



Interactive.  
Authentic.  
Powerful.

See pages 6–11



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# A LETTER FROM OUR CEO



At ECS, our ongoing mission is to inspire the heart of educators to reveal the brilliance of every child. This year, our shared goal to build learning mastery and ensure positive learning experiences for learners gets a new ally: an interactive version of the trusted STAAR MASTER® product line.

This means that we will continue to deliver on our promise to connect educators’ expertise to solutions that support accelerated learning and build confidence. In combination with quality professional learning tools for educators and an award-winning tutoring program, we make the difference for Texas’ deserving learners.

The best part? We do it together with you—the dedicated educators of our state. Thank you for giving my team the opportunity to work in partnership with you to bring out the light that we know shines inside every child.

**Mary Jo Eldridge, CEO**  
ECS Learning Systems  
The Makers of STAAR MASTER®

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# STAAR MASTER® OVERVIEW

## A complete supplemental tool for instruction & practice

The STAAR MASTER® product line is a combination of our interactive platform and our print work texts. STAAR MASTER® products offer effective, relevant, and varied instructional methods that allow students to learn content and skills in many ways. The components of the STAAR MASTER® product line work together in a systematic way to provide Integrated Standards Preparation™ by focusing on the six stages of learning: Diagnose, Teach, Practice, Evaluate, Remediate, and Reinforce.

When you use our products together in the learning process, we call this the STAAR MASTER® System. And when your students use the STAAR MASTER® System, they are able to interact with items and activities that encourage them to question, analyze, think about, and talk about their learning. These moments during activities help students develop a range of thinking and communication skills necessary for engagement and growth.

### BUILT FROM THE GROUND UP

Each STAAR MASTER® product is written and designed to align to the skills and rigor of the TEKS and to reflect what is relevant and meaningful to students in Texas. It is through this core methodology that we have gained the specific knowledge of our home state’s academic standards to become recognized as trusted experts in our field, who collaborate with educators to learn what is needed in today’s classrooms and create products that are proven to be effective for students as they work to master the standards.

STAAR MASTER® Product Availability			Print		Print and Interactive						
			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Alg. I
MATH	Student Practice Book	English									
		Spanish									
	Companion Work Text	English									
		Spanish									
	Quick Review	English									
		Spanish									
	Practice Tests	English									
		Spanish									
RLA	Student Practice Book	English									
		Spanish									
	Companion Work Text	English									
		Spanish									
	Practice Tests	English									
		Spanish									
READING	Student Practice Book	English									
		Spanish									
SCIENCE	Student Practice Book	English									
		Spanish									
SOCIAL STUDIES	Student Practice Book	English									
		Spanish									

### MORE INFO

All items and activities in STAAR MASTER® materials are **100% aligned to the assessed TEKS.**

- Interactive versions of STAAR MASTER® materials. See pages 6-11.
- Pricing information. See pages 27-29.

# STAAR MASTER® SYSTEM

## Differentiated instruction made easy so students can master the TEKS

The STAAR MASTER® System shows you how to incorporate each STAAR MASTER® product into your classroom instruction in a systematic way throughout the year to help you personalize learning so that students can master the TEKS.

The materials in the STAAR MASTER® System—

- Are 100% standards-aligned to the eligible TEKS;
- Contain effective, relevant, and varied instructional methods;
- Allow students to learn content and skills in many different ways;
- Use repeated targeted practice to uncover areas of strength and weakness;
- Help teachers identify and address strengths and weaknesses to differentiate instruction.

A convenient and organized solution to address varying needs in the classroom, the STAAR MASTER® System begins with our two most popular products—the Student Practice Book and the Companion Work Text—that engage, motivate, and challenge students to focus on maximizing student growth.

The Student Practice Book reflects the function and organization of the STAAR® to provide authentic practice on the most important skills and uncover the student data needed to identify and target learning gaps. To support these targeted areas, the Companion Work

### TEACHER GUIDES

**Purpose:** Provide a comprehensive resource of critical information and strategies for instruction

#### Components

- Overview of student work text
- Master skills list
- Strategies for instruction and test prep
- Complete answer key
- Correlation charts (as appropriate)
- Reference guides

### IMPLEMENTATION GUIDES

**Purpose:** Outline best practices for using Companion Work Text and Student Practice Book together

#### Components

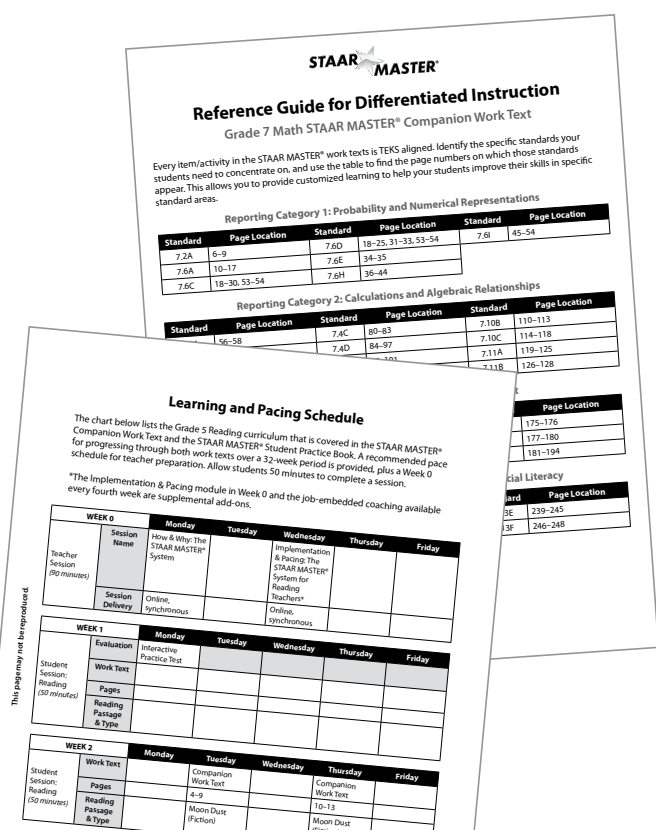
- Pacing schedules and content maps
- Plans for differentiated learning
- Daily lesson plans and planning forms
- Correlation charts (RLA)
- Activities overviews
- List of eligible TEKS

Text remediates gaps through scaffolding, increasing the exposure to concepts to deepen understanding.

	Student Practice Books	Companion Work Texts	Quick Review	Practice Tests
<b>Format</b>	Print and Interactive	Print and Interactive	Print and Interactive	Print and Interactive
<b>Item Types</b>	Multiple choice and STAAR® 2.0 item types	Open-ended	Multiple choice	Multiple choice and STAAR® 2.0 item types
<b>Subjects</b>	RLA, Math, Science, Social Studies	RLA, Math	Math	RLA, Math
<b>Purpose</b>	Repeated and targeted practice	Supplemental instruction	Remediation	Real-time evaluation
<b>Benefits</b>	Familiarize students with STAAR® item types and format	Build foundational knowledge	Supports multiple uses: classroom, at home, tutoring, etc.	Build test-taking confidence and reduce test anxiety
<b>More Info</b>	Large volume of items Variety of contexts Organized by Reporting Category and standard (RLA is passage-based)	Can be self-directed Organized into lessons Addresses use of manipulatives and tools (Math)	Daily and weekly exercises User-friendly layout Daily Lesson Plan provided Organized by Reporting Category	Has Forms A and B Reflects structure and content of the STAAR® blueprints Interactive offers same features as the online STAAR®

To help target learning further, the STAAR MASTER® System also includes our Quick Reviews for Math, where students can self-pace through the material a little bit each day and our Practice Tests, which mirror the STAAR® testing experience. Additionally, ancillary components of the STAAR MASTER® System include Teacher Guides that provide instructional strategies and charts that map out the standards in each book, and Implementation Guides that include pacing schedules and lesson planning for using the Student Practice Book and the Companion Work Text together.

***The STAAR MASTER® System meets students where they are and helps them work toward standards mastery.***





# STAAR MASTER® INTERACTIVE

STAAR MASTER® Interactive brings the full STAAR MASTER® suite of products together in an online delivery platform

The STAAR MASTER® System is now available in an all-digital format. Our rigorous content combined with the automation, interactivity, and reporting embedded within the digital platform ensures teachers have the tools they need to help students succeed.

- Interactive activities and questions that mimic the functionality of STAAR® 2.0
- Autoscoring; model answers and rubrics for constructed response items
- Comprehensive reporting and analytics
- Ability to create custom modules to assign to the class or individual students
- Metacognitive student self-assessments after learning items

