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for the State of Texas Assessments of Academic Readiness

Teacher Guide
Spanish Version
Translated by Dr. Francisco J. Perea

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- How you use them in your classroom
- What outcomes and results you are experiencing

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Your ECS Team

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ECS Learning Systems strives to provide the most complete, up-to-date, accurate materials for STAAR® (State of Texas Assessments of Academic Readiness) preparation. Many teachers have requested similar materials to use with students at grade levels not included in the state’s testing program. In response to these requests, ECS Learning Systems has developed this STAAR MASTER® Student Practice Book for Math, Grade 1.

**Inside the Teacher Guide**

This teacher guide includes the following information—
- an overview of the STAAR MASTER Student Practice Book
- descriptions of complexity levels assigned to practice items
- strategies/suggestions for mathematics instruction and test preparation
- a mathematics vocabulary list for the appropriate grade level
- a master list of standards and expectations from the Texas Essential Knowledge and Skills (TEKS) for Mathematics (adopted 2014), including mathematical process skills
- a complete answer key, with corresponding complexity levels for each practice item

**Inside the Student Practice Book**

The STAAR MASTER Student Practice Book provides practice and review material for the Grade 1 Mathematics TEKS. The following list includes some important features of the book.
- The practice items focus on the grade-specific content of the TEKS for Mathematics adopted in 2014, including mathematical process skills.
- Whenever possible, practice items reflect a “real-world” context, covering a broad range of topics and ideas of interest to students.
- Each exercise is labeled for easy identification of the TEKS category, standard, and expectation addressed in the practice items.
- Several exercises address the same standard/expectation, providing repeated practice for students in a variety of contexts.

**Modifications for Grade 1**

The math problems in the Student Practice Book are similar to the items that students encounter on the actual STAAR, beginning in Grade 3. However, writers have made important modifications based on the needs and skills of first-grade students. These modifications include—
- larger font size for ease of reading
- reduced number of answer choices
- simpler language for younger students
- generous use of visual cues for problems
- elimination of “griddable” response items

Items in each Student Practice Book address the standards and student expectations found within the categories for the grade level.

- Number and Operations
- Algebraic Reasoning
- Geometry and Measurement
- Data Analysis
- Personal Financial Literacy

The majority of items in the book also address the “Mathematical Process Standards” in the TEKS. Mastery of these standards and expectations is not reported under a separate category, but is incorporated into items throughout the other five categories.

**Note:** Each exercise in the student practice book focuses on only one student expectation, with one important exception. Each exercise related to personal financial literacy includes a mix of the grade-level student expectations for that standard. Many of the student expectations for this topic are narrow in scope (e.g., 1.9D: Considere donaciones para obras caritativas). For this reason, the editors found it difficult to include a variety of item types within each exercise. By including a mix of practice items for all the student expectations in each exercise, the editors believe students will find them more interesting and realistic. In addition, there is less chance that the correct answer to one item will “give away” the correct answer to another item on the same page.
Skills Tags: Each exercise includes a “skills tag” (see Figure 1) for easy identification of the TEKS-based standard and student expectation addressed in the exercise.

Mathematical Process Standards: The Mathematical Process Standards are not tested in isolation, nor do they appear in a separate category. Rather, these standards are incorporated into items based on content standards from the other five categories. Similarly, items in the student practice book require students to demonstrate understanding of these important mathematical processes within the context of each problem. When a practice item requires the application of a process skill, a tag identifies the process standard and expectation addressed (see Figure 2).

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 a rigorous system, students must demonstrate a deep mastery of skills and understanding through rich, complex tasks. Students will definitely encounter problems that require higher levels of thinking than required on previous assessments. The student practice book includes items written at varying levels of complexity to reflect the kind of rigor students can expect on the actual test. Teachers should refer to “Depth of Knowledge” below for more information about the levels of complexity in practice items.

Depth of Knowledge: Norman Webb’s “depth-of-knowledge” model (2002a) is currently an influential alignment model in education. “Depth of knowledge” describes the degree of complexity required to solve a particular problem. 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; and Level 4: Extended Thinking.

Using a modified version of Webb’s depth-of-knowledge model (see page 5 of this teacher guide), we have aligned items in the STAAR MASTER® Student Practice Book to the TEKS. The complexity levels assigned to the items appear in the Answer Key.

STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 1 (Spanish Version)
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 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 (2002a) model. Items of low complexity involve recall and reproduction. Activities and problems at this level require routine, single-step methods. An item may ask students to recognize or restate a fact, definition, or term. For example, students may need to identify attributes of a geometric figure. Items of this complexity may require students to follow a basic procedure with clearly defined steps. At this cognitive level, students may need to apply a formula or perform a simple algorithm. Some major concepts represented at this level include arithmetic facts, perimeter, and converting units of measure. A low-complexity item may ask students to identify, recognize, use, or measure 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 information. Activities at this level demand more than one step in the reasoning process. Students are asked to determine how to best solve the problem. An item may ask students to generate a table of paired numbers based on a real-life situation. Items may involve using a model to solve a problem. At this cognitive level, students will need to visualize for tasks such as extending patterns and determining nonexamples. Items may involve interpreting information from a simple graph, table, or diagram. At this cognitive level, students will need to justify the reasonableness of a solution process when more than one solution exists. Students will use concepts to solve and explain problems, such as how changes in dimensions affect the volume of a figure. A high-complexity item may ask students to plan, reason, explain, 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 information; and extend thinking. The problems at this level are non-routine and more abstract. Students are asked to demonstrate more flexible thinking, apply prior knowledge, make and test conjectures, and support their responses. High-complexity items may require students to make generalizations from patterns. Items may involve interpreting information from a complex graph, table, or diagram. At this cognitive level, students will need to justify the reasonableness of a solution process when more than one solution exists. Students will use concepts to solve and explain problems, such as how changes in dimensions affect the volume of a figure. A high-complexity item may ask students to plan, reason, explain, 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.

*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.
How to Use This Book

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

- A strong curriculum 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

A strong curriculum and effective, relevant, varied instructional methods provide the foundation for all appropriate test preparation. Merely “teaching the test” performs a great disservice to students, who must acquire knowledge, practice skills, and have important educational experiences that can never be measured 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 address the final element of effective test preparation by providing meaningful targeted practice. This book familiarizes students with the general format of competency tests. When students are familiar with 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: When used as part of the regular curriculum, the STAAR MASTER® Student Practice Book allows teachers to—

- Determine students’ areas of strength/weakness
- Assess student performance at different complexity levels
- Provide meaningful test-taking practice for students
- Ease students’ test anxiety
- Communicate test expectations to parents

Quick Tips for Instruction

Math teachers have myriad instructional strategies and materials available to them. The following ideas can serve as springboards for effective mathematics instruction. Teachers should use those that are appropriate for their students.

Group Work: Helen Keller once said, “Alone we can do so little; together we can do so much.” This is absolutely true in the mathematics classroom! Students who struggle when working alone often benefit by working with others. Students (and the teacher!) can work through selected practice exercises together, first noting what each problem involves. They should also note the range of problem-solving techniques found within a group. Group work also lets students discuss common errors and strategies for avoiding them.

Formulating Answers: Teachers should encourage students to formulate their own answers before they even look at available answer choices. For instance, students can treat every problem in an exercise as a “griddable question” and actually solve each problem before reading the answer choices. This approach discourages “guessing” an answer or an over-reliance on mental math since students read the answer choices only after finding the answers on their own.

Developing Fundamental Understanding: Teachers promote the recognition of “real-world” mathematics when they develop and use problems relevant to students’ daily experiences at school and at home. Working through “real” problems can also foster an understanding of the mathematics process standards.

Mathematics Vocabulary: Effective communication in mathematics requires the use of precise language (e.g., Adams, 2003; Harmon, Hedrick, & Wood, 2005). This includes understanding symbols, definitions, notations, and other developmentally appropriate language. A mathematics vocabulary list appears on page 7 of this teacher guide, and some simple vocabulary strategies appear on page 8. Most important, however, is that teachers use precise vocabulary when teaching mathematics. Students should know and be expected to use precise language, as well.

