Sample Booklet

Grade 2
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 gridable items to mirror STAAR® format
- Appealing layout to engage students

Order today at ecslearningsystems.com.
800.688.3224 • customercare@ecslearningsystems.com
Selected pages from

STAAR MASTER®

Student Practice Book
Reading, Grade 2
for the State of Texas Assessments
of Academic Readiness

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

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

ECS Learning Systems • P. O. Box 440 • Bulverde, TX 78163-0440
ecslearningsystems.com
1.800.688.3224 (t) • 1.877.688.3226 (f) • customercare@ecslearningsystems.com
STAAR MASTER® Sample Booklet

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 2, with a larger, font size for ease of reading and simpler language for younger students.

The STAAR MASTER Student Practice Book provides practice and review material for the Grade 2 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 second-grade students.
- Several readability formulas were used to ensure that the texts are appropriate for second 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).

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.

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).

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)
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).

**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.

**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.)
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 determine through context clues. At this cognitive level, students will need to identify similarities and differences. Items may involve determining information in a text feature, such as a chart, graph, or diagram. Items of this complexity may ask students to predict, organize, classify, compare, interpret, distinguish, relate, or summarize. Some 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.

Box 1: Descriptions of STAAR MASTER® Complexity Levels
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

The STAAR MASTER® Student Practice Book can serve as a springboard for other effective instructional activities that help with test preparation.

Group Work
Teachers and students work through selected practice exercises together, noting the kinds of questions and the range of answer choices. They discuss common errors for each kind of question and strategies for avoiding these errors.

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.*


© ECS Learning Systems 11
### Estándar 3: Primera destreza de la lectura/Estrategias

<table>
<thead>
<tr>
<th>libro</th>
<th>Pregunta de relevancia o clarificación de hechos/detalles</th>
<th>Un problema complicado</th>
<th>¿Adónde van los barcos?</th>
<th>¡Es hora de espectáculos!</th>
<th>Un lugar regañón</th>
<th>La casa del arbol</th>
<th>¡Aquí no hay m batteries!</th>
<th>Unas estudiantes extraordinarias</th>
<th>Cómo aparecieron las rosas color de rosa</th>
<th>¡Ese perro maldoso!</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>4, 7</td>
<td>3</td>
<td>5, 6, 8</td>
<td>7, 8</td>
<td>5, 8, 9</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>4, 5</td>
<td></td>
</tr>
</tbody>
</table>

### Estándar 5: Vocabulario

<table>
<thead>
<tr>
<th>libro</th>
<th>Prefijos/Sufijos</th>
<th>Claves del contexto</th>
<th>Antónimos/Síntones</th>
<th>Temas</th>
<th>Temas literarios/Poesía</th>
<th>Elementos de la poesía</th>
<th>Caracterización</th>
<th>8</th>
<th>7</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 3</td>
<td>1, 2, 4</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Estándar 6: Textos literarios/Tema y género

<table>
<thead>
<tr>
<th>libro</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### Estándar 7: Textos literarios/Poesía

<table>
<thead>
<tr>
<th>libro</th>
<th>2, 5</th>
</tr>
</thead>
</table>

### Estándar 9: Textos literarios/Ficción

<table>
<thead>
<tr>
<th>libro</th>
<th>5, 7</th>
<th>6, 9</th>
<th>4</th>
<th>4</th>
<th>4, 10</th>
<th>6</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
</table>

### Estándar 11: Textos literarios/Lenguaje sensorial

<table>
<thead>
<tr>
<th>libro</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
</table>

### Estándar 13: Textos informativos/Cultura e historia

<table>
<thead>
<tr>
<th>libro</th>
<th>7</th>
</tr>
</thead>
</table>

### Estándar 14: Textos informativos/Textos expositivos

<table>
<thead>
<tr>
<th>libro</th>
<th>4</th>
<th>4, 8</th>
</tr>
</thead>
</table>

### Estándar 16: Textos expositivos

<table>
<thead>
<tr>
<th>libro</th>
<th>3, 9</th>
<th>5</th>
</tr>
</thead>
</table>