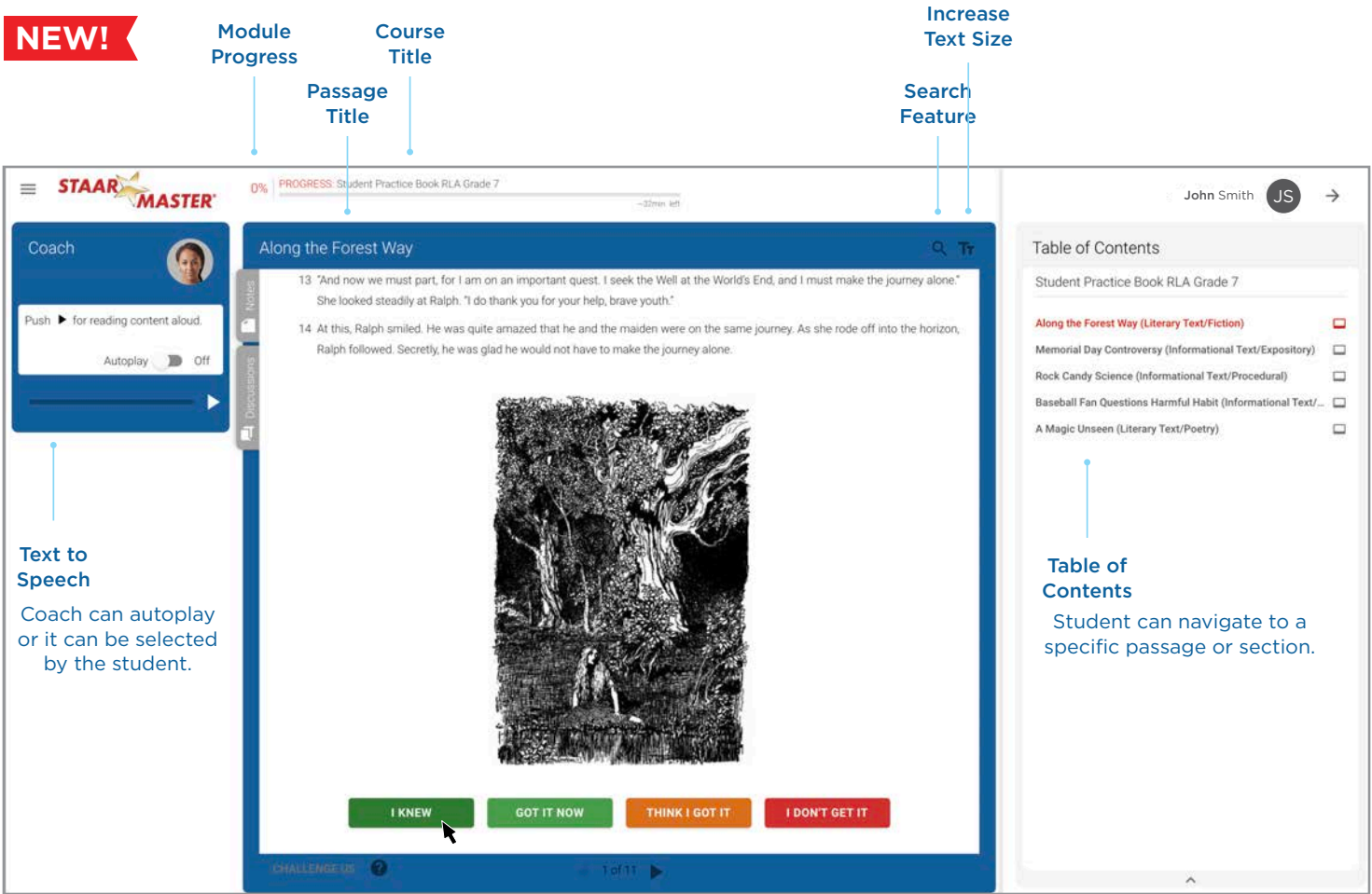
### WHY METACOGNITION MATTERS

#### For Students

- Improves self assurance as they improve at recognizing what they already know
- Brings to their attention the areas in which they do not yet have full understanding, even when they thought they did

#### For Teachers

- Provides guidance on the strategies they employ to reach different students



**Metacognitive Self-assessment**

After interacting with a learning resource or responding to questions, the student is asked to reflect and report on their level of confidence.

	STAAR MASTER® Print Work Texts	STAAR MASTER® Interactive
STAAR® 2.0 Item Types	●	●
Aligned to Assessed TEKS	●	●
Items Follow STAAR® Format and Rigor	●	●
Content Created by Texas Experts	●	●
Includes Teacher Guide	●	●
Supports Personalized Learning	●	●
Builds Test-taking Confidence	●	●
Metacognitive Assessment		●
Autoscoring		●
Student Reports		●
Class Reports		●
Text to Speech		●
Ability to Build Custom Modules		●
Accessibility Tools		●
Note-taking	●	●
Training Available	●	●

# STAAR MASTER® INTERACTIVE CONTINUED

## PERFORMANCE REPORTING

Learning Objective	Amy	Bill	Carla	Dan	Erin	Fran	Greg	Hank	Ian	Jill	Kelly
5.3A	50	100	100	50	100	50	100	100	50	100	100
5.3B	100	100	100	100	100	100	100	100	100	100	100
5.3C	100	100	100	50	100	100	100	100	100	100	100
5.3D	100	100	100	100	100	100	100	100	100	100	100
5.3E	50	100	100	50	100	50	100	100	50	100	100
5.3F	0	50	100	100	100	0	50	100	0	50	100
5.3G	100	100	100	50	100	100	100	100	100	100	100
5.3H	100	100	100	100	100	100	100	100	100	100	100
5.3I	50	50	100	50	100	50	50	100	50	50	100

*Monitor progress during the program with teacher-facing reports and analytics. These reports help teachers use data to identify and monitor gaps by standard as students work through the material.*

## CREATING CUSTOM MODULES FROM EDUCATOR DASHBOARD

[illegible]

*To create a custom module from the Educator Dashboard, click on Assign Practice or Assign Assessment. Then choose the class, the students you want to assign the work to (whole class or selected students), and the material, down to the specific standards. Assignments will automatically show up on the Student Dashboard.*

## NOTE-TAKING

**0%** PROGRESS: Student Practice Book RLA Grade 7

## Memorial Day Controversy

News  
Discussion

Just now Leah3

👤 Civil War soldiers started with Civil War soldiers

1 min ago Leah3

👤 General Murray who was General Murray?

2 min ago Leah3

👤 The Soldiers' Aid Society I want to learn more about this society

### A Day for Remembering

- Most scholars credit Henry C. Wells of Waterloo, New York, with the idea of designating a day to honor Civil War veterans. He first proposed the idea to General John B. Murray in early 1866. Murray thought it was a good idea.
- On May 5, 1866, every business in the village of Waterloo closed for the day. Bands played as veterans and townspeople gathered at half-mast. After the ceremony people returned home.

### Separate Towns, Separate Beginnings







- At the same time, General John A. Logan was organizing a group of Union Civil War veterans. His event attracted attendees to a nearby cemetery. They placed flags on the graves of fallen soldiers.
- Two years later, on May 5, 1868, General Logan signed a proclamation honoring Union soldiers who'd lost their lives in the war. The day was later changed to Memorial Day in 1882.
- However, people in Columbus, Georgia, insist their town has the oldest Memorial Day celebration. In 1868, Mary Ann Rutherford Ellis's idea. She was a member of the local Soldiers' Aid Society during the Civil War. After the war, she wanted the society change its name. She thought it would be a good idea to have an annual Memorial Day when they would visit and decorate the graves of fallen soldiers. On April 26, 1866—ten days before the Waterloo ceremony—she placed a headstone on her grave in 1898 that reads: "Lizzie Rutledge, died May 5, 1866."

*Students can easily select text to save a note.*

## HIGHLIGHTING

## Setting Aside a Day to Honor

9 In Virginia, they say it was **Cassandra Oliver Moncure** who chose May 30th as Memorial Day. She was a member of a local Women's Auxiliary and organized several women's groups to tend Confederate graves on that day. Moncure was French and supposedly chose the date because it was France's "Day of Ashes"—the day Napoleon's ashes were buried.



Save Note

*Students can easily select text to add a highlight or save a note.*

	Item Type	Math	RLA	Science	Social Studies
	Equation Editor	Grades 3-8, EOC			
	Text Entry	Grades 3-8, EOC	Grades 6-8	Grade 8	
	Graphing	Grades 3-8, EOC			
	Number Line	Grades 3-8, EOC			
	Inline Choice	Grades 3-8, EOC	Grades 3-8		Grade 8
	Hot Spot	Grades 3-8, EOC		Grades 5, 8	Grade 8
	Hot Text		Grades 3-5		Grade 8
	Fraction Model	Grades 3-5			
	Drag and Drop	Grades 3-8, EOC		Grades 5, 8	Grade 8
	Multipart		Grades 3-8	Grades 5, 8	Grade 8
	Match Table Grid	Grades 6-8, EOC	Grade 8		Grade 8
	Multiselect	Grades 3-8, EOC	Grades 3-8	Grades 5, 8	Grade 8
	Short Constructed Response		Grades 3-8	Grades 5, 8	Grade 8
	Extended Constructed Response		Grades 3-8		

# INTERACTIVE PRACTICE TESTS

NEW!

Authentic STAAR® practice includes all new item types

**STAAR MASTER® Interactive Practice Tests** familiarize students with the new STAAR® format to reduce test anxiety. Each Practice Test reflects the test structure and content outlined in the corresponding STAAR® blueprint to provide the most authentic practice possible. Practice Tests also facilitate learning and provide teachers with valuable student data to identify learning gaps and support differentiated instruction.

- Available for Math & RLA Grades 3–8 English and Grades 3–5 Spanish
- Students can “interact” with the new item types embedded in the test
- Non-student constructed responses automatically graded for teachers
- Matches the print versions of the Practice Tests Forms A and B

PLATFORM FEATURES

- New Item Formats
- Text to Speech
- Text Magnifier
- Highlighter
- Student Notes
- Accessibility Tools
- Bookmark and Review of Questions

STAAR MASTER

PROGRESS: Decimals Ro... 5 / 25

John Smith JS

Coach

Push ▶ for reading content aloud.

Exam: Decimals Rounding Assessment

Mark

FILL IN THE MISSING NUMBER(S)

00.10.20.30.40.50.60.70.80.91

When rounding a number between 0 and 1, round up to 1 if the number in the tenths position is 4 or higher.

456

<12345678910111213141819202122232425>

PAUSE

Notifications

Bookmark Questions

Navigate Between Questions

An example of a Math inline-choice item from a Practice Test. For a list of new STAAR® item types by grade and subject, see page 9.

Menu

STAAR MASTER

2% PROGRESS: Student Practice Book RLA Grade 7 ~30min left

John Smith JS

Coach

Push ▶ for reading content aloud.

Note-Taking

Notes

Discussions

What effect does the setting of Upmeads have on King Peter's treatment of his sons?

CHOOSE THE CORRECT ANSWER

The mystery of the woods surrounding Upmeads causes the King to try to prevent his sons from leaving his kingdom.

