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• Why you need our product(s)
• How you use them in your classroom
• What outcomes and results you are experiencing

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Sincerely,

Your ECS Team

p.s. It’s easy to share your story! Visit our Re:Think blog at ecslearningsystems.com/blog and click the Re:Tell button.

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What's inside STAAR MASTER® Quick Review for Math?

This STAAR MASTER® Quick Review for Math includes more than 230 grade-specific practice items that reflect the content of the STAAR®-eligible TEKS for Mathematics.

The Teacher Guide includes the following information—

- an overview of STAAR MASTER Quick Review for Math and key characteristics of the State of Texas Assessments of Academic Readiness (STAAR) for Mathematics
- an explanation of Quick Review’s organization by reporting category and standard(s)
- explanations of both rigor and complexity levels as they apply to Quick Review
- an explanation of Webb’s "depth-of-knowledge" model as it relates to complexity levels used in Quick Review
- suggestions for using Quick Review in the classroom, at home, in tutorials/remedial classes/summer school, and in SSI classes
- correlation charts indicating the specific standard(s) addressed in each practice item
- a complete answer key

The STAAR MASTER Quick Review for Math, Grade 5, provides practice and review material for the mathematics portion of the STAAR. In particular, the book includes the following information—

- more than 230 practice items focusing on the grade-specific content of the STAAR-eligible TEKS for Mathematics
- practice items reflecting the kind of problems students might encounter on the actual STAAR
- a real-world context for practice items whenever possible, covering a broad range of topics and ideas of interest to students
- "skills tags" (labels) to identify the TEKS standard(s) addressed in each practice item
- multiple practice items to address each standard/expectation, providing repeated practice in a variety of contexts
- selected practice items with "gridable responses," reflecting the format used on the actual STAAR
- mathematics reference chart

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 practice items based on content standards from the four reporting categories. Practice items require students to demonstrate understanding of these important mathematical processes within the context of each problem.

Skills Tags: Each practice item includes a "skills tag" (Figure 1) for easy identification of the TEKS-based standard addressed in that item.

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Descriptions of STAAR MASTER® Complexity Levels

The following descriptions provide an overview of the three complexity levels used to align the STAAR MASTER® Quick Review 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. Some major concepts represented at this level include classifying geometric figures, determining probability, and using strategies to estimate. Items of this complexity may ask students to classify, organize, observe, collect, display, or compare data. Some items also require students to apply low-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.
Organization of Quick Review for Math

The STAAR MASTER® Quick Review for Math uses a practical, user-friendly layout designed to streamline its use in a classroom, home, tutorial, or other setting.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Each Quick Review for Math is organized into four reporting categories. These reporting categories are dictated by the STAAR®-eligible TEKS for each grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Each reporting category is divided into three weeks. (However, the length of time required to complete items is best decided by the teacher.)</td>
</tr>
<tr>
<td>Day</td>
<td>Each week is then divided into five days—one “school week.” (Again, the teacher can use items at his or her own pace.)</td>
</tr>
</tbody>
</table>

The organization of reporting categories, weeks, and days is best represented by the diagram to the right, which provides an example for Reporting Category 1.

If you refer to the correlation charts on pages 14–17 of this teacher guide, you will notice “clustering” of items, depending on the week. Within each reporting category, Week 1 generally focuses on the first half of that reporting category’s standards, while Week 2 generally focuses on the second half of that reporting category’s standards. Finally, Week 3 provides a review “across the board,” offering mixed practice for the standards in that reporting category.
### Answer Key

