Sample Booklet

Grade 1
Reading
Spanish Version

ECS Learning Systems

A Research-Based Series for Texas
For more than two decades, we have helped you achieve student success on Texas tests by providing the highest quality test-prep materials. With STAAR MASTER®, we continue our commitment to create research-based content that engages students and makes teaching easier.
Increased rigor and challenging topics require students to use higher-order thinking skills!

**STAAR MASTER® Student Practice Books**
- Large volume of practice items helps the teacher easily address all STAAR®-eligible TEKS
- Provide students with repeated practice in a variety of contexts
- Help students build test-taking confidence

**STAAR MASTER® Practice Tests**
- Cover all STAAR®-eligible standards between Form A and Form B
- Mirror STAAR blueprint to provide the most authentic practice possible
- Help reduce test anxiety by familiarizing students with STAAR test format

**STAAR MASTER® Companion Work Texts**
- Organized into easy-to-use lessons to accommodate small or large groups
- Provide activities to use before, during, and after each unit is taught
- Include open-ended items as alternatives to multiple choice

**STAAR MASTER® Companion Quick Checks (available for Reading only)**
- Simulate STAAR® format to build students’ test-taking confidence
- Short, “quick” exercises allow teachers to easily identify students’ areas of weakness
- Reinforce skills covered in STAAR MASTER Companion Work Texts for added practice

**STAAR MASTER® Quick Review (available for Math only)**
- Daily and weekly exercises organized by reporting category are easy-to-use
- Provide multiple-choice and griddable items to mirror STAAR® format
- Appealing layout to engage students

Order today at ecslearningsystems.com.
800.688.3224 • customercare@ecslearningsystems.com

Rev. 05/05/16 SMIFC
Selected pages from

STAAR MASTER®

Student Practice Book
Reading, Grade 1
for the State of Texas Assessments
of Academic Readiness

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

ECS Learning Systems

ISBN: 978-1-58232-370-1

Copyright infringement is a violation of Federal Law.

2018 by ECS Learning Systems, Bulverde, Texas. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from ECS Learning Systems.

Photocopying of graphic organizers by a classroom teacher at a non-profit school who has purchased this publication for his/her own class is permissible. Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Printed in the United States of America. STAAR MASTER is a registered trademark of ECS Learning Systems.

Disclaimer Statement

ECS Learning Systems recommends that the purchaser/user of this publication preview and use his/her own judgment when selecting lessons and activities. Please assess the appropriateness of the content and activities according to grade level and maturity of your students. The responsibility to adhere to safety standards and best professional practices is the duty of the teachers, students, and/or others who use the content of this publication. ECS Learning Systems is not responsible for any damage, to property or person, that results from the performance of the activities in this publication.

STAAR is a registered trademark of the Texas Education Agency. STAAR MASTER and ECS Learning Systems are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.
Dear Texas Educator,

Since 1982, ECS Learning Systems has created quality K–12 teaching materials, training, and media. As a Texas-based publisher of the highest quality test-prep materials, we have always shared your commitment to lead your students to success on Texas tests—TEAMS, TAAS, TAKS, and now the STAAR®. With STAAR MASTER®, we continue our commitment to create research-based content that engages students and makes teaching easier.

The STAAR MASTER® series includes new, challenging content to prepare students for the rigor of the STAAR. It’s what you have come to expect from the most trusted source in Texas testing. Check our Web site often for the latest information at ecslearningsystems.com/staarmaster.

As you use STAAR MASTER® in your classroom, we hope to hear from you! Send us your story and let us know:

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

At ECS, we strive to provide educators like you with easy-to-use and effective materials that make teaching easier. We count it as a privilege to have you as a customer, and we hope that our products continuously exceed your expectations.

Please let us know how well the STAAR MASTER® products worked in your classroom. Also, please spread the word—many of our new customers are referred by teachers like you.

Sincerely,

Your ECS Team

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

Table of Contents

What’s Inside the Student Practice Book? ..........3
Descriptions of STAAR MASTER® Complexity Levels ...........................................5
How to Use This Book .......................................6
Other Suggestions for Instruction......................6
Instructional Strategies ......................................7
Graphic Organizers.............................................8
Master Skills List .............................................13
Correlation Chart .............................................14
Answer Key ......................................................16
References ........................................................18

STAAR MASTER® Student Practice Book, Teacher Guide—Reading, Grade 1 (Spanish Version)
What’s Inside the Student Practice Book?