The smallness of Upmeads causes the King to sympathize with his sons' desire for exploration.

The existence of the Well at the World's End somewhere near Upmeads causes the King to keep his sons at home.

The danger of the woods surrounding Upmeads inspires the King to train his sons in battle.

An example of a Reading Language Arts multiple-choice item from Grade 7.



# STUDENT PRACTICE BOOKS

Large volume of items provides repeated practice

## PURPOSE

The STAAR MASTER® Student Practice Books are designed to provide high-quality targeted practice for the STAAR® in order to improve students' knowledge and build test-taking confidence.

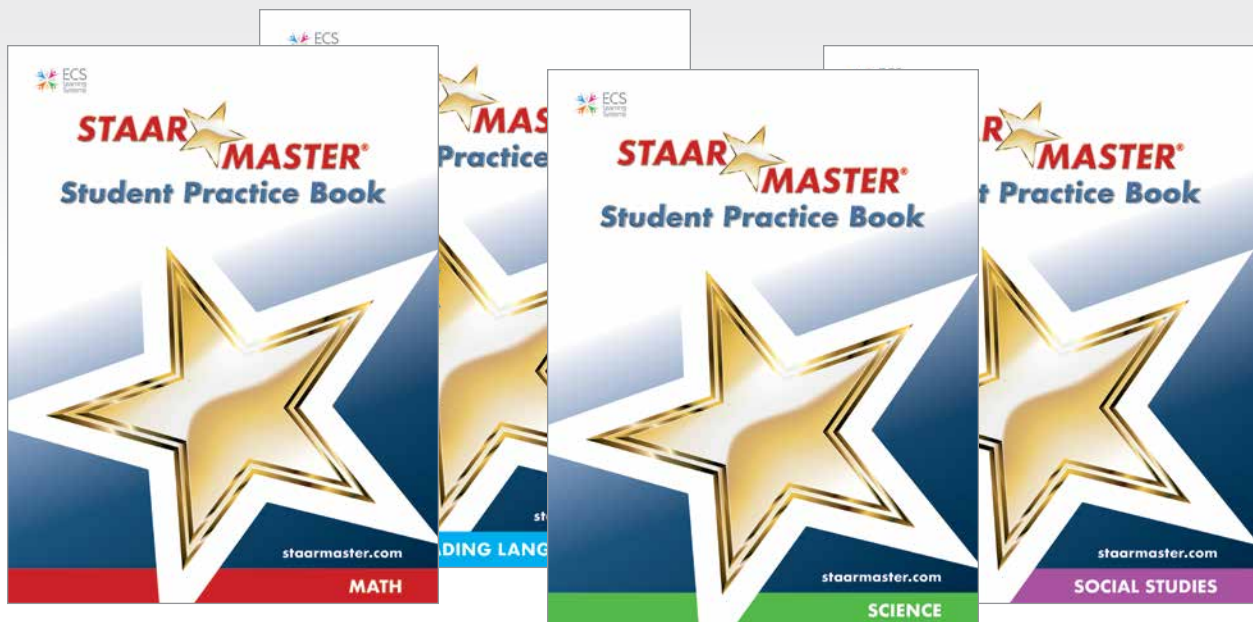
## DESCRIPTION

STAAR MASTER® Student Practice Books contain a large volume of items to provide students with repeated practice in a variety of contexts. The items are 100% aligned to the assessed TEKS and address all STAAR®-eligible standards. Each item is labeled for easy identification of the TEKS-based standard and expectation addressed.



## WORK TEXTS FOR ENGLISH AND SPANISH

- STAAR® 2.0 item types reflected in print and interactive
- New items have been added to RLA (Grades 3-8) to ensure coverage for all STAAR®-eligible TEKS.





STAAR MASTER® Product Availability			Print		Print and Interactive							
		Grade	1	2	3	4	5	6	7	8	Alg. I	
MATH	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
	Quick Review	English										
		Spanish										
RLA	Practice Tests	English										
		Spanish										
	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
READING	Student Practice Book	English										
SCIENCE	Student Practice Book	English										
SOCIAL STUDIES	Student Practice Book	English										
		Spanish										

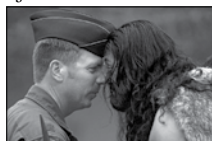
## MORE INFO

- Interactive versions of STAAR MASTER® materials. **See pages 6-11.**
- Virtual STAAR MASTER® training. **See page 24.**
- Pricing information. **See pages 27-29.**
- Five ways to order. **See page 31.**

## So Many Ways to Say Hello

- What do you do when you see a friend? Do you wave or say "hello"? All over the world, people greet other people. Greetings help us say "hello." They help us start talking to each other.
- Some people use their hands to greet others. In Hong Kong, people put their hands near their throats and nod. In some parts of the world, people shake each other's hands. But they may do it in different ways. In Malaysia, people touch both hands to the other person's hands. In the Philippines, they touch each other's hands, but they do not grasp the other person's hands. Instead, their hands stay limp.
- Some greetings are spoken. In Russia, when people meet they may say, "How's life?" in Russian. In Hawaii, people say "aloha" to say hello. They also say "aloha" to say goodbye! Greek people also use the same word when they meet or part. They say "yiassas."
- Some people kiss to greet one another. Not all kisses are the same. When people meet in France, they often kiss four times. The pattern is to kiss the other person's left cheek first. Then they kiss the right cheek. Then they kiss the left again and end with the right. In Italy, kisses are only

Figure 1



A military officer touches noses with a Maori warrior during a welcoming ceremony in New Zealand.

Figure 2



Traditional Hindi namaste gesture

between close friends and family. There are no rules about which cheek to kiss first. So sometimes heads bump into each other. In the Netherlands there is no set number of kisses. But you

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### Student Practice Book for RLA Grade 3 page 92

3.9D.1 (Informational—Central Idea) H

7. This question has two parts. First, answer Part A. Then, answer Part B.

#### Part A

Which sentence best states the central idea of the selection?

- A Greetings can be spoken or unspoken.
- B In Asia, all bowing means the same thing.
- C People use only their hands to greet other people.
- D All languages use the same word for "hello" and "goodbye."

#### Part B

Which sentence from the selection best supports the answer to Part A?

- A They help us start talking to each other.
- B Some people use their hands to greet others.
- C Hugging or shaking hands is not always the only way to say an unspoken hello.
- D Whichever you like, it is good to know that there are so many ways to say "hello."

3.7C (Response—Text Evidence) H

8. What does the chart tell you about saying "hello"?

- A People in Persia say "ciao" to greet other people.
- B People in different countries say "hello" the same way.
- C Different people use different languages to greet each other.
- D People in Japan and China use the same word to say "hello."

3.10C (Author's Purpose—Print and Graphic Features) H

9. What is the main reason the author included pictures with this passage?

- A To show examples of how people greet one another
- B To compare the ways that people greet one another
- C To explain why people greet others in different ways
- D To show the best ways for people to greet one another

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### Student Practice Book for RLA Grade 3 page 98

#### Reporting Category 1 Numerical Representations and Relationships

#### Exercise 5

3.2B: Describe the mathematical relationships found in the base-ten place value system through the hundred thousands place (Supporting Standard)

Use the information below to answer questions 1–3.

Look at the place value chart below.

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
	7	6	5	5	5	6

(3.1E)

1. Circle the correct option for each blank that completes the sentence below.

The value of the digit 5 in the (a) place is 10 times the value of the digit 5 in the (b) place.

- (a) hundreds or (a) ones  
(b) thousands or (b) tens

(3.1E)

2. What number is 10,000 times the number written in the ones place?

(3.1E)

3. If you divided the number in the place value chart by 100, in what column would you write the 7?

- A Ones
- B Tens
- C Hundreds
- D Thousands

(3.1C; 3.1F; 3.1G)

4. Which sentence best describes the rule used to find the numbers in the pattern below?

26   260   2,600   26,000   260,000

- A Add 10 to each number to find the next number in the pattern.
- B Add 100 to each number to find the next number in the pattern.
- C Multiply each number by 10 to find the next number in the pattern.
- D Multiply each number by 100 to find the next number in the pattern.

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### Student Practice Book for Math Grade 3 page 10

#### Reporting Category 1 Numerical Representations and Relationships

#### Exercise 1

5.2A: Represent the value of the digit in decimals through the thousandths using expanded notation and numerals (Supporting Standard)

(5.1A; 5.1C; 5.1D)

1. The stopwatch below shows a runner's time in the 100-meter dash.



The 5 in the runner's time represents—

- A five seconds
- B five tenths of a second
- C five hundredths of a second
- D five thousandths of a second

(5.1D; 5.1F)

2. The number below is written in expanded notation.

$$(4 \times 10) + (3 \times 1) + (6 \times 0.1) + (9 \times 0.01) + (1 \times 0.001)$$

Which of the following shows this number written in standard notation?

- A 43.691
- B 436.91
- C 4,369.1
- D 43,691

(5.1D; 5.1F)

3. The table below shows numbers written in both standard and expanded notation.

Standard Notation	Expanded Notation
6.45	$(6 \times 1) + (4 \times 0.1) + (5 \times 0.01)$
?	$(1 \times 10) + (7 \times 0.1) + (8 \times 0.01) + (2 \times 0.001)$
24.03	$(2 \times 10) + (4 \times 1) + (3 \times 0.01)$

What number would correctly complete the table?

- A 1.782      C 17.082
- B 10.782      D 17.82

(5.1D; 5.1F)

4. The cards below show 3 digits.



If one card is placed in each blank below, what is the greatest number that can be shown?

- A 6.29      C 9.26
- B 9.62      D 6.92

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### Student Practice Book for Math Grade 5 page 7

### Lee la lectura y selecciona la mejor respuesta a cada pregunta.

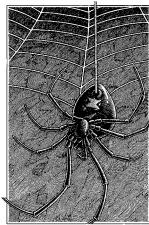
Clayton es un estudiante de tercer grado. Su maestra le pidió a cada estudiante que escribiera un reporte sobre algo sorprendente de la naturaleza. Clayton escribió sobre las telarañas. Este es un borrador de su reporte. Lee su reporte y piensa en los cambios que debería hacer para mejorarlo. Después, contesta las siguientes preguntas.