#### Reporting Category 1

**Week 1, Day 1**
1. 2. 3. 4. 5.

**Week 1, Day 2**
1. 2. 3. 4. 5.

**Week 1, Day 3**
1. 2. 3. 4. 5.

**Week 1, Day 4**
1. 2. 3. 4. 5.

**Week 1, Day 5**
1. 2. 3. 4. 5.

**Week 2, Day 1**
1. 2. 3. 4. 5.

**Week 2, Day 2**
1. 2. 3. 4. 5.

**Week 2, Day 3**
1. 2. 3. 4. 5.

**Week 2, Day 4**
1. 2. 3. 4. 5.

**Week 2, Day 5**
1. 2. 3. 4. 5.

**Week 3, Day 1**
1. 2. 3. 4. 5.

**Week 3, Day 2**
1. 2. 3. 4. 5.

**Week 3, Day 3**
1. 2. 3. 4. 5.

**Week 3, Day 4**
1. 2. 3. 4. 5.

**Week 3, Day 5**
1. 2. 3. 4. 5.

#### Reporting Category 2

**Week 1, Day 1**
1. 2. 3. 4. 5.

**Week 1, Day 2**
1. 2. 3. 4. 5.

**Week 1, Day 3**
1. 2. 3. 4. 5.

**Week 1, Day 4**
1. 2. 3. 4. 5.

**Week 1, Day 5**
1. 2. 3. 4. 5.

**Week 2, Day 1**
1. 2. 3. 4. 5.

**Week 2, Day 2**
1. 2. 3. 4. 5.

**Week 2, Day 3**
1. 2. 3. 4. 5.

**Week 2, Day 4**
1. 2. 3. 4. 5.

**Week 2, Day 5**
1. 2. 3. 4. 5.

**Week 3, Day 1**
1. 2. 3. 4. 5.

**Week 3, Day 2**
1. 2. 3. 4. 5.

**Week 3, Day 3**
1. 2. 3. 4. 5.

**Week 3, Day 4**
1. 2. 3. 4. 5.

**Week 3, Day 5**
1. 2. 3. 4. 5.
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Data Analysis and Personal Financial Literacy

Math Reference Chart ............................................................. 128
REPORTING CATEGORY 1, WEEK 1

Math, Grade 5

5.2A (L)
1. The stopwatch below shows Jason’s time in the 100-meter dash.

The 8 in the runner’s time represents—
A eight seconds
B eight tenths of a second
C eight hundredths of a second
D eight thousandths of a second

5.2B (L)
2. Look at the expression below.

\[ \text{_________} > 1,365.024 \]

Each of the following numbers will make the expression true EXCEPT—
A 1,365.1
B 1,365.7
C 1,365.009
D 1,365.081
5.4A (M)

3. Which arrangement of tiles below shows that 9 is a composite number?

A

| | | | | | | | |

B

| | | | | | | |

C

| | | | | | |

D

| | | | | |

5.4F (M)

4. What is the value of the expression below?

\[ 2 \times [(14 + 10) \div 2 + 2] \]

A 12

B 21

C 28

D 35
REPORTING CATEGORY 2, WEEK 1

5.3C (L)
1. Pauline bought a package of 325 colored pushpins. The package contained an equal number of 13 different colors. How many pushpins of each color were in the package?

Record your answer in the boxes. Then fill in the bubbles. Be sure to use the correct place value.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.3E (L)
2. Mrs. Laramie bought a notebook for each of her 22 students. Each notebook cost $1.88. How much did Mrs. Laramie spend in all?

A $29.26
B $35.31
C $41.36
D $53.20

5.3I (L)
3. Mr. Kellerman spends $\frac{2}{3}$ hour every morning reading the newspaper. The shaded portion on the clock below represents $\frac{2}{3}$ hour.

How many hours does Mr. Kellerman read the newspaper in one year (365 days)?

A 91 $\frac{1}{4}$
B 182 $\frac{1}{2}$
C 243 $\frac{1}{3}$
D 273 $\frac{3}{4}$
5.3A (M)
1. The table below shows the amount of money Rebecca earned for babysitting during the last 4 months.

<table>
<thead>
<tr>
<th>Month</th>
<th>Amount Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>$139</td>
</tr>
<tr>
<td>July</td>
<td>$158</td>
</tr>
<tr>
<td>August</td>
<td>$121</td>
</tr>
<tr>
<td>September</td>
<td>$137</td>
</tr>
</tbody>
</table>

What is the best estimate for the total amount of money Rebecca earned?
A $500
B $530
C $560
D $600

5.3D (M)
2. In which area model does the darkest shading best represent the product of 0.8 x 0.3?