### Características del texto

<table>
<thead>
<tr>
<th>libro</th>
<th>7, 8</th>
</tr>
</thead>
</table>

### Lectura/Destrezas de comprensión (Tabla 19)

<table>
<thead>
<tr>
<th>libro</th>
<th>6</th>
<th>8, 10</th>
<th>6</th>
<th>6</th>
<th>6</th>
<th>6</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>8</th>
</tr>
</thead>
</table>

### Vuelvan a relatar los eventos (2.RC.E)

<table>
<thead>
<tr>
<th>libro</th>
<th>5</th>
<th>3</th>
<th>3</th>
<th>7</th>
<th>5, 9</th>
<th>2</th>
<th>2, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Practice Book</td>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La cola del ratón</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Por qué la maravilla es planta trepadora</td>
<td>1, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Listo para las emociones de tu compañero?</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Una leyenda fantástica peces Bill y la cuerda sibilante</td>
<td>1, 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piedipiejitos</td>
<td>2, 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los delines de Monkey Mia</td>
<td>2, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socios de miel</td>
<td>2, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Un divertido día de lluvia</td>
<td>2, 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dos guillos</td>
<td>2, 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El verdadero Johnny Appleseed</td>
<td>2, 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casas del mundo</td>
<td>3, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monstruos del corredor</td>
<td>3, 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arroyo de oro</td>
<td>3, 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El pin lo ha deseado</td>
<td>3, 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© ECS Learning Systems • STAAR MASTER® Reading, Grade 2, Spanish Version, Teacher Guide
### Tabla del contenido

<table>
<thead>
<tr>
<th>Título</th>
<th>Tipo</th>
<th>Página</th>
</tr>
</thead>
<tbody>
<tr>
<td>Por qué los árboles siempre verdes conservan sus hojas</td>
<td>Texto literario/ficción</td>
<td>4</td>
</tr>
<tr>
<td>Un problema complicado</td>
<td>Texto literario/ficción</td>
<td>8</td>
</tr>
<tr>
<td>¿Adónde van los barcos?</td>
<td>Texto literario/poesía</td>
<td>12</td>
</tr>
<tr>
<td>¿Es hora de espectáculo?</td>
<td>Texto informativo/expositivo</td>
<td>15</td>
</tr>
<tr>
<td>El lagarto regañón</td>
<td>Texto literario/ficción</td>
<td>19</td>
</tr>
<tr>
<td>La casa del árbol</td>
<td>Texto literario/ficción</td>
<td>23</td>
</tr>
<tr>
<td>¿Aquí no hay tiburones!</td>
<td>Texto literario/ficción</td>
<td>27</td>
</tr>
<tr>
<td>Cómo aprendió la araña una lección</td>
<td>Texto literario/ficción</td>
<td>32</td>
</tr>
<tr>
<td>Unos estudiantes extraordinarios</td>
<td>Texto informativo/expositivo</td>
<td>36</td>
</tr>
<tr>
<td>Cómo aparecieron las rosas color de rosa</td>
<td>Texto literario/ficción</td>
<td>39</td>
</tr>
<tr>
<td>¡Ese perro maldoso!</td>
<td>Texto literario/ficción</td>
<td>41</td>
</tr>
<tr>
<td>La cola del ratón</td>
<td>Texto literario/ficción</td>
<td>45</td>
</tr>
<tr>
<td>Por qué la maravilla es planta trepadora</td>
<td>Texto literario/ficción</td>
<td>49</td>
</tr>
<tr>
<td>¿Listo para las emociones de tu cumpleaños?</td>
<td>Texto informativo/expositivo</td>
<td>52</td>
</tr>
<tr>
<td>Una leyenda fantástica: Pecos Bill y la cuerda silbante</td>
<td>Texto literario/ficción</td>
<td>55</td>
</tr>
<tr>
<td>Pies pegajosos</td>
<td>Texto literario/ficción</td>
<td>59</td>
</tr>
<tr>
<td>Los delfines de Monkey Mia</td>
<td>Texto literario/ficción</td>
<td>63</td>
</tr>
<tr>
<td>Socios de miel</td>
<td>Texto informativo/expositivo</td>
<td>67</td>
</tr>
<tr>
<td>Un divertido día de lluvia</td>
<td>Texto literario/ficción</td>
<td>70</td>
</tr>
<tr>
<td>Dos gatitos</td>
<td>Texto literario/poesía</td>
<td>74</td>
</tr>
<tr>
<td>El verdadero Johnny Appleseed</td>
<td>Texto informativo/expositivo</td>
<td>77</td>
</tr>
<tr>
<td>Casas del mundo</td>
<td>Texto informativo/expositivo</td>
<td>80</td>
</tr>
<tr>
<td>Monstruos del corredor</td>
<td>Texto literario/ficción</td>
<td>84</td>
</tr>
<tr>
<td>Arroyo de oro</td>
<td>Texto literario/ficción</td>
<td>89</td>
</tr>
<tr>
<td>El pino logra su deseo</td>
<td>Texto literario/ficción</td>
<td>93</td>
</tr>
</tbody>
</table>
Por qué los árboles siempre verdes conservan sus hojas