#### La ciencia de las telarañas

(1) Muchos tipos de arañas tejan telarañas. (2) Utilizan estas telarañas para atrapar a los insectos, animales y otras arañas que comen. (3) Algunas de las telarañas son redondas con hilos que parecen los rayos de una rueda. (4) Algunas tienen forma como hamacas o embudos. (5) Algunas arañas hacen telarañas de aspecto desordenado con hilos enmarañados que van en todas las direcciones.

(6) Las arañas utilizan partes especiales de su cuerpo para producir seda. (7) La seda sale disparada a través de pequeños tubos, en el cuerpo de la araña. (8) La seda comienza como un líquido almidonado. (9) Cuando la araña la estira, se vuelve seca y fuerte.

(10) Algunos de los hilos de seda están secos y otros son pegajosos. (11) La araña ambos tipos de hilos para tejer su tela. (12) Si un insecto vuela dentro de la telaraña sus patas se atascan en los hilos pegajosos y sus alas también. (13) Cuando se retuerce y lucha, se atasca cada vez más y más. (14) La araña puede sentir los tirones de los hilos de la telaraña. (15) Se desplaza por los hilos secos para llegar al insecto atrapado. (16) La araña utiliza unas garras especiales en sus patas para agarrar los hilos secos y evitar quedarse atascada en los hilos pegajosos.



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### Student Practice Book for RLA Grade 3, Spanish, page 154

#### 3.11D.x (Convenciones) M

3. ¿Qué cambio, si es que hay alguno, debería hacerse en la oración 7?
- A cambiar **a través** a **atravez**  
 B cambiar **seda** a **ceda**  
 C eliminar la coma después de **tubos**  
 D no hacer ningún cambio

#### 3.11D.j (Convenciones de la oración) M

4. ¿Cuál es la forma correcta de escribir la oración 11?
- A La araña, utilizó ambos tipos de hilo para tejer su telaraña.  
 B La araña utiliza ambos tipos de hilo para tejer su telaraña.  
 C Ambos tipos de hilo es usado por la araña para tejer su telaraña.  
 D no hacer ningún cambio

#### 3.11D.ii (Convenciones) M

5. ¿Qué cambios habría que hacer en el párrafo 4 (oraciones 17–20)?

Selecciona **DOS** respuestas correctas.

- ☐ cambiar **son** a **es** en la oración 18  
☐ cambiar **alambre** a **alambres** en la oración 18  
☐ cambiar **acero** a **acedo** en la oración 18  
☐ cambiar **hule** a **ule** en la oración 19  
☐ cambiar **hacen** a **hace** en la oración 20

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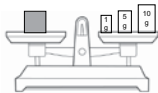
### Student Practice Book for RLA Grade 3, Spanish, page 156

#### Reporting Category 1 Matter and Energy

#### Exercise 1

5.2C; 5.5A (M)

1. David used the balance scale shown below.

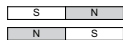


Which property of the block was David measuring?

- A Mass  
 B Size  
 C Volume  
 D Weight

5.2D; 5.5A (M)

2. Magda has the two magnets shown below.



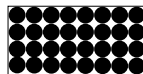
What will happen if Magda tries to push the north poles of the two magnets toward one another?

- A The two north poles will become stronger.  
 B The two north poles will no longer be magnets.  
 C The two north poles will pull toward each other.  
 D The two north poles will push away from each other.

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5.2D; 3.5C (M)

3. The diagram below shows the arrangement of molecules in a substance.



The substance represented in the diagram is most likely a—

- A gas  
 B liquid  
 C solid  
 D vapor

3.5C (L)

4. What do you call the temperature at which a liquid turns into a gas?

- A Boiling point  
 B Condensing point  
 C Freezing point  
 D Melting point

5.4A; 5.5B (M)

5. A teacher mixes one cup of fine-grained sand with one-fourth cup of iron filings. Then, she asks her students how to separate the two substances in the mixture. Which tool should the students recommend to most easily separate the substances?

- A Beaker  
 B Filter  
 C Magnet  
 D Spoon

STAAR MASTER® Student Practice Book—Science, Grade 5

3

### Student Practice Book for Science Grade 5 page 3

#### Reporting Category 4 8.27: Impact of science and technology on the economic development of the U.S.

#### Exercise 2 continued

8.27C; 8.29B (H)

3. The transcontinental railroad has played an important role in the development of the United States.

What were **TWO** ways that the transcontinental railroad supported economic activities in the United States?

Think about the question carefully. Then, record your answer in the box provided.

8.27B; 8.29B (M)

4. In 1787, an American inventor named John Fitch completed the first successful trial run of a steamboat. By 1814, steamboats were frequently used in the country mainly because the boats—

- A served as a favorite pastime in the United States  
 B could transport both people and high-demand goods  
 C allowed any American to travel often and inexpensively  
 D could carry more livestock than other forms of transportation

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STAAR MASTER® Student Practice Book—Social Studies, Grade 8, Volume II

79

### Student Practice Book for Social Studies, Volume II Grade 8 page 79



# COMPANION WORK TEXTS

## Supplement instruction & build foundational knowledge

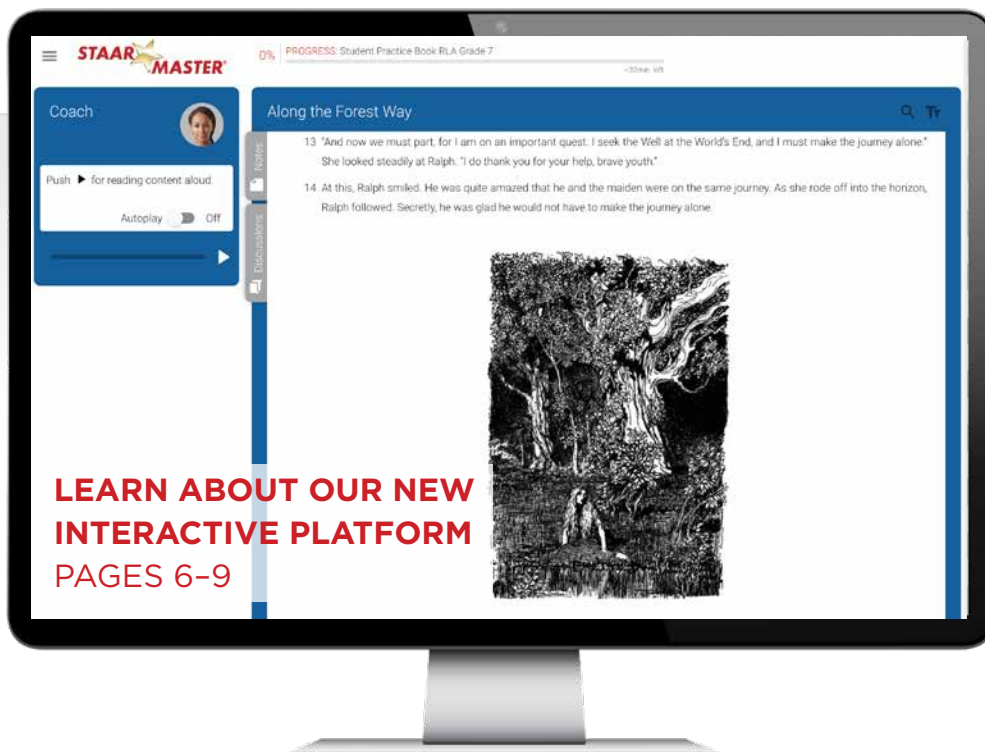
### PURPOSE

**Reading Language Arts (RLA):** The primary goal of these STAAR MASTER® supplemental instructional materials is to build students' foundational knowledge, which will move them toward self-directed learning and problem-solving.

**Math:** These STAAR MASTER® work texts supplement and support instruction, moving students toward self-directed learning and problem-solving. Students also learn the appropriate use of manipulatives, tools, and technology.

### READING LANGUAGE ARTS

- 100% coverage for all STAAR®-eligible TEKS for Reporting Category 1: Reading and Reporting Category 2: Writing—Revising and Editing & Extended Constructed Response.
- Work texts continue to provide open-ended items that reflect the same skills students need for the STAAR® 2.0 item types.
- New content has been embedded to address the Revising and Editing standards, which supplements the prompt-based writing already included.



## DESCRIPTION

**Reading Language Arts (RLA):** STAAR MASTER® Companion Work Texts for RLA are organized into lessons, which include activities to use before, during, and after each unit. These work texts include open-ended and extended-response tasks that require students to use critical reading skills to develop correct, complete answers. All items and activities are 100% aligned to the assessed TEKS.

**Math:** STAAR MASTER® Companion Work Texts for Math are like abridged textbooks. They help students learn new concepts more quickly than traditional textbooks, or they can be used to provide additional explanations of concepts. Activities follow a logical sequence of standards, organized by Reporting Category. All items and activities are 100% aligned to the assessed TEKS.



STAAR MASTER® Product Availability			Print		Print and Interactive							Alg. I
			Grade	1	2	3	4	5	6	7	8	
MATH	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
	Quick Review	English										
		Spanish										
RLA	Practice Tests	English										
		Spanish										
	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
READING	Practice Tests	English										
		Spanish										
SCIENCE	Student Practice Book	English										
		Spanish										
SOCIAL STUDIES	Student Practice Book	English										
		Spanish										

## MORE INFO

- Interactive versions of STAAR MASTER® materials. **See pages 6–11.**
- Virtual STAAR MASTER® training. **See page 24.**
- Pricing information. **See pages 27–29.**
- Five ways to order. **See page 31.**

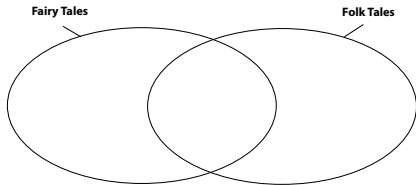
## Lesson 1

## A Perfect Imitation and The Silver Swindle



Strand 5 (Comprehension Skills) M

**Alike and Different:** Have you ever read a fairy tale? How about a folk tale? Use the Venn diagram below to compare and contrast what you know about fairy tales and folk tales.