A

B

C

D

5.3K (L)
3. Peter travels 40.4 miles to work each day. Sarah travels 32.9 miles. Kelly travels 58.7 miles. How many total miles do Peter and Kelly travel to work each day?
A 88.3
B 98.1
C 99.1
D 132
5.4H (L)
1. What is the perimeter of the figure shown below?

A 7 cm
B 18 cm
C 22 cm
D 34 cm

5.5A (M)
2. Which word correctly completes the diagram below?

A Hexagons
B Quadrilaterals
C Rectangles
D Trapezoids
2. Callie is buying pencils from the school pencil machine. The table below shows how many pencils Callie receives for the quarters she puts into the machine.

<table>
<thead>
<tr>
<th>Quarters Inserted</th>
<th>Pencils Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Which grid correctly shows this information?

A

B

C

D
5.9B (M)

1. Which table correctly represents the information in the scatterplot below?

**Television Prices**

<table>
<thead>
<tr>
<th>TV Size (in.)</th>
<th>27</th>
<th>32</th>
<th>37</th>
<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Cost</td>
<td>$140</td>
<td>$170</td>
<td>$190</td>
<td>$200</td>
<td>$280</td>
<td>$340</td>
<td>$500</td>
<td>$600</td>
</tr>
</tbody>
</table>

A

<table>
<thead>
<tr>
<th>TV Size (in.)</th>
<th>27</th>
<th>32</th>
<th>37</th>
<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Cost</td>
<td>$130</td>
<td>$150</td>
<td>$190</td>
<td>$200</td>
<td>$290</td>
<td>$340</td>
<td>$600</td>
<td>$710</td>
</tr>
</tbody>
</table>

B

<table>
<thead>
<tr>
<th>TV Size (in.)</th>
<th>27</th>
<th>32</th>
<th>37</th>
<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Cost</td>
<td>$150</td>
<td>$160</td>
<td>$200</td>
<td>$200</td>
<td>$280</td>
<td>$320</td>
<td>$600</td>
<td>$700</td>
</tr>
</tbody>
</table>

C

<table>
<thead>
<tr>
<th>TV Size (in.)</th>
<th>27</th>
<th>32</th>
<th>37</th>
<th>42</th>
<th>46</th>
<th>50</th>
<th>60</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Cost</td>
<td>$140</td>
<td>$160</td>
<td>$190</td>
<td>$200</td>
<td>$280</td>
<td>$340</td>
<td>$600</td>
<td>$700</td>
</tr>
</tbody>
</table>

D
4. Abel, Benito, Clinton, and Daylen each earn $2,000 per month. The table below lists each person’s monthly expenses.

<table>
<thead>
<tr>
<th>Monthly Expenses</th>
<th>Abel</th>
<th>Benito</th>
<th>Clinton</th>
<th>Daylen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car payment</td>
<td>$225</td>
<td>$200</td>
<td>$175</td>
<td>$200</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$100</td>
<td>$250</td>
<td>$170</td>
<td>$150</td>
</tr>
<tr>
<td>Food</td>
<td>$150</td>
<td>$125</td>
<td>$150</td>
<td>$100</td>
</tr>
<tr>
<td>Insurance</td>
<td>$175</td>
<td>$225</td>
<td>$250</td>
<td>$200</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100</td>
<td>$150</td>
<td>$50</td>
<td>$125</td>
</tr>
<tr>
<td>Rent payment</td>
<td>$750</td>
<td>$625</td>
<td>$800</td>
<td>$700</td>
</tr>
<tr>
<td>Taxes</td>
<td>$350</td>
<td>$300</td>
<td>$275</td>
<td>$200</td>
</tr>
<tr>
<td>Utilities</td>
<td>$150</td>
<td>$175</td>
<td>$125</td>
<td>$200</td>
</tr>
</tbody>
</table>

Which person does NOT have a balanced budget?

A. Abel  
B. Benito  
C. Clinton  
D. Daylen

5. Hailey’s parents pay her $3.50 for each chore she does around the house. She wants to save enough money to buy a video game that costs $60. What is the minimum number of chores Hailey has to complete to earn enough money to pay for the video game?

A. 17  
B. 18  
C. 19  
D. 20