, they heard the tweets and chirps of a skylark.
   “I hear those same birds in Osaka,” said Momoka.
   “I hear them in Kyoto, too!” said Kai.

   The author most likely includes this information to show that the two frogs probably—
   A live in similar places
   B miss their homes very much
   C know how to listen carefully
   D think about the same things
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