6.2A (Vocabulary—Resources)/6.2B (Vocabulary—Context) L-M



unfashionably ample unconvincing swindle transaction unruffled

The box above shows some words you will read in the story. Antonyms for three of the words appear below in bold, along with their definitions. Using the definitions, write a sentence that correctly uses the related vocabulary word from the box above.

1. **fashionably**—stylishly or elegantly

Sentence using “unfashionably”: \_\_\_\_\_

2. **convincing**—undoubted or sincere

Sentence using “unconvincing”: \_\_\_\_\_

3. **ruffled**—upset or distressed

Sentence using “unruffled”: \_\_\_\_\_

## Companion Work Text for RLA Grade 6 page 4

## Lesson 1

A Perfect Imitation  
An Indian Folk Tale

- There once was a parrot imprisoned in a wrought-iron cage in a bustling village in India. He was held there by a miserable man with an icy heart who owned a clothing store in the market. The man kept the parrot's cage hanging just inside the door, which was propped open every day to attract shoppers.
- "Pssst! Come on in!" the miserable man would hiss as people passed the doorway. "You can't go about town dressed so unfashionably!" By embarrassing the villagers in this way, he persuaded them to buy his cheaply made, overpriced clothing and shoes. "Ha!" he would exclaim once they left his store, their wallets and purses slightly emptier. "What a bunch of fools people are...easily convinced of anything!"
- Sometimes passersby would stop to speak with the parrot. This delighted the parrot, for although the man had long ago taught the bird to speak, the two had never had a proper conversation. Only now and again would the man bellow at the parrot, "We made plenty of money today!" or "Such a useless bird! You should have said more to that ridiculous woman! You could have lured her into the store if you'd tried harder!"
- One day, the eldest man in the village passed in front of the store. He was a small man with creases, or deep wrinkles, around his eyes. His face, a map of mountains and valleys, had a gentle look about it. He walked with his palms folded in front of his ample belly, and he smiled and nodded at each person he saw.
- "Hello, teacher," the parrot could hear people murmuring. Many put their hands together and bowed their heads as they greeted the man. "Hello, *Baba*," some said. The parrot knew that their behavior meant the man was very kind and very wise. After all, a *baba* is revered for being honorable—the sort of man people often go to for advice.
- "Hello, *Baba*," the parrot said as the old man approached. In the very same way he had done with the countless people greeting him, the old man smiled and nodded at the parrot.
- "Hello, bird," the old man answered.
- Upon hearing voices, the miserable man emerged from the back of the store. "Teacher!" he barked with an unconvincing smile that was more like a sneer. "A wise gentleman with so many friends to visit needs better shoes for walking. Yours must be at least a century old!"

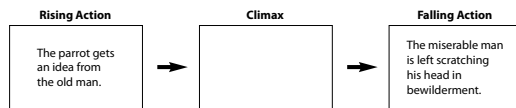


## Companion Work Text for RLA Grade 6 page 5

## Lesson 1

6.7C (Literary—Plot Elements) L

4. Look at the chart below.



What event belongs in the empty box?

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6.9E (Author's Purpose—Identify Literary Devices) M

5. Why did the author most likely write the story in a way that reveals the money changer's thoughts?

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6.6C (Response—Text Evidence) M

6. Describe two instances in the plot of "The Silver Swindle" when money directly influences a person's actions.

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6.6D (Response—Paraphrase/Summarize) M

7. In two to three sentences, summarize the trick the old man uses in "The Silver Swindle."

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## Companion Work Text for RLA Grade 6 page 11

## Lesson 1

## Revising &amp; Editing

**Directions:** Carlos rewrote paragraphs 16–18 of "A Perfect Imitation." Read the paragraph. Then, answer the questions that follow.

(1) When he was opening the store the next day, the miserable man noticed that the parrot was lying on the floor of the cage. (2) His body was still his eyes were closed. (3) What a nuisance that the bird had died! (4) He was angry that he would have to buy another bird to try to coax people into the shop. (5) The miserable man lifted the rusty hinges, opened the cage, and remove the dead bird. (6) The parrot jumped up and quickly flew out the cage door. (7) Just as the old man had shown him, the parrot had freed himself. (8) He flew up and out of the market as fast as his wings would fly. (9) It made his heart burst with happiness to see the miserable man standing by the empty cage trying to figure out what just happened.

6.10D1 (Sentence Conventions) M

1. Sentence 2 contains an error. Rewrite the sentence to correct the error.

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6.10D1 (Conventions) M

2. What change, if any, should Carlos make in sentence 5?

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6.10B1 (Organizational Structure) M

3. Which sentence should Carlos add after sentence 3?  
 A The old man was very sad that the bird had died.  
 B The customers were happy that the bird had died.  
 C The passers-by were curious that the bird had died.  
 D The miserable man was not sad that the bird had died.

## Companion Work Text for RLA Grade 6 page 15

Estándar 4.1A; 4.1D; 4.1F; 4.1G; 4.5D (L-M)

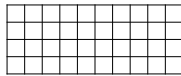
**Aprender acerca del área**

**Área** es la medida del espacio total dentro de una figura. Supón que quieres una alfombra nueva para el piso de tu alcoba. Para comprar la cantidad correcta de alfombra, necesitas saber la cantidad del espacio total que va a cubrirse con la alfombra.

Vamos a ver cómo se hace esto. El siguiente diagrama muestra un pasillo que tiene 4 pies de anchura y 10 pies de longitud.



Para alfombrar todo el pasillo del diagrama, debes saber el área total. Tú mides el área en **unidades cuadradas**. En otras palabras, quieres saber cuántos pequeños cuadrados de alfombra necesitarías para cubrir todo el espacio de piso en el pasillo. Puedes dividir el pasillo en pequeños cuadrados (como se muestra a continuación) y luego contar todos los pequeños cuadrados para encontrar el área del pasillo.



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**Habla de eso-1**

- ¿Cuántos pequeños cuadrados de alfombra necesitarías para cubrir todo el pasillo?
- ¿Contar los pequeños cuadrados es un buen modo de encontrar el área de un espacio? ¿Por qué o por qué no?

Vamos a ver lo que sabes acerca del pasillo en el diagrama anterior. Tú sabes la longitud del pasillo (10 pies) y su anchura (4 pies). Tú también dividiste el pasillo en unidades cuadradas y contaste las unidades cuadradas. Entonces, tú conoces el área del pasillo (40 pies cuadrados).

**Intentalo:** Escribe a continuación las medidas del pasillo.

Longitud = \_\_\_\_\_ pies    Anchura = \_\_\_\_\_ pies    Área = \_\_\_\_\_ pies cuadrados

continúa en la página siguiente

**Companion Work Text for Math Grade 4, Spanish, page 121****Habla de eso-2**

- ¿Qué notas acerca de los números que escribiste?
- ¿Podrías escribir una ecuación con esos números?
- Si respondes "sí", ¿qué ecuación podrías escribir?
- ¿Qué te dice eso acerca de encontrar el área del pasillo?

Para encontrar el área de un rectángulo, multiplicas su longitud por su anchura. Para el pasillo, multiplicaste 4 x 10. El producto (40) representa el área del pasillo en unidades cuadradas.

Tú recuerdas que una **fórmula** es una ecuación o una regla usada para resolver un problema. Vamos a ver la fórmula para encontrar el área de un rectángulo.

$$A (\text{área}) = l (\text{longitud}) \times a (\text{anchura})$$

$$A = l \times a$$

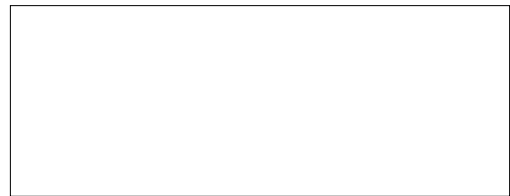
Tú encuentras el área de un rectángulo multiplicando su longitud por su anchura. Para nuestro problema, sabemos que  $l = 10$  y  $a = 4$ . Ponemos estas medidas en la fórmula para encontrar el área del pasillo.

$$A = 10 \times 4$$

$$A = 40 \text{ pies cuadrados}$$

**Por tu cuenta:** Usa la fórmula para encontrar el área de un rectángulo para resolver el siguiente problema. Muestra tu trabajo en el cuadro.

Debbie quiere una alfombra nueva en su alcoba rectangular. El cuarto mide 10 pies de anchura y 12 pies de longitud. ¿Cuántos pies cuadrados de alfombra necesita Debbie para su alcoba?



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**Companion Work Text for Math Grade 4, Spanish, page 122**

Standard 6.1D; 6.1F; 6.1G; 6.3A (L-M)

**Finding Reciprocals**

Remember, a reciprocal is one number in a pair of numbers that, when multiplied, have a product of 1. **Multiplicative inverse** is another term for reciprocal.

$$\text{a number} \times \text{its reciprocal} = 1$$

An easy way to find the reciprocal of a fraction is to switch the numerator and the denominator. The chart below shows examples of fractions and their reciprocals, as well as a way to check reciprocals.