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 Reading, Grade 1, with a larger font size for ease of reading and simpler language and fewer answer choices for younger students.

The STAAR MASTER Student Practice Book provides practice and review material for the Grade 1 Reading TEKS. (Note: Some TEKS were omitted from this Student Practice Book because they were not easily incorporated in this format at this grade level.)

- The reading passages reflect the kinds of passages students might encounter on the actual STAAR assessment, beginning in Grade 3. These include the following types of selections: fictional literary texts (stories and poems), informational texts (expository passages), and media literacy texts (newspapers, advertisements, blogs, and Web pages).
- The reading passages cover a broad range of topics and ideas of interest to first-grade students.
- Several readability formulas were used to ensure that the texts are appropriate for first grade.
- The questions that follow a passage focus on the 2011 ELA-R Texas Essential Knowledge and Skills (Texas Education Agency, 2011) reading standards.
- Each question is labeled for easy identification of the TEKS-based standard and expectation addressed in the question. The tag also notes the complexity level of the item. (For more information about complexity levels, refer to Box 1, “Descriptions of STAAR MASTER® Complexity Levels,” page 5).

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

Practice-Item Skills Tags

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

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

Informational texts include expository passages. Expository selections give information about topics in science, social studies, art, or other curricular areas.

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

- Fictional literary texts include stories and poems. These selections present an obvious progression of ideas. For example, a story would have a clear beginning, middle, and end.
- Informational texts include expository passages. Expository selections give information about topics in science, social studies, art, or other curricular areas.

Figure 1: Practice-Item Skills Tag

This Teacher Guide includes—

- an overview of the Student Practice Book and key characteristics of the STAAR program
- descriptions of STAAR MASTER complexity levels
- strategies for test preparation and reading instruction
- a master list of the ELA-R TEKS reading standards and expectations addressed in the Student Practice Book
- a correlation chart
- a complete answer key (with corresponding complexity levels for the items in each passage)
Figure 19
The standards listed under TEKS “Figure 19” are important metacognitive reading skills that students will continue to apply (in greater depth and using increasingly complex texts) as they advance in grade level (Texas Education Agency, 2010b). Figure 19 standards are meant to be used with all text types and during both assigned and independent reading (see Figure 2, below).

Increased Rigor
The STAAR® program is described as “significantly more rigorous” (Texas Education Agency, 2010a) than the Texas Assessment of Knowledge and Skills (TAKS). But what does rigor mean in assessment? For the STAAR program, it means the cognitive complexity of items will increase to assess skills at a greater depth. The STAAR MASTER® Student Practice Book provides items written at varying levels of complexity to accommodate this increase in rigor. (Refer to the “Depth of Knowledge” section on this page and Box 1 on page 5 for more information about the levels of complexity in practice items.)

Depth of Knowledge
Norman Webb's (2002a) “depth-of-knowledge” model is currently one of the most influential alignment models in the field of education. “Depth of knowledge” describes the degree of complexity of knowledge a curricular item requires. Webb identifies four levels of depth of knowledge: recall (Level 1), skill or concept (Level 2), strategic thinking (Level 3), and extended thinking (Level 4). Distinct cognitive demands occur during each activity, or thinking process, level.

The items in the STAAR MASTER Student Practice Book were aligned to the TEKS using a modified version of the “depth-of-knowledge” model (see Box 1, “Descriptions of STAAR MASTER® Complexity Levels,” page 5). During the alignment process, the complexity level of each item (designated “Low,” “Moderate,” or “High”) was determined. The level can be found in the skills tag of each practice item and in the Answer Key.

Figure 2: Practice Item for Reading Comprehension Skills (Figure 19)

7. ¿Cuál es el modo más probable como el Ratón aprendió a seguir al hueso?
   ○ A Él observa cómo juegan los otros animales.
   ○ B Él es más fuerte que los demás animales.
   ○ C Él puede ver mejor que los demás animales.

RC = Reading Comprehension
Expectation
Grade Level
Complexity Level

© ECS Learning Systems • STAAR MASTER® Reading, Grade 1, Spanish Version, Teacher Guide
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 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 idea, are considered in a literal, rather than abstract, manner. Students are asked to compare word meanings, which they consider 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, interpret, distinguish, relate, or summarize. 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 text; and extend thinking beyond the text. Major concepts, such as theme and figurative language, are now identified and examined in an abstract manner. Students are asked to demonstrate more flexible thinking, apply prior knowledge, and support their responses. Students may need to generalize and transfer new information to new tasks. High-complexity items may require students to make inferences across an entire passage or analyze relationships between ideas or texts. At this cognitive level, students will need to analyze similarities and differences. Items may involve relating information in a text feature, such as a chart, graph, or diagram, to the text. A high-complexity item may ask students to plan, reason, explain, hypothesize, compare, differentiate, draw conclusions, cite evidence, analyze, synthesize, apply, or prove. Some items also require students to apply low- and/or moderate-complexity skills and concepts.