Math Manipulatives: The correct use of math manipulatives provides concrete stepping stones to understanding abstract concepts. Recommended math manipulatives and suggestions for their use appear on page 9 of this teacher guide.
Answer Key

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

Objetivo 1
Ejercicio 1
1. (L) 2. (L) 3. (L) 4. (L)
Ejercicio 2
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 3
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 4
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 5
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 6
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 7
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 8
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 9
1. (M) 2. (M) 3. (M) 4. (M)

Ejercicio 21
1. (L) 2. (L) 3. (L) 4. (L)
Ejercicio 22
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 23
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 24
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 25
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 26
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 27
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 28
1. (M) 2. (M) 3. (M) 4. (M)
Ejercicio 29
1. (M) 2. (M) 3. (M) 4. (M)

STAAR MASTER® Mathematics References

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


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Tabla del Contenido

Introducción .................................................................3
Tabla de matemáticas ....................................................4
Objetivo 1 .................................................................5
Números y operaciones
Objetivo 2 .................................................................51
Razonamiento algebraico
Objetivo 3 .................................................................71
Geometría y medición
Objetivo 4 .................................................................107
Análisis de datos
Objetivo 5 .................................................................117
Comprensión de finanzas personales
Materiales de referencia .............................................123

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STAAR MASTER® Student Practice Book—Mathematics, Grade 1 (Spanish Version)
Objetivo 1
Números y operaciones

1.3F: Genere y resuelva problemas de matemáticas en los que se le da una oración numérica que involucre suma o resta de números hasta el 20

(1.1A; 1.1F; 1.1G)
1. Mira la siguiente oración numérica.

13 + 5 = □

¿Cuál problema de matemáticas corresponde a la oración numérica?

○ A En el receso, 13 estudiantes jugaron basquetbol y 5 estudiantes jugaron futbol. ¿Cuántos estudiantes en total había en el receso?

○ B En el receso, 13 estudiantes jugaron basquetbol y 5 estudiantes jugaron futbol. ¿Cuántos estudiantes más jugaron futbol?

(1.1A; 1.1B; 1.1F)
2. El chofer del autobús escolar recogió a 7 estudiantes en la primera parada. Recogió a 5 estudiantes en la segunda parada. ¿Cuántos estudiantes en total recogió el chofer del autobús en las dos primeras paradas?

○ A 11

○ B 12

○ C 13

(1.1A; 1.1F; 1.1G)
3. Mira la siguiente oración numérica.

18 – 12 = □

¿Cuál problema de matemáticas corresponde a la oración numérica?

○ A Jason tiene 18 monedas de un centavo. Leslie tiene 12 monedas de un centavo. ¿Cuántos monedas de un centavo tienen Jason y Leslie en total?

○ B Jason tiene 18 monedas de un centavo. Leslie tiene 12 monedas de un centavo menos que Jason. ¿Cuántos monedas de un centavo tiene Leslie?

(1.1A; 1.1B; 1.1F)
4. Hank quiere comprar 16 tablas de madera para arreglar su cerca. La tienda no tiene más que 9 tablas. Si Hank compra todas las tablas de la tienda, ¿cuántas tablas más necesitará comprar?

○ A 5

○ B 7

○ C 16
1. En un estanque hay 68 peces. En un concurso de pesca se capturan 10 de los peces. ¿Cuántos peces hay ahora en el estanque?
   - O A 58
   - O B 69
   - O C 78

2. Una escuela tiene 105 estudiantes de primer grado. Si 10 estudiantes más entran al primer grado, ¿cuántos estudiantes de primer grado habrá en la escuela?
   - O A 95
   - O B 106
   - O C 115

3. Stacy ha colectado 24 calcomanías. Le da 10 de sus calcomanías a Betty. ¿Cuántas calcomanías le quedan a Stacy?
   - O A 34
   - O B 14
   - O C 10

4. Ray gastó $83 en ropa para la escuela el año pasado. Este año gastó $10 más en ropa para la escuela. ¿Cuánto gastó Ray en ropa para la escuela este año?
   - O A $73
   - O B $84
   - O C $93
Objetivo 3
Geometría y medición

1. ¿Cuál oración es la que MEJOR describe la siguiente figura?

- A. La figura es un cuadrado, porque tiene 4 lados.
- B. La figura es un cuadrado, porque tiene 4 lados de la misma longitud.

2. ¿Cuál oración es la que MEJOR describe la siguiente figura?

- A. La figura es un triángulo, porque tiene 3 lados.
- B. La figura es un triángulo porque tiene 3 lados de la misma longitud.