Fraction	Reciprocal	Check
$\frac{1}{4}$	$\frac{4}{1}$	$\frac{1}{4} \times \frac{4}{1} = \frac{(1 \times 4)}{(4 \times 1)} = \frac{4}{4} = 1$
$\frac{2}{3}$	$\frac{3}{2}$	$\frac{2}{3} \times \frac{3}{2} = \frac{(2 \times 3)}{(3 \times 2)} = \frac{6}{6} = 1$
$\frac{5}{9}$	$\frac{9}{5}$	$\frac{5}{9} \times \frac{9}{5} = \frac{(5 \times 9)}{(9 \times 5)} = \frac{45}{45} = 1$

**Talk About It-1:** How can you find the reciprocal of a **mixed number** (whole number plus a fraction), such as  $2\frac{1}{3}$ ?**On Your Own:** Write the reciprocal of each number below.

- |                         |                         |
|-------------------------|-------------------------|
| 1. $\frac{3}{4}$ _____  | 5. $1\frac{5}{6}$ _____ |
| 2. $2\frac{2}{5}$ _____ | 6. $\frac{3}{2}$ _____  |
| 3. $\frac{7}{5}$ _____  | 7. $3\frac{3}{5}$ _____ |
| 4. $\frac{1}{8}$ _____  | 8. $\frac{5}{12}$ _____ |

**Talk About It-2:** What is the reciprocal of 3? Explain your answer.

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**Companion Work Text for Math Grade 6 page 76**

Standard 6.1D; 6.1F; 6.8C; 6.8D (L-M)

**Writing Volume Equations**

**Directions:** Write an equation to represent the volume of each figure below. Then, find the volume of the figure.

<p>1. </p> <p>Equation: _____</p> <p>Volume: _____</p>	<p>3. </p> <p>Equation: _____</p> <p>Volume: _____</p>
<p>2. </p> <p>Equation: _____</p> <p>Volume: _____</p>	<p>4. </p> <p>Equation: _____</p> <p>Volume: _____</p>

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**Companion Work Text for Math Grade 6 page 178**



# QUICK REVIEWS FOR MATH

Versatile work texts have built-in 12-week pacing guides

### PURPOSE

The STAAR MASTER® Quick Reviews for English and Spanish were designed to support multiple uses, including in the classroom, at home, and in tutorials/remedial classes/summer school. The work texts provide daily and weekly exercises organized by Reporting Category.

### DESCRIPTION

STAAR MASTER® Quick Reviews for Math use a practical, user-friendly layout designed to streamline use in a classroom, home, or tutorial setting. The work text is organized by Reporting Category, each divided into three weeks of five days. A Daily Lesson Plan and Correlation Chart are provided in the accompanying Teacher Guide.



STAAR MASTER® Product Availability			Print		Print and Interactive							
			Grade	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
	Quick Review	English										
		Spanish										
RLA	Practice Tests	English										
		Spanish										
	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
READING	Practice Tests	English										
		Spanish										
SCIENCE	Student Practice Book	English										
		Spanish										
SOCIAL STUDIES	Student Practice Book	English										
		Spanish										

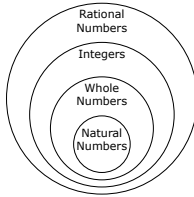
### MORE INFO

- Interactive versions of STAAR MASTER® materials. See pages 6-11.
- Virtual STAAR MASTER® training. See page 24.
- Pricing information. See pages 27-29.
- Five ways to order. See page 31.



6.2A (M)

1. The Venn diagram below shows how real numbers can be classified.



In which category would  $-\frac{3}{8}$  appear?

- A Integers  
B Natural Numbers  
C Rational Numbers  
D Whole Numbers

6.2D (L)

2. Which fraction is greater than  $\frac{1}{2}$  but less than  $\frac{5}{6}$ ?

- A  $\frac{1}{4}$   
B  $\frac{1}{3}$   
C  $\frac{2}{3}$   
D  $\frac{3}{4}$

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6.4G (L)

3. Only  $\frac{1}{5}$  of a town's 12,510 voters participated in a local election. To find the number of voters who participated, you could multiply 12,510 by—
- A 0.15  
B 0.2  
C 0.5  
D 1.5

6.5C (L)

4. A survey showed that 40% of veterinarians recommend Brand A dog food. If 200 veterinarians were surveyed, how many recommended Brand A?
- A 50  
B 80  
C 120  
D 160

6.7D (M)

5. Which equation is equivalent to  $29p + 32$ ?
- A  $32 - 29p$   
B  $32 + 29p$   
C  $32p + 29$   
D  $32(29 - p)$

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## Quick Review Grade 6 page 24

## Quick Review Grade 6 page 25

## Reporting Category 1: Numerical Representations and Relationships

	Week 1					Week 2					Week 3				
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
Standard 3.2A (R)	1	1, 2	1	1	1						1			1	1
Standard 3.2B (S)	2		2	2								1			
Standard 3.2C (S)	3	3			2										
Standard 3.2D (R)	4	4	3, 4	3	3, 4						2		1		3
Standard 3.3A (S)						1									
Standard 3.3B (S)							1						2		
Standard 3.3C (S)						2									
Standard 3.3D (S)						3	2				3				
Standard 3.3E (S)						4							3		
Standard 3.3F (R)						3	1, 2	1	1, 2			2	4		2
Standard 3.3G (S)								3			4				
Standard 3.3H (R)						4	4	2, 3	3, 4			3		3	4
Standard 3.4I (S)										4			4		
Standard 3.7A (S)															4

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## Quick Review Grade 3 Teacher Guide page 14

## Organization of Quick Review for Math

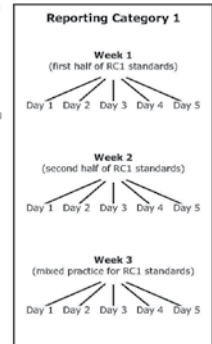
The STAAR MASTER® Quick Review for Math uses a practical, user-friendly layout designed to streamline its use in a classroom, home, tutorial, or other setting.

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

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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.



## Quick Review Grade 5 Teacher Guide page 6

# PRACTICE TESTS

Tests mirror STAAR® to create authentic test experience

## PURPOSE

Teachers can use STAAR MASTER® Practice Tests to diagnose students' strengths and weaknesses in order to target instruction. Practice Tests also familiarize students with the STAAR® format to reduce test anxiety.

## DESCRIPTION

STAAR MASTER® Practice Tests cover STAAR®-eligible standards between Form A and Form B. Each Practice Test reflects the test structure and content outlined in the corresponding STAAR® blueprint to provide the most authentic practice possible.

**NEW!**

## INTERACTIVE PRACTICE TESTS FOR ENGLISH AND SPANISH

All STAAR MASTER® Practice Tests are available as digital interactives.

- Teachers assign Practice Test Form A or Form B to a student.
- Students submit answers and receive an instant score. (Student constructed response items will need to be reviewed by the teacher.)
- Updated interactive Practice Tests include interactivity with the STAAR® 2.0 item types.

STAAR MASTER® Product Availability			Print		Print and Interactive							
		Grade	1	2	3	4	5	6	7	8	Alg. I	
MATH	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
	Quick Review	English										
		Spanish										
RLA	Practice Tests	English										
		Spanish										
	Student Practice Book	English										
		Spanish										
	Companion Work Text	English										
		Spanish										
READING	Student Practice Book	English										
		Spanish										
SCIENCE	Student Practice Book	English										
		Spanish										
SOCIAL STUDIES	Student Practice Book	English										
		Spanish										

## MORE INFO

- Interactive versions of STAAR MASTER® materials. **See pages 6–11.**
- Virtual STAAR MASTER® training. **See page 24.**
- Pricing information. **See pages 27–29.**
- Five ways to order. **See page 31.**

## 4.7B (Response—Write Response)/4.12B (Composition—Informational) H

17. Read the poem "The Spider and the Fly." Based on the information in the poem, write a response to the following:

Explain how the Spider's role as a trickster helps him succeed in convincing the Fly to come closer.

Write a well-organized informational essay that uses specific evidence from the poem to support your answer.

Remember to—

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can—

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.


## 8.9E (Author's Purpose—Literary Devices) M

27. Which line from the poem uses imagery that best reveals the speaker's problem with the fruit in the dining-room?

- A *Right over your head is a funny round hole* (line 9)  
 B *With apples and pears falling through;* (line 10)  
 C *There's a big bunch of grapes all purple and sweet,* (line 11)  
 D *They tumble and tumble, but never come down* (line 13)

## 8.6D (Response—Paraphrase/Summarize) H

28. Determine whether each detail should be included in a summary of the poem.

Select the correct answer in each row.

Detail from the Poem	Include in a Summary	Do Not Include in a Summary
The young girl likes the dining-room at her grandfather's house because she believes the fruit on the ceiling is magic.	<input type="checkbox"/>	<input type="checkbox"/>
The young girl likes a painting at her grandfather's house because it has apples and pears falling through it.	<input type="checkbox"/>	<input type="checkbox"/>
The young girl sneaks out of her bed at night to try to figure out how the magic of the painting on the ceiling works.	<input type="checkbox"/>	<input type="checkbox"/>
The young girl tries many ways to get the fruit but finally decides that she will never be able to discover the magic for herself.	<input type="checkbox"/>	<input type="checkbox"/>

## Practice Test Form A for RLA Grade 4 page 13

## Practice Test Form B for RLA Grade 8 page 19

## 6.1A; 6.1E; 6.1F; 6.2D (L)

10. In golf, the player with the lowest score wins the game. The card below shows scores from a recent golf game.

Player	Score
Jeffrey	+3
Samantha	0
Bobby	-1
Raj	+2
Maria	-4

List the players names in order from lowest score to highest score.

Select the correct answer for each line.

Jeffrey      Samantha      Bobby      Raj      Maria

\_\_\_\_\_

## 6.1A; 6.1F; 6.6C (M)

11. Marcus receives \$12 for every lawn he mows.

Write an equation that represents  $m$ , the amount of money Marcus earns for mowing, and  $l$ , an unknown number of lawns.