*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 assessment 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 reading competency test? Experienced educators know that the best test preparation includes three critical components—

• a strong curriculum that is aligned with the content and skills to be assessed
• effective, relevant, and varied instructional methods that allow students to learn content and skills in many different ways
• targeted practice that familiarizes students with the specific content and format of the test

Obviously, a strong curriculum and effective, relevant, and varied instructional methods provide the foundation for all appropriate test preparation. Contrary to what some might believe, merely “teaching the test” performs a great disservice to students. Students must acquire knowledge, practice skills, and have specific educational experiences that can never be included on tests limited by time and in scope. For this reason, resources like the STAAR MASTER® Student Practice Book should never become the heart of the curriculum or replace strong instructional methods.

Targeted Practice
The STAAR MASTER Student Practice Book does, however, address the final element of effective test preparation (targeted test practice). This book familiarizes students with the general format of competency tests.

When students become 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
Used as part of the regular curriculum, the STAAR MASTER Student Practice Book allows teachers to—

• determine students’ areas of strength and/or weakness
• provide meaningful test-taking practice for students
• ease students’ test anxiety
• communicate test expectations and content to parents

Other Suggestions for Instruction

Predicting Answers
Students predict the correct answer before reading the given answer choices. This encourages students to think through the question rather than focus on finding the right answer. Students then read the given answer choices and determine which one, if any, matches the answer they have given.

Developing Test Questions
Once students become familiar with the format of test questions, they develop “test-type” questions for other assigned reading (e.g., science, social studies).

Vocabulary Development
Teachers and students foster vocabulary development in all subject areas through the use of word walls, word webs, word games, synonym/antonym charts, analogies, word categories, “word-of-the-day” activities, etc.

Two-Sentence Recaps
Students regularly summarize what they have read in one or two sentences. For fiction, students use the basic elements (setting, characters, problem, solution) to guide their summaries. For nonfiction, students use the journalist’s questions (who, what, where, when, why) for the same purpose. The teacher may also list three to five key words from a reading selection and direct students to write a one- to two-sentence summary that includes the given words.

Generalizations
After students read a selection, the teacher states a generalization based on the reading, and students provide specific facts and details to support the generalization; or the teacher provides specifics from the selection, and students state the generalization.
**STAAR MASTER® Reading References**

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


STAAR MASTER® Student Practice Book, Teacher Guide—Reading, Grade 1 (Spanish Version)
<table>
<thead>
<tr>
<th>Estándar 4: Primeras destrezas de la lectura/Estrategias</th>
<th>Preguntas relevantes O Clarificando O Hechos/Detalles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violencia de un día lluvioso</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Zapatos viajeros</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>La Sra. Petirrojo consigue lo que quiere</td>
<td>3, 7</td>
</tr>
<tr>
<td>Jake, el Robot</td>
<td></td>
</tr>
<tr>
<td>El secreto en el libro</td>
<td></td>
</tr>
<tr>
<td>Como se vuelven jefes de las personas</td>
<td></td>
</tr>
<tr>
<td>Fuego volador</td>
<td></td>
</tr>
<tr>
<td>Los lagartijas se han ido</td>
<td></td>
</tr>
<tr>
<td>A-M-I-S-T-A-D</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 5: Vocabulario</th>
<th>Verbos/Sustantivos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 6: Palabras compuestas</th>
<th>Claves del contexto</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 8: Textos literarios/Poesía</th>
<th>Elementos de la poesía</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5, 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 9: Textos literarios/Ficción</th>
<th>Problema/Solución O Secuenciación</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 11: Textos literarios/Lenguaje sensorial</th>
<th>Lenguaje sensorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8, 4, 8, 7, 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 12: Textos informativos/Cultura e historia</th>
<th>Preápostolo del autor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 13: Textos informativos/Textos expositivos</th>
<th>Idea principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 14: Textos informativos/Textos expositivos</th>
<th>Hechos/Detalles</th>
<th>Secuenciación</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 15: Textos publicitarios</th>
<th>Características del texto</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estándar 16: Textos publicitarios</th>
<th>Conocimiento de los medios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lectura/Destrezas de comprensión (Tabla 19)</th>
<th>Inferencias (1.RC.D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7, 8, 9, 7, 8, 7, 5</td>
</tr>
</tbody>
</table>