3. ¿Cuál oración es la que MEJOR describe la siguiente figura?

- A. La figura es solo un cubo, porque todas sus caras son cuadrados.
- B. La figura es un cubo y un prisma rectangular, porque tiene 6 caras rectangulares.

4. Mira el siguiente prisma triangular.

Todos los prismas triangulares tienen:

- A. 2 bases triangulares y 3 caras más rectangulares
- B. 1 base rectangular y 4 caras más triangulares

1.6B: Distinga entre los atributos que definen una figura de dos dimensiones o una de tres dimensiones y los atributos que no definen la figura
Objetivo 4
Análisis de datos

1.8C: Saque conclusiones, y genere y conteste preguntas utilizando información que aparece en pictografías y gráficas de barras

Ejercicio 7

Usa la siguiente gráfica de barras para responder a las preguntas 1–4.
La gráfica muestra el número de libros tomados de la biblioteca escolar el lunes.

1. ¿Cuántos libros ilustrados se tomaron de la biblioteca el lunes?
   ○ A 3
   ○ B 6
   ○ C 7

2. ¿Qué pregunta podría contestarse usando esta gráfica?
   ○ A ¿Cuántos libros en total se tomaron de la biblioteca el martes?
   ○ B ¿Cuántos estudiantes tomaron libros de la biblioteca el lunes?
   ○ C ¿Cuántos libros en total, ilustrados y libros de ciencias, se tomaron de la biblioteca el lunes?

3. ¿Cuántos más libros de ficción que libros de ciencias se tomaron de la biblioteca?
   ○ A 2
   ○ B 3
   ○ C 4

4. ¿Cuál fue el número total de libros tomados de la biblioteca el lunes?
   ○ A 7
   ○ B 16
   ○ C 21
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<tr>
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</tr>
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<tbody>
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<tr>
<td>ECS241X TestSMART® Math Operations &amp; Problem Solving Gr. 3</td>
<td>ECS35580 TestSMART® Language Arts Gr. 3</td>
</tr>
<tr>
<td>ECS2428 TestSMART® Math Concepts Gr. 4</td>
<td>ECS35599 TestSMART® Language Arts Gr. 4</td>
</tr>
<tr>
<td>ECS2436 TestSMART® Math Operations &amp; Problem Solving Gr. 4</td>
<td>ECS35602 TestSMART® Language Arts Gr. 5</td>
</tr>
<tr>
<td>ECS2444 TestSMART® Math Concepts Gr. 5</td>
<td>ECS35610 TestSMART® Language Arts Gr. 6</td>
</tr>
<tr>
<td>ECS2452 TestSMART® Math Operations &amp; Problem Solving Gr. 5</td>
<td>ECS35629 TestSMART® Language Arts Gr. 7</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>ECS2487 TestSMART® Math Concepts Gr. 7</td>
<td>ECS9455 Writing Warm-Ups Two™ Gr. K-6</td>
</tr>
<tr>
<td>ECS2495 TestSMART® Math Operations &amp; Problem Solving Gr. 7</td>
<td>ECS9463 Writing Warm-Ups Two™ Gr. 7-12</td>
</tr>
<tr>
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</tr>
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<td>ECS50476 Foundations for Writing Bk. II Gr. 3-8</td>
</tr>
<tr>
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<td>BH89923 Scrambled Sentences Gr. 1-2</td>
</tr>
<tr>
<td>ECS1065 Math Whiz Kids® at the Mall Gr. 3-5</td>
<td>BH89926 Writing Sentences Gr. 2-3</td>
</tr>
<tr>
<td>ECS1049 Math Whiz Kids® at the Zoo Gr. 3-5</td>
<td>BH89927 Writing Paragraphs Gr. 3-4</td>
</tr>
<tr>
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Elizabeth K., 5th-grade teacher from South Texas

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

Ashlee R., Elementary teacher from North Texas

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

Anita S., Mathematics teacher from North Texas

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

Sikina D., Mathematics teacher from Central Texas

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

Brenda M., Math Department Chair from Houston

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

Alma A., Elementary teacher from South Texas

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

Margaret L., Instructional Teacher Advisor from South Texas

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

Shay P., Elementary Curriculum Coordinator, East Texas

Thank you for trusting ECS Learning Systems for your classroom’s STAAR® needs!