Record your answer in the space provided.


continued on next page

## Practice Test Form A for Math Grade 6 page 9

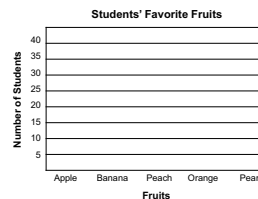
## 3.1D; 3.1E; 3.1F; 3.8A (M)

13. Shondra asked 100 students to name their favorite fruits. She displayed the data in a table like the one below.

Students' Favorite Fruits	
Fruit	Number of Students
Apple	35
Banana	25
Peach	15
Orange	15
Pear	10

Complete the bar graph to show the data in the table.

Draw and shade in each vertical bar to correctly represent the data. Sections should be fully shaded.



## Practice Test Form B for Math Grade 3 page 9

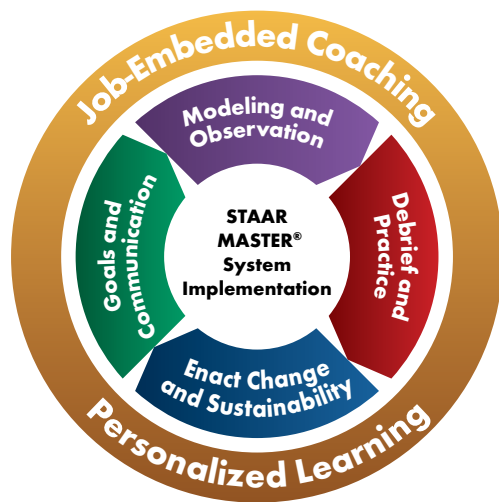


# PROFESSIONAL LEARNING

Retain new teachers with collaborative coaching while supporting returning teachers with professional learning

STAAR MASTER® provides “next level” synchronous and asynchronous professional learning supported by expert coaches to sustain student engagement and outcomes.

**Schedule a consultation now for medium- and long-term coaching and custom professional learning delivery plans for the 2023–2024 school year.**



## NEW TEACHER COACHING COLLABORATIVE

This job-embedded dynamic coaching program supports Texas teachers new to the profession in their crucial first year of teaching.

- Monthly 1:1 coaching sessions
- Support and advice from trained mentors
- Collaboration and reflection with peers
- On-demand professional learning resources aligned to the Texas Teacher Evaluation and Support System (T-TESS)

## “ALWAYS ON” IMPLEMENTATION TRAINING

Every STAAR MASTER® interactive purchase includes continuous access to virtual modules and print resources designed to ensure success in using the STAAR MASTER® System with students.

## JOB-EMBEDDED COACHING

Our commitment to high-quality professional learning experiences is founded upon frequent access to well-trained instructional coaches.

- Personalized, 1:1 sessions for up to 4 teachers per campus
- Monthly or bi-monthly, integrated into the work day
- Enhance teachers’ content-specific instruction through critical reflection and meaningful discussion
- Focus on skill-building through day-to-day practice

## CONTINUOUS EDUCATION

ECS Learning Systems is a TEA-approved provider of Continuous Professional Education hours. Teachers completing STAAR MASTER® professional learning sessions earn credit toward their certification renewals.



# HIGH-IMPACT TUTORING

## Partnering with educators to deliver a research-based tutoring program to ensure accelerated student learning

Many educators in Texas lack the time and resources to address learning loss in students and successfully achieve accelerated learning as defined by House Bill 4545.

However, high-impact tutoring leads to substantial learning goals provided that the program is purposefully designed, implemented with fidelity, managed to ensure progress, and evaluated for sustainability.

### FOUR KEY COMPONENTS

**DESIGN:** A prescriptive, research-based framework informed by the analysis of the goals and needs of the district or campus.

**MANAGEMENT:** A purposeful focus on adherence to implementation via crucial monitoring, measuring, and collaborating.

**IMPLEMENTATION:** Executing program design to ensure intended results are sustained by being proactive and transparent.

**EVALUATION:** Utilizing multiple data points to determine the success of the program as well as future improvements or enhancements.

**Each component has multiple features. Districts can purchase the whole suite, or one or more components with one or more features. Call us at 1.866.512.4777 for a consultation.**

### RECOGNIZED FOR EXCELLENCE

Our High-Impact Tutoring Suite was named a Finalist in the “Cool Tool” category of the 2023 EdTech Digest Awards. ECS Learning Systems is proud to provide essential tutoring services to learners in any academic or home-based setting.

THE EDTECH  
AWARDS



COOL TOOL  
FINALIST 2023

### QUALITY RECOGNIZED

As Texas Tutor Corps providers vetted by TEA, ECS’s program design addresses every aspect of how a high-impact tutoring program can achieve the results needed to accelerate student learning and create confidence in all stakeholders.



### OUR PARTNERSHIP COMMITMENT

Implementing high-impact tutoring is now more feasible than ever, as tutoring is an explicitly allowable use of ESSER funds.

ECS program managers ensure program compliance for schools and districts, designing a high-impact tutoring program that is uniquely suited to the needs of learners.

# STAAR MASTER® FASTER

## An accelerated learning program for STAAR® prep

STAAR MASTER® FASTER is an accelerated learning program that leverages STAAR MASTER® Student Practice Books and Companion Work Texts (print or interactive) to implement targeted, differentiated support to close student learning gaps in RLA and Math. **The targeted intervention and quick pace are ideal for STAAR® prep, summer remediation, tutoring, and accelerated learning (HB4545).** To further support teachers in providing authentic remediation, the tools in this intervention plan focus on the skills that will help their students master the material at their current grade level and equip them with the foundational knowledge needed to meet the rigor of highly tested grade-level state standards. The program supports both teacher-facilitated intervention and self-paced learning.



### IDEAL USES

STAAR MASTER® FASTER is an accelerated learning program for:

- STAAR® prep
- Summer Remediation
- Accelerated Learning (HB4545)

Learning Step 1: Informational		Day 2	Day 3	Day 4	Day 5
Teacher Facilitated Intervention	Text	Comprehension Work Text			
	Pages	Big Book, Big Problems			
	Activities	Check a Clut Read the Passage Read the Passage Read the Passage	Form the Passage Read and Respond?	Form the Passage Read and Respond?	Form the Passage Read and Respond?
Self-Paced Learning	Text	Comprehension Work Text			
	Pages	Big Book, Big Problems			
	Activities	Form the Passage Read and Respond?	Form the Passage Read and Respond?	Form the Passage Read and Respond?	Form the Passage Read and Respond?

Self-Paced Learning		Day 6
Self-Paced Learning	Text	Big Book, Big Problems (Informational)
	Pages	Big Book, Big Problems (Informational)
	Activities	Form the Passage Read and Respond?

RETURNS IN JANUARY!



GET STAAR® READY  
IN JUST 5 WEEKS!

**FLEXIBLE APPLICATION:** Supports student-led sessions, tutoring, small groups, etc.

**25-DAY SCHEDULE:** Targeted & differentiated to ensure efficient time use

**PURPOSEFUL DESIGN:** Incorporates best practices for modern class dynamics

**COMPREHENSIVE TOOLKIT:** Embedded resources allow for easy implementation

Targeted intervention and a quick pace close learning gaps for the eligible TEKS. The program leverages our:

- Student Practice Books
- Companion Work Texts
- Accelerated Learning Guide

# PRICE LIST

## Pricing for Print Work Texts and Interactive

Subject	Grade	Product Code		Price Per Student		
		English	Spanish	Print	Interactive Add-On	Interactive Only
STUDENT PRACTICE BOOKS						
Reading	1	ECS23626	ECS23688	\$14	-	-
Reading	2	ECS23640	ECS23695	\$14	-	-
RLA	3	ECS88262	ECS88323	\$14	\$7	\$20
RLA	4	ECS88279	ECS88330	\$14	\$7	\$20
RLA	5	ECS88286	ECS88347	\$14	\$7	\$20
RLA	6	ECS88293	-	\$14	\$7	\$20
RLA	7	ECS88309	-	\$14	\$7	\$20
RLA	8	ECS88316	-	\$14	\$7	\$20
Math	1	ECS23589	ECS23725	\$14	-	-
Math	2	ECS23602	ECS23732	\$14	-	-
Math	3	ECS99041	ECS99522	\$14	\$7	\$20
Math	4	ECS99232	ECS99539	\$14	\$7	\$20
Math	5	ECS99249	ECS99546	\$14	\$7	\$20
Math	6	ECS99256	-	\$14	\$7	\$20
Math	7	ECS99263	-	\$14	\$7	\$20
Math	8	ECS99270	-	\$14	\$7	\$20
Algebra I	9	ECS23664	-	\$14	\$7	\$20
Science	5	ECS97443	ECS97740	\$14	\$7*	\$20*
Science	8	ECS97467	-	\$14	\$7*	\$20*
Social Studies	8	ECS015PS	-	\$21	\$12*	\$34*
QUICK REVIEWS						
Math	3	ECS98716	ECS23527	\$14	\$7*	\$20*
Math	4	ECS98723	ECS23534	\$14	\$7*	\$20*
Math	5	ECS98730	ECS23541	\$14	\$7*	\$20*
Math	6	ECS98778	-	\$14	\$7	\$20
Math	7	ECS98785	-	\$14	\$7	\$20
Math	8	ECS98792	-	\$14	\$7	\$20
COMPANION WORK TEXTS						
RLA	3	ECS88446	ECS88507	\$14	\$7	\$20
RLA	4	ECS88453	ECS88514	\$14	\$7	\$20
RLA	5	ECS88460	ECS88521	\$14	\$7	\$20
RLA	6	ECS88477	-	\$14	\$7	\$20
RLA	7	ECS88484	-	\$14	\$7	\$20
RLA	8	ECS88491	-	\$14	\$7	\$20
Math	3	ECS99713	ECS99836	\$14	\$7	\$20
Math	4	ECS99720	ECS99843	\$14	\$7	\$20
Math	5	ECS99737	ECS99850	\$14	\$7	\$20
Math	6	ECS99744	-	\$14	\$7	\$20
Math	7	ECS99751	-	\$14	\$7	\$20
Math	8	ECS99768	-	\$14	\$7	\$20

Call for site license pricing.