---

STAAR MASTER® Sample Booklet

This page may not be reproduced.
## Student Practice Book
### Grade 1

<table>
<thead>
<tr>
<th></th>
<th>Ann visita la biblioteca</th>
<th>Un insecto muy importante</th>
<th>El patio de Ranger</th>
<th>El doctor agua</th>
<th>¿Qué color?</th>
<th>Una planta de muchos usos</th>
<th>El desastre del licuado</th>
<th>Música de viento</th>
<th>De pobre a Potter</th>
<th>Elegir la flor debida</th>
<th>(Oh, tan gracioso!)</th>
<th>Fresas en domingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3, 4, 5, 9</td>
<td>1, 2, 3, 4</td>
<td>2, 3, 6</td>
<td>5, 6, 7</td>
<td>3, 4, 7</td>
<td>5</td>
<td>3, 6, 7</td>
<td>5</td>
<td>4, 5, 6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2, 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>7, 8</td>
<td>3, 8</td>
<td>6, 8</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
<td>2, 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>4, 5</td>
<td>4</td>
<td>3, 5, 6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>6</td>
<td>4, 5</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5, 8</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

© ECS Learning Systems • STAAR MASTER® Reading, Grade 1, Spanish Version, Teacher Guide
Selected pages from

STAAR MASTER®

Student Practice Book
Reading, Grade 1
for the State of Texas Assessments
of Academic Readiness

Spanish Version
Translated by Dr. Francisco J. Perea

ECS Learning Systems

ISBN: 978-1-58232-368-8
Copyright infringement is a violation of Federal Law.
©2018 by ECS Learning Systems, Bulverde, Texas. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from ECS Learning Systems.

Disclaimer Statement
ECS Learning Systems recommends that the purchaser/user of this publication preview and use his/her own judgment when selecting lessons and activities. Please assess the appropriateness of the content and activities according to grade level and maturity of your students. The responsibility to adhere to safety standards and best professional practices is the duty of the teachers, students, and/or others who use the content of this publication. ECS Learning Systems is not responsible for any damage, to property or person, that results from the performance of the activities in this publication.

STAAR is a registered trademark of the Texas Education Agency. STAAR MASTER and ECS Learning Systems are not affiliated with or sponsored by the Texas Education Agency or the State of Texas.
Tabla del contenido

Viaje de un día lluvioso (Texto literario/Poesía) 4
Zapatos viajeros (Texto literario/Ficción) 8
La Sra. Petirrojo consigue lo que quiere (Texto literario/Ficción) 13
Jake, el Robot (Texto literario/Ficción) 17
El secreto en el libro (Texto literario/Ficción) 21
Cómo se vuelven jefes las personas (Texto literario/Ficción) 25
Fuego volador (Texto literario/Ficción) 29
Los lagartijas se han ido (Texto literario/Ficción) 33
A-M-I-S-T-A-D (Texto literario/Ficción) 38
¡Tú podrías correr más veloz que un cheetah! (Texto informativo/Expositorio) 42
Ann visita la biblioteca (Texto literario/Ficción) 45
Un insecto muy importante (Texto informativo/Expositorio) 49
El patio de Ranger (Texto literario/Ficción) 52
El mejor día de mala suerte (Texto literario/Ficción) 56
El doctor agua (Texto literario/Ficción) 61
¿Qué color? (Texto informativo/Expositorio) 65
Una planta de muchos usos (Texto informativo/Expositorio) 69
El desastre del licuado (Texto literario/Ficción) 73
Música de viento (Texto informativo/Expositorio) 77
De pobre a Potter (Texto informativo/Expositorio) 81
Elegir la flor debida (Texto literario/Ficción) 85
¡Oh, tan gracioso! (Texto informativo/Expositorio) 89
Fresas en domingo (Texto literario/Poesía) 93
Un insecto muy importante

1. ¿Tú comes manzanas o chicharos? Esto es posible gracias a una abeja. La mayoría de las plantas necesitan tener polen para crecer.

2. ¿Qué es el polen? Es el polvo amarillo que está dentro de una flor. El viento mueve el polen de una planta a otra. Pero también las abejas hacen ese trabajo.

