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The TEKS for mathematics have undergone significant changes, and we have revised our STAAR MASTER® Student Practice Books for Math accordingly. The most prominent changes include:

- Reorganization of mathematics strands
- An all-new strand addressing “Personal Financial Literacy”
- An increased depth of understanding as to why and how mathematics processes work
Newly Revised Math!

Mathematics
Revised for the 2014–2015 eligible TEKS
Grades 3–8

The TEKS for mathematics have undergone significant changes, and we have revised our STAAR MASTER® Student Practice Books for Math accordingly.

The most prominent changes include:
- Reorganization of mathematics strands
- An all-new strand addressing “Personal Financial Literacy”
- An increased depth of understanding as to why and how mathematics processes work

Get a head-start on new changes.

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STAAR MASTER® Student Practice Book, Teacher Guide—Mathematics, Grade 5 (Spanish Version)
Inside the Teacher Guide
This teacher guide includes the following information—
• An overview of the STAAR MASTER® Student Practice Book and some key characteristics of the State of Texas Assessments of Academic Readiness (STAAR®) for Mathematics
• 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 STAAR-eligible 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 5 Mathematics portion of the STAAR. The content reflects key components and characteristics of the yearly state assessment, including the following.
• The practice items focus on the grade-specific content of the STAAR-eligible TEKS for Mathematics adopted in 2014, including mathematical process skills.
• The practice items reflect the kinds of problems students might encounter on the actual STAAR.
• 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 reporting 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.
• Selected practice items are “gridtable questions,” reflecting the format used on the actual STAAR.

Items in each student practice book address the standards and student expectations found within the reporting categories for the grade level.
• Reporting Category 1: Numerical Representations and Relationships
• Reporting Category 2: Computations and Algebraic Relationships
• Reporting Category 3: Geometry and Measurement
• Reporting Category 4: Data Analysis and 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 four reporting 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., 5.10A: Define los impuestos sobre los ingresos, los impuestos a las ventas y los impuestos a las propiedades). 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 “giveway” 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.

Readiness vs. Supporting Standards: The standards found in the STAAR-eligible TEKS are categorized as “readiness standards” or “supporting standards,” with greater emphasis on the former. Readiness standards address broader, deeper ideas and are considered more critical for students to know and master. Supporting standards address more narrowly defined ideas. While supporting standards are assessed, they receive less emphasis. The STAAR MASTER Student Practice Book mirrors this balance of readiness and supporting standards to provide meaningful, authentic practice for students.
Griddable Questions: In addition to multiple-choice items, the STAAR® for Mathematics also includes open-ended questions known as “griddable questions” (Texas Education Agency, 2014d). These open-ended items allow students to solve a problem without the influence of given answer choices. The answer grid for Grade 5 has three columns for a whole-number answer, one column for a decimal point, and two columns after the decimal point (see Figure 2). All correct answers will be positive numbers that range from 0–999.99. To indicate their answer, students enter the appropriate number(s) in the boxes and then fill in the corresponding “bubble(s)” below the number(s). Students will not grid units of measure (e.g., ft). It is acceptable for students to grid a zero as long as it does not affect the value of the correct answer.

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.

Mathematical Process Standards: The Mathematical Process Standards are not tested in isolation, nor do they appear in a separate reporting category. Rather, these standards are incorporated into items based on content standards from the four reporting categories and are reported along with these content standards. 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 3).

FIGURE 2: GRIDDABLE ITEM FOR FIFTH-GRADE MATHEMATICS

FIGURE 3: MATHEMATICAL PROCESS STANDARDS
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 STAAR-eligible 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 specific content of the STAAR® for mathematics and the general format of competency tests. When students are 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: When used as part of the regular curriculum, the STAAR MASTER® Student Practice Book allows teachers to—

- pretest skills that students must demonstrate for the actual test
- 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 and content 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 as 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

Nota: Niveles de complejidad aparecen en paréntesis. L = Bajo, M = Moderado, H = Alto

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1. 2. 3. 4.
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1. 2. 3. 4.
Ejercicio 7
1. 2. 3. 4.
Ejercicio 8
1. 2. 3. 4.

Ejercicio 20
1. 2. 3. 4.
Ejercicio 21
1. 2. 3. 4.
Ejercicio 22
1. 2. 3. 4.

Área de conocimientos 2

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1. 2. 3. 4.
Ejercicio 2
1. 2. 3. 4.
Ejercicio 3
1. 2. 3. 4.
Ejercicio 4
1. 2. 3. 4.

STAAR MASTER® Mathematics References

*Todos los sitios web listados fueron activos en el momento de la publicación.