1. Había una vez un pajarito que tenía un ala rota. No podía volar hasta su tibio nido. Miró a su alrededor, en busca de un lugar tibio donde quedarse.

2. —Tal vez los árboles me mantengan tibio —dijo. —Un plateado abedul fue el primer árbol que vio.

3. —Abedul —le dijo el pajarito—, ¿me mantendrás tibio?

4. —Yo debo cuidar de mis hojas. ¡Vete de aquí! —respondió el abedul.

5. El pajarito saltó y aleteó hasta llegar a un roble.

6. —Roble —le dijo el pajarito—, ¿me mantendrás tibio?

7. —Tú te comerías mis bellotas. ¡Vete de aquí! —respondió el roble.

8. Una vez más, el pajarito se fue, saltando y aleteando hasta llegar a un sauce.

9. —Sauce —le dijo el pajarito—, ¿me mantendrás tibio?

10. —Yo no te conozco, y nunca hablo con extraños. ¡Vete de aquí! —le dijo el sauce.

11. El pajarito saltó y aleteó hasta que un abeto lo vio.

12. —¿Adónde vas, pajarito? —le preguntó el abeto.

13. —No lo sé —respondió el pájaro—, ¿esos árboles no quieren ayudarme! Mi ala está rota, por eso no puedo volar muy lejos.
——Yo te mantendré tibio —dijo el abeto— me gustará tenerte aquí.

Un árbol de pino se erguía ahí cerca. —Mis ramas no son muy tibias, pero puedo bloquear el viento.

El pajarito aleteó entre las ramas del abeto, y el pino mantuvo el viento lejos del pajarito. Entonces, un árbol de junípero se ofreció a alimentar al pájaro.

——Mis bayas son buenas para los pájaros —dijo el junípero.

El pajarito no tardó en sentirse muy a gusto.

Los demás árboles se hablaron unos con otros.

——Yo no recibiría a un pájaro —dijo el abedul.

——Yo no pondría en peligro mis bellotas —dijo el roble.

——Yo no hablaría con extraños —dijo el sauce.


——¿Puedo golpear a cada árbol? —preguntó Viento del Norte al Rey Escarcha.

——No —respondió el Rey Escarcha——, estos árboles, siempre verdes, necesitan conservar sus hojas. Las usan para ayudar a otros.