3. Las abejas llevan el polen en sus patas. Éste es el modo como las abejas ayudan a las plantas a producir los alimentos que comemos.

4. Ellas lo llevan de una planta a otra. Las abejas también reúnen néctar de las plantas. Ellas usan néctar para hacer miel.

5. La gente tiene miedo a las abejas, porque pueden picarles. La gente no quiere ser picada. Pero la gente no debe tratar de hacer daño a las abejas. Las abejas solo pican cuando son asustadas.

6. Las tiendas de comestibles estarían casi vacías sin la ayuda de las abejas. Las abejas son insectos muy importantes. Nosotros dependemos de ellas cada día. La próxima vez que comes una manzana, puedes dársela las gracias a una abeja.
Estándar 4 (Preguntas relevantes) H

1. ¿Cómo ayudan las abejas a las plantas a crecer?
   - A Haciendo miel
   - B Transportando polen
   - C Recolectando néctar

Estándar 4 (Hechos/Detalles) L

2. Las abejas solo pican cuando:
   - A Son asustadas
   - B Hacen miel
   - C Recogen néctar

Estándar 4 (Clarificando) H

3. ¿Qué es lo más probable que el autor esté tratando de decir en el párrafo 5?
   - A Ayudar a la gente que teme a las abejas a que no le piquen.
   - B No hacer daño a las abejas solo porque creen que son temibles.
   - C Ayudar a las abejas a estar seguras, porque la gente las asusta.

4. ¿Por qué dice el párrafo 6 que las tiendas de alimentos estarían casi vacías sin la ayuda de las abejas?
   - A Las abejas comen el alimento que venden las tiendas de alimentos.
   - B Las tiendas de alimentos venden muchos comestibles que las abejas ayudan a cultivar.
   - C Las tiendas de alimentos venden el néctar que las abejas usan para fabricar alimento.
Estándar 6 (Claves del contexto) M

5. ¿Qué significa dependemos en el párrafo 6?
   ○ A  Guardar
   ○ B  Necesitar
   ○ C  Querer

Estándar 13 (Propósito del autor) H

8. ¿Cuál es la razón más probable por la que el autor escribió este pasaje?
   ○ A  Para explicar por qué las abejas pican
   ○ B  Para explicar por qué necesitamos a las abejas
   ○ C  Para explicar por qué las abejas fabrican miel

Estándar 14 (Idea principal) M

7. ¿Cuál es una idea principal en este pasaje?
   ○ A  Muchas clases de alimentos son importantes.
   ○ B  Las tiendas de comestibles venden muchos tipos de alimentos.
   ○ C  Las abejas ayudan a crecer a muchos alimentos que comemos.
It’s On The Test

From TestSMART™ Student Practice Books to elementary-level skills practice, ECS has all the test preparation materials you need.

Math
ECS2401 TestSMART® Math Concepts Gr. 3
ECS241X TestSMART® Math Operations & Problem Solving Gr. 3
ECS2428 TestSMART® Math Concepts Gr. 4
ECS2436 TestSMART® Math Operations & Problem Solving Gr. 4
ECS2444 TestSMART® Math Concepts Gr. 5
ECS2452 TestSMART® Math Operations & Problem Solving Gr. 5
ECS2460 TestSMART® Math Concepts Gr. 6
ECS2479 TestSMART® Math Operations & Problem Solving Gr. 6
ECS2487 TestSMART® Math Concepts Gr. 7
ECS2495 TestSMART® Math Operations & Problem Solving Gr. 7
ECS2509 TestSMART® Math Concepts Gr. 8
ECS2517 TestSMART® Math Operations & Problem Solving Gr. 8

Reading
ECS2533 TestSMART® Reading Gr. 2
ECS1987 TestSMART® Reading Gr. 3
ECS1993 TestSMART® Reading Gr. 4
ECS2002 TestSMART® Reading Gr. 5
ECS2010 TestSMART® Reading Gr. 6
ECS2029 TestSMART® Reading Gr. 7
ECS2037 TestSMART® Reading Gr. 8