*\*Interactive versions of Student Practice Books for Science and Social Studies and interactive versions of Quick Reviews in Spanish will be available for enrollment in January 2024. **Request a quote today!***

Teacher Guides are included at no charge for every 30 copies ordered of the corresponding work text. See pages 12-23 for information about the work texts. Additional discounts may be available through many state and regional purchasing cooperatives. Call 1.866.512.4777 or visit [staarmaster.com](http://staarmaster.com) for more information. Add-on prices apply when interactive options are purchased with the equivalent print work texts or bundles.

Shipping/Handling/Insurance is not included.

All STAAR MASTER® work text products are consumable and non-reproducible.



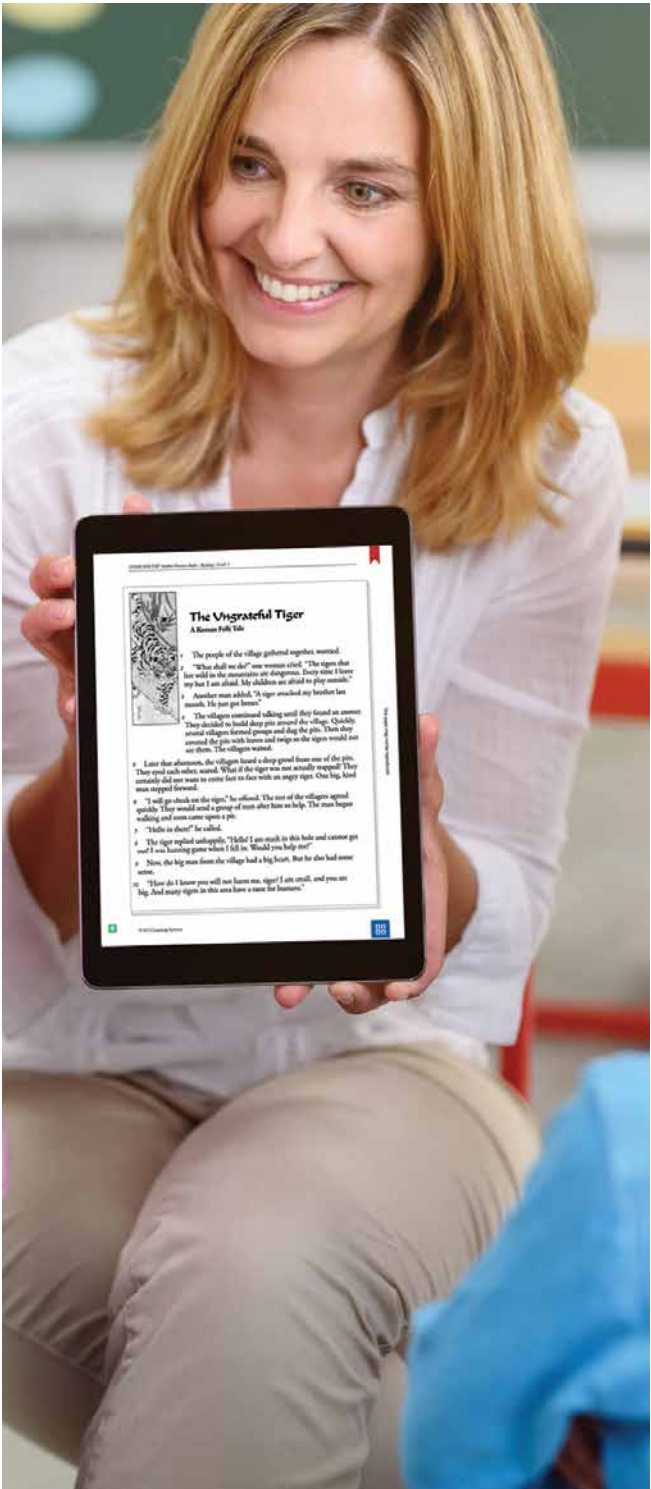
# PRICE LIST CONTINUED

## Pricing for Print Practice Tests

Subject	Grade	Product Code		Price for Set of 15
		English	Spanish	
PRACTICE TESTS (FORMS A & B)				
RLA	3	ECS001PS	ECS016PS	\$43
RLA	4	ECS002PS	ECS017PS	\$43
RLA	5	ECS003PS	ECS018PS	\$43
RLA	6	ECS004PS	-	\$43
RLA	7	ECS005PS	-	\$43
RLA	8	ECS006PS	-	\$43
Math	3	ECS007PS	ECS019PS	\$43
Math	4	ECS008PS	ECS020PS	\$43
Math	5	ECS009PS	ECS021PS	\$43
Math	6	ECS010PS	-	\$43
Math	7	ECS011PS	-	\$43
Math	8	ECS012PS	-	\$43

## Pricing for Interactive Practice Tests

Subject	Grade	Product Code		Price Per Student
		English	Spanish	
INTERACTIVE PRACTICE TESTS (FORMS A & B)				
RLA	3	ECS001PSe	ECS016PSe	\$8
RLA	4	ECS002PSe	ECS017PSe	\$8
RLA	5	ECS003PSe	ECS018PSe	\$8
RLA	6	ECS004PSe	-	\$8
RLA	7	ECS005PSe	-	\$8
RLA	8	ECS006PSe	-	\$8
Math	3	ECS007PSe	ECS019PSe	\$8
Math	4	ECS008PSe	ECS020PSe	\$8
Math	5	ECS009PSe	ECS021PSe	\$8
Math	6	ECS010PSe	-	\$8
Math	7	ECS011PSe	-	\$8
Math	8	ECS012PSe	-	\$8



# SPECIALTY PRICING

## LEARN BUNDLE

Priced per student and includes a minimum of 15 of each of the following:

- Student Practice Books
- Companion Work Texts
- Interactive Practice Tests

**Note:** The Learn Bundle includes print versions of Student Practice Books and Companion Work Texts and interactive versions of Practice Tests.

Subject	Grade	Product Code		Price Per Student (minimum of 15)
		English	Spanish	
LEARN BUNDLES—20% SAVINGS				
RLA	3	SM177LB	SM195LB	\$29
RLA	4	SM178LB	SM196LB	\$29
RLA	5	SM179LB	SM197LB	\$29
RLA	6	SM180LB	-	\$29
RLA	7	SM181LB	-	\$29
RLA	8	SM182LB	-	\$29
Math	3	SM183LB	SM198LB	\$29
Math	4	SM184LB	SM199LB	\$29
Math	5	SM185LB	SM200LB	\$29
Math	6	SM186LB	-	\$29
Math	7	SM187LB	-	\$29
Math	8	SM188LB	-	\$29

## INTERACTIVE BUNDLE

Priced per student and includes a minimum of 15 of each of the following:

- Interactive Student Practice Books
- Interactive Practice Tests

**Note:** The Interactive Bundle includes interactive versions of Student Practice Books and interactive versions of Practice Tests.

Subject	Grade	Product Code		Price Per Student (minimum of 15)
		English	Spanish	
INTERACTIVE BUNDLES—10% SAVINGS				
RLA	3	SM201i	SM213i	\$25
RLA	4	SM202i	SM214i	\$25
RLA	5	SM203i	SM215i	\$25
RLA	6	SM204i	-	\$25
RLA	7	SM205i	-	\$25
RLA	8	SM206i	-	\$25
Math	3	SM207i	SM216i	\$25
Math	4	SM208i	SM217i	\$25
Math	5	SM209i	SM218i	\$25
Math	6	SM210i	-	\$25
Math	7	SM211i	-	\$25
Math	8	SM212i	-	\$25

## Superior Quality and Proven Results

We will match the current price quoted from any publisher for equivalent products.



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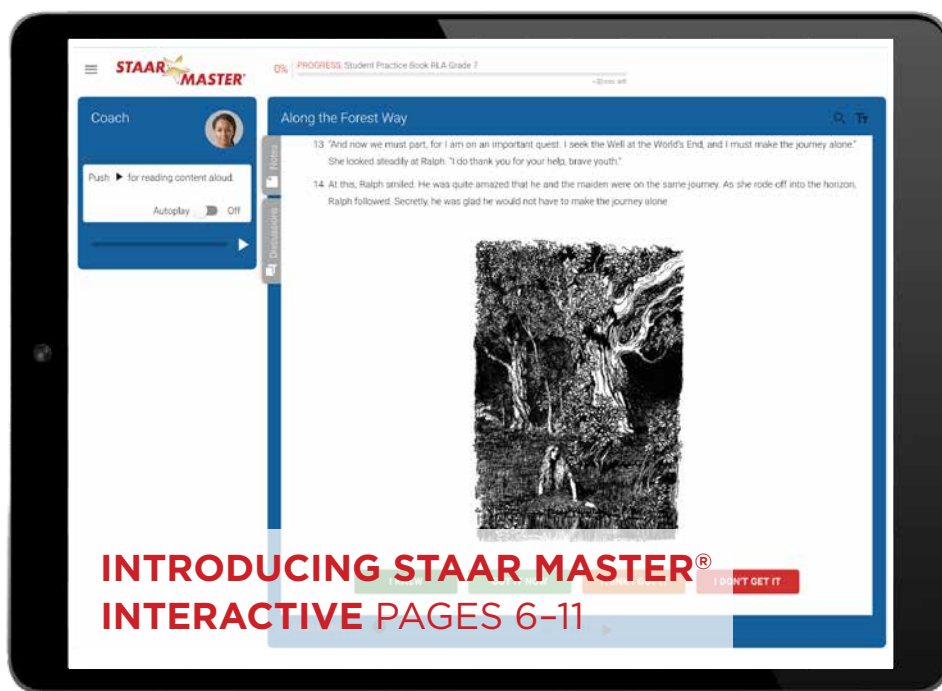
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