Por eso, el abeto, el pino y el junípero conservan sus hojas durante el invierno, y lo han hecho desde entonces.
1. ¿Qué significa la palabra extraños en el párrafo 10?
   - A Los que visitan al sauce
   - B Los que el sauce no conoce
   - C Los que molestan al sauce
   - D Los que son malos con el sauce

2. ¿Qué palabra significa lo contrario de bloquear en el párrafo 15?
   - A Permitir
   - B Cubrir
   - C Herir
   - D Parar

3. ¿Cuál es el árbol que dice que no puede ayudar porque tiene que cuidar de sus hojas?
   - A El roble
   - B El abedul
   - C El sauce
   - D El abeto

4. El pajarito necesita un lugar tibio donde quedarse, porque él:
   - A no se lleva bien con los árboles
   - B no ha tenido suficiente alimento
   - C no puede volar hasta su nido
   - D no tiene nido

5. En esta historia, los árboles el roble, el abedul y el sauce son:
   - A egoístas
   - B enojones
   - C amistosos
   - D descuidados

6. El Rey Escarcha le dijo al Viento del Norte que no tocara a los árboles de abeto, ni de pino ni de junípero, porque:
   - A habían sido amables con el pajarito
   - B no tenían bellotas ni hojas
   - C tenían demasiados nidos en ellos
   - D nunca perdían sus hojas
Estándar 9 (Caracterización) L

7. Lee la siguiente tabla. Ella muestra algo acerca de los diferentes árboles en la historia.

<table>
<thead>
<tr>
<th>Árbol</th>
<th>Acción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abedul</td>
<td>Mantiene tibio al pájaro</td>
</tr>
<tr>
<td>Pino</td>
<td>Bloquea el viento para cuidar del pájaro</td>
</tr>
<tr>
<td>Junípero</td>
<td></td>
</tr>
</tbody>
</table>

¿Cuál corresponde al cuadro en blanco?
- O A  Cura el ala del pájaro
- O B  Le canta al pájaro
- O C  Da alimento al pájaro
- O D  Da un nido al pájaro

Estándar 6 (Temas) H

8. ¿Qué lección puede el lector aprender de esta historia?
- O A  Nunca darse por vencido.
- O B  Ver el lado bueno de las cosas.
- O C  La amabilidad siempre da buen resultado.
- O D  No hablar con extraños.
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

ECS1030 Math Whiz Kids “at the Amusement Park” Gr. 3-5
ECS1057 Math Whiz Kids “at Home” Gr. 3-5
ECS1065 Math Whiz Kids “at the Mall” Gr. 3-5
ECS1049 Math Whiz Kids “at the Zoo” Gr. 3-5

BH88931 Dots-to-Dot 1-100+ Gr. 2-4
BH88932 Math Art Gr. 1-2
BH88933 Math Art Gr. 2-3
BH88934 Multiplication Dots-to-Dot Gr. 3-4
BH88941 Math Drill, Practice & Apply Gr. 1-2
BH88942 Math Drill, Practice & Apply Gr. 2-3
BH88943 Math Drill, Practice & Apply Gr. 3-4
BH88944 Math Drill, Practice & Apply Gr. 4-5
BH88951 First Number Skills Gr. K-1
BH88952 Time & Money Skills Gr. 1-2
BH88953 Number Facts to 10 Gr. 1-2
BH88954 Basic Facts to 18 Gr. 2-3
BH88955 Regrouping Skills Gr. 2-3
BH88956 Multiplication Facts Gr. 3-4
BH88957 Multiplication Skills Gr. 3-5
BH88958 Place Value Gr. 1-2
BH88959 Fraction Basics Gr. 2-3

Reading

ECS2363 TestSMART® Reading Gr. 2
ECS1987 TestSMART® Reading Gr. 3
ECS1995 TestSMART® Reading Gr. 4
ECS2002 TestSMART® Reading Gr. 5
ECS2010 TestSMART® Reading Gr. 6
ECS2029 TestSMART® Reading Gr. 7
ECS2037 TestSMART® Reading Gr. 8

ECS51373 An Introduction to POWer Words™ Gr. 4
ECS8414 POWer Words™ Gr. 5-6
ECS5214 POWer Words™ Gr. 7-8
ECS5494 POWer Words™ Gr. 9-12