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**STAAR MASTER® Student Practice Book—Mathematics, Grade 5 (Spanish Version)**

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Área de conocimientos 1
Representaciones y relaciones numéricas

5.4A: Identifique números primos y compuestos (Estándar de apoyo)

Ejercicio 12

1. La tabla abajo muestra el número de niñas y niños que hicieron una prueba para el equipo de fútbol.

<table>
<thead>
<tr>
<th>Grado</th>
<th>Número de niñas</th>
<th>Número de niños</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>19</td>
<td>21</td>
</tr>
</tbody>
</table>

¿Qué grado tenía un número primo de niñas y un número primo de niños que hicieron una prueba para el equipo de fútbol?
A 5
B 6
C 7
D 8

2. El equipo de fútbol americano de las Águilas usa solamente los números primos en sus uniformes. Todos los siguientes números podrían haber estado en un uniform EXCEPTO:
A 27
B 37
C 81
D 93

3. Clara debería sombrear todos los números primos en una tabla. Su tabla final se muestra abajo.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<td>10</td>
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<td>11</td>
<td>12</td>
<td>13</td>
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<td>15</td>
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<td>22</td>
<td>23</td>
<td>24</td>
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¿Cuál de las siguientes oraciones describe mejor la tabla de Clara?
A Clara sombreó algunos números compuestos.
B Clara no sombreó todos los números primos.
C Clara sombreó correctamente todos los números primos.
D Clara no debería haber sombreado los números 11 y 19.

4. ¿Qué número compuesto tiene los siguientes factores primos?
A 2, 3, 3
B 8
C 9
D 18

5.4A: Identifique números primos y compuestos (Estándar de apoyo)
Área de conocimientos 2
Cálculos y relaciones algebraicas

1. ¿Qué ecuación se representa con el modelo de área abajo?
   - A 1.4 + 4.1 = 5.5
   - B 1.4 x 4.1 = 5.74
   - C 4 + 0.1 + 1 + 0.4 = 5.5
   - D 4 x 0.1 x 1 x 0.4 = 0.16

2. La parte sombreada del modelo de área abajo representa el producto de una ecuación de multiplicación.

3. Mira el siguiente modelo de área.

   Con base en el modelo de área, ¿cuál es el producto de 3.5 x 3.3?
   - A 6.8
   - B 9.15
   - C 11.55
   - D 12.0

4. Con base en el modelo de área abajo, ¿cuál es el producto de 0.9 x 0.8?
   - A 0.17
   - B 0.18
   - C 0.72
   - D 0.8
1. El Sr. Riggs está construyendo una terraza de madera en su patio. La terraza medirá 16 pies de largo y 8 pies de ancho.

¿Cómo puede el Sr. Riggs determinar el perímetro de la terraza?
A 16 + 8  
B 16 x 8  
C 16 x 2  
D (16 + 8) x 2

2. El Sr. Ali compró una caja de 48 bolsas de té. La caja mide 14 x 11 centímetros en la parte superior y 7 centímetros de altura. El Sr. Ali quiere saber el volumen de la caja.

¿Cómo determinó el Sr. Ali el volumen de la caja?
A 48 + 3.1  
B 14 + 11 + 7  
C 14 x 11 + 7  
D 48 x 14 x 11

3. Tomás está construyendo un jardín que mide 11 metros de largo y 7 metros de ancho. Él quiere poner una cerca alrededor del jardín. ¿Cuántos metros de cerca necesita Tomás?
A 18  
B 36  
C 77  
D 154

4. Devin instaló alfombra en su sala de estar, mostrada con el diagrama abajo.

¿Cuántos pies cuadrados de alfombra necesitó Devin para cubrir el piso entero de su sala de estar?

Anota tu respuesta en los cuadros. Luego, llena los circulitos. Asegúrate de usar el valor de posición correcto.
Área de conocimientos 4
Análisis de datos y conocimiento financiero personal

5.10: Aplica los estándares de procesos matemáticos para manejar eficazmente sus propios recursos financieros (5.10A, 5.10B, 5.10E, 5.10F)

(5.1G; 5.1A)
1. ¿Cuál de los siguientes es un impuesto de bienes y servicios?
   A  impuesto sobre ingresos
   B  impuesto sobre la nómina
   C  impuesto sobre la propiedad
   D  impuesto sobre la venta

(5.1A; 5.1B; 5.10B)
2. Jacob es un enfermero diplomado. Él gana un salario de $68,000 cada año. Él necesita pagar $30 de impuestos por cada $100 que gana. ¿Cuánto es el ingreso neto de Jacobo?
   A  $50,600  C  $48,600
   B  $49,600  D  $47,600

(5.1A; 5.1E)
3. Felipe ha recibido un aumento de sueldo en su trabajo y ahora tiene dinero extra para gastar cada mes. Su lista de lo que quiere y lo que necesita se muestra abajo.

<table>
<thead>
<tr>
<th>Lo que quiere</th>
<th>Lo que necesita</th>
</tr>
</thead>
<tbody>
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<td>salir a comer</td>
<td>comestibles</td>
</tr>
<tr>
<td>membrecía de</td>
<td>colección de</td>
</tr>
<tr>
<td>gimnasio</td>
<td>basura</td>
</tr>
</tbody>
</table>

¿Cuál de las siguientes cosas podría añadir a su lista de lo que quiere?
   A  televisión por cable
   B  electricidad
   C  seguro
   D  renta

(5.1A; 5.10F)
4. Preethi ahorró su asignación durante el verano. Ahora ella tiene $60 para gastar cuando va de compras para el nuevo año escolar. La lista de compras de Preethi se muestra abajo.

La lista de compras de Preethi
- pulsera ($4.30)
- cinturón con brillantina ($16.20)
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