ECS2401 TestSMART® Math Concepts Gr. 3
ECS241X TestSMART® Math Operations & Problem Solving Gr. 3
ECS2428 TestSMART® Math Concepts Gr. 4
ECS2436 TestSMART® Math Operations & Problem Solving Gr. 4
ECS2444 TestSMART® Math Concepts Gr. 5
ECS2452 TestSMART® Math Operations & Problem Solving Gr. 5
ECS2460 TestSMART® Math Concepts Gr. 6
ECS2479 TestSMART® Math Operations & Problem Solving Gr. 6
ECS2487 TestSMART® Math Concepts Gr. 7
ECS2495 TestSMART® Math Operations & Problem Solving Gr. 7
ECS2509 TestSMART® Math Concepts Gr. 8
ECS2517 TestSMART® Math Operations & Problem Solving Gr. 8

ECS1030 Math Whiz Kids® at the Amusement Park Gr. 3-5
ECS1049 Math Whiz Kids® at the Zoo Gr. 3-5

Writing
ECS8414 POWer Strategies™ for Reading
ECS6424 POWer Strategies™ for Reading

ECS2401 TestSMART® Math Concepts Gr. 3
ECS241X TestSMART® Math Operations & Problem Solving Gr. 3
ECS2428 TestSMART® Math Concepts Gr. 4
ECS2436 TestSMART® Math Operations & Problem Solving Gr. 4
ECS2444 TestSMART® Math Concepts Gr. 5
ECS2452 TestSMART® Math Operations & Problem Solving Gr. 5
ECS2460 TestSMART® Math Concepts Gr. 6
ECS2479 TestSMART® Math Operations & Problem Solving Gr. 6
ECS2487 TestSMART® Math Concepts Gr. 7
ECS2495 TestSMART® Math Operations & Problem Solving Gr. 7
ECS2509 TestSMART® Math Concepts Gr. 8
ECS2517 TestSMART® Math Operations & Problem Solving Gr. 8

ECS1030 Math Whiz Kids® at the Amusement Park Gr. 3-5
ECS1049 Math Whiz Kids® at the Zoo Gr. 3-5

Writing
ECS9072 Writing Warm-Ups™ Gr. K-6
ECS9455 Writing Warm-Ups Two™ Gr. K-6
ECS9463 Writing Warm-Ups Two™ Gr. 7-12
ECS9484 Not More Writing™ Gr. 9-12
ECS9900 Foundations for Writing BK I Gr. K-2
ECS0476 Foundations for Writing BK II Gr. 3-8

Spanish-Reading
BH1469 Getting the Sequence Gr. 1-3
BH1477 Main Idea and Details Gr. 1-3
BH1493 Fact and Opinion Gr. 1-3
BH1485 Drawing Conclusions and Inferences Gr. 1-3
BH140X The 5 W’s & H Gr. 4-5
BH1418 Getting the Sequence Gr. 4-5
BH1426 Main Idea & Details Gr. 4-5
BH1442 Fact & Opinion Gr. 4-5
BH1434 Drawing Conclusions & Inferences Gr. 4-5

Spanish-Math
BH1639 Data & Dot-to-Dot Gr. 1-3
BH1646 Math Art Gr. 1-2
BH1653 Math Art Gr. 2-3
BH1660 Multiplication Dot-to-Dot Gr. 3-4
BH1592 Math Drill, Practice & Apply Gr. 1-2
BH1608 Math Drill, Practice & Apply Gr. 2-3
BH1615 Math Drill, Practice & Apply Gr. 3-4
BH1622 Math Drill, Practice & Apply Gr. 4-5
BH1507 First Number Skills Gr. K-1
BH1515 Time & Money Skills Gr. 1-2
BH1523 Number Facts to 10 Gr. 1-2
BH1530 Basic Facts to 18 Gr. 2-3
BH1547 Regrouping Skills Gr. 2-3
BH1554 Multiplication Facts Gr. 3-4
BH1578 Place Value Gr. 1-2
BH1585 Fraction Basics Gr. 2-3
BH1561 Multiplication Skills Gr. 3-5

Need leveled, thematic kits?

TestSMART® books are used by thousands of teachers nationwide.

www.ecslearningsystems.com
800.688.3224 • customercare@ecslearningsystems.com

© ECS Learning Systems 19
Thousands of Texas teachers love the STAAR MASTER® series...

...and here’s what a few of them are saying!

“Last year was my first year teaching. It’s easy to become overwhelmed with the sheer volume of educational materials available; gauging which is best can become a job of its own. Thankfully, my mentor teacher introduced me to STAAR MASTER® for Math and Reading. Everything else I’d seen paled in comparison! I will always use STAAR MASTER® resources because I know the rigor is there, and the format mirrors that of the STAAR®. I am a customer for life!”

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!