BH88891 Flurals & Possessives Gr. 2-3
BH88892 Prefixes, Suffixes, Root Words Gr. 2-3
BH8893 Syonyms, Antonyms, and Homonyms Gr. 2-3
BH88894 Analogies & Multiple Meanings Gr. 2-3
BH88901 Alphabet Skills Gr. K-1
BH88902 Consonant Sounds Gr. K-1
BH88903 Vowel Sounds Gr. 1-2
BH88904 Rhyming Words Gr. 1-2
BH88905 Sight Words Gr. 1-2
BH88911 Sight Word Stories Gr. K-2
BH88912 Sight Word Rhymes Gr. K-2
BH88913 Sight Words Search Gr. K-2
BH88914 Wall Words Search Gr. 1-2
BH88915 My First Crosswords Gr. 1-2
BH88918 Sight Words in Context Gr. K-2
BH88919 Rhyming Words in Context Gr. K-2
BH88920 Word Endings in Context Gr. K-2
BH88961 Poems & Rhymes Gr. 1-2
BH88962 Fairy Tales Gr. 2-3
BH88963 Fables & Tall Tales Gr. 3-4
BH88972 Animals Gr. 1-2
BH88973 Space, Stars, & Planets Gr. 3-4
BH88982 Getting the Sequence Gr. 1-3
BH88983 Main Idea and Details Gr. 1-3
BH88984 Fact and Opinion Gr. 1-3
BH88985 Drawing Conclusions and Inferences Gr. 1-3
BH88986 Context Clues Gr. 1-3
BH88991 My First Sight Words Gr. K-1
BH88992 Mastering Sight Words Gr. 1-2
BH88994 Consonant Sounds Gr. K-1
BH88995 Blends & Digraphs Gr. 1-2
BH88996 Short Vowels Gr. 1-2
BH88997 Long Vowels Gr. 1-2
BH88998 Rhyming Words Gr. 1-2
BH88999 Compounds & Contractions Gr. 1-2
NU783XRH Graphic Organizer Collection
NU8437RH Reaching to Literature: Writing Activities for Every Book Gr. 6-8
NU5524RH Reaching to Literature: Writing Activities for Every Book Gr. 9-12
NU5598RH Tackling Literacy Terms Gr. 9-12
ECS56564 POWer Strategies™ for Reading Comprehension Gr. 3-5
ECS5671 POWer Strategies™ for Reading Comprehension Gr. 6-8

Writing

ECS3645 TestSMART® Language Arts Gr. 2
ECS5580 TestSMART® Language Arts Gr. 3
ECS5599 TestSMART® Language Arts Gr. 4
ECS3602 TestSMART® Language Arts Gr. 5
ECS3610 TestSMART® Language Arts Gr. 6
ECS3629 TestSMART® Language Arts Gr. 7
ECS3637 TestSMART® Language Arts Gr. 8

ECS9072 Writing Warm-Ups™ Gr. K-6
ECS9453 Writing Warm-Ups Two™ Gr. K-6
ECS9463 Writing Warm-Ups Two™ Gr. 7-12

ECS0484 Not More Writing!! Gr. 9-12
ECS9900 Foundations for Writing Bk. 1 Gr. K-2
ECS0476 Foundations for Writing Bk. II Gr. 3-8
BH88923 Scrambled Sentences Gr. 1-2
BH88926 Writing Sentences Gr. 2-3
BH88927 Writing Paragraphs Gr. 3-4

ECS2371 Grammar Notebook Book 1 Gr. 9-12
ECS238X Grammar Notebook Book 2 Gr. 9-12
ECS2398 Grammar Notebook Book 3 Gr. 9-12

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 Dots-to-Dot 1-100+ Gr. 2-4
BH1645 Math Art Gr. 1-2
BH1653 Math Art Gr. 2-3
BH1660 Multiplication Dots-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?
Elementary • Middle • High School
Fiction • Nonfiction

Get Reading!!™ kits use the best of young people’s literature to emphasize common elements among three literature selections. Ideal for RTI and leveled assessment, Get Reading!!™ helps you reinforce important skills in reading and literature at the same time.

TestSMART® books are used by thousands of teachers nationwide.

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

© ECS Learning Systems