

STAAR **MASTER**[®] **FASTER!**

Accelerated Learning Guide

Grade 5 Math

Using the STAAR MASTER[®] System for Accelerated Learning

The makers of STAAR MASTER[®] have assembled this instructional guide that provides teachers with an organized way of using the STAAR MASTER[®] System's Student Practice Books and Companion Work Texts to implement targeted, differentiated support to better prepare students for the STAAR[®] and to accommodate accelerated learning situations.

In this guide, you will find a suggested 25-day schedule to follow with a recommended pace at which to cover the material. The schedule, divided into clusters of related skills based on reporting categories, allows you to target specific skills and choose related content to support both scaffolding and spiraling approaches. The plan is designed to support differentiation so that the work texts can be facilitated in a small group setting or self-directed, so students can work independently.

For your reference, also included are the eligible TEKS to which the material in the work texts was written. This ensures students are learning from material that aligns with what the state of Texas has determined each student at each grade level should know.

Overview

Leveraging our STAAR MASTER® System of high-quality print and eBook supplemental curricula, our STAAR MASTER® FASTER Accelerated Learning Guide provides teachers a TEKS-driven, structured approach to better prepare students for the STAAR® and to accommodate accelerated learning situations.

STAAR MASTER® uses a data-driven approach and authentic materials created by Texas teachers for Texas teachers to measure student progress and help all students succeed. Our STAAR MASTER® FASTER Accelerated Learning Guide supports teachers in using the STAAR MASTER® Student Practice Books and the STAAR MASTER® Companion Work Texts to provide students with intentional review and continued practice needed to ensure mastery on the STAAR®. To further support teachers in providing authentic remediation, we have included a content map of our supplemental reading curriculum that has the flexibility to be integrated into instruction in multiple ways. The tools provided in this implementation guide are designed to support teachers in focusing 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.

Addressing the varying levels of ability in a classroom is crucial in preparing all learners for success on STAAR®. Supporting students at all skill levels with one plan can often leave some students trailing behind and some students not being adequately academically challenged. To differentiate and meet the needs of all learners, the Reading Companion Work Text is used as a targeted intervention, and the Reading Student Practice Book is used to reinforce areas of strength. Further, the Student Practice Book can be used to reinforce concepts after remediation. This allows the teacher the flexibility to facilitate learning on the same targeted skill(s) at different levels. As such, teachers will find our suggested implementation of the product components of the STAAR MASTER® System a convenient way to differentiate and prepare all learners for standards mastery.

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Learning and Pacing Schedule

The STAAR MASTER® FASTER Accelerated Learning Guide takes a familiar approach that allows teachers to target the thinking students need to meet the demands of each reporting category. Designed to support the diverse needs of the classroom and progress through the four reporting categories, the plan allows teachers to offer targeted intervention with the Companion Work Text for students who need support, while students who have demonstrated proficiency will reinforce their strengths through additional practice in the Student Practice Book.

The chart below lists the Grade 5 Math curriculum that is covered in the STAAR MASTER® Companion Work Text and the STAAR MASTER® Student Practice Book. A recommended pace for progressing through both work texts over a 25-day period is provided. Allow students 50 minutes to complete a session.

The Lesson Features in the Companion Work Texts give teachers the opportunity to lead guided facilitation or to give students the opportunity for self-paced learning. Teachers can lead a lesson using the Think About It and Talk About It Lesson Features where the teacher poses essential questions to support tasks. Students can be given the opportunity for self-paced learning using the On Your Own or Talk About It Lesson Features.

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Prior to Plan	Preparation	Day 1
	Gather data to determine the following for each learning lap: <ul style="list-style-type: none"> • Students in need of intervention for each reporting category • Students who will benefit from ongoing practice to reinforce strengths for each reporting category 	Use Fostering Mathematical Understanding and Inquiry to guide your approach. <i>(See Companion Work Text Teacher Guide pp. 7–17.)</i> What Does Good Mathematics Instruction Require: <ul style="list-style-type: none"> • Supplying Rich Mathematical Tasks and Adequate Processing Time to Support Understanding • Be Mindful About Using Math-Talk, Posing Essential Questions, and Purposefully Using Mathematics Vocabulary

Reporting Category 1: Numerical Representations and Relationships & Reporting Category 2: Computations and Algebraic Relationships	Day 2				Day 3				Day 4				Day 5							
	Companion Work Text																Student Practice Book			
Text	Companion Work Text																Student Practice Book			
Topic	Decimals				Prime & Composite Numbers; Order of Operations				Arithmetic				Decimals; Prime & Composite Numbers; Order of Operations; Arithmetic							
Companion Work Text Lesson Features	Talk About It-1 Talk About It-2 On Your Own Try It Try It-1 Try It-2				On Your Own Try It Talk About It				Working Together Talk About It											
Pages	6-9; 10-12; 13-15				16-20; 21-26; 22-24, 26-27				30-33; 34-38				7-9; 10-14; 15-17; 18-21; 22-24; 25-28; 31-34; 35-37							

Reporting Category 2: Computations and Algebraic Relationships	Day 6				Day 7				Day 8				Day 9							
	Companion Work Text																Student Practice Book			
Text	Companion Work Text																Student Practice Book			
Topic	Arithmetic				Arithmetic Fractions				Fractions				Arithmetic Fractions							
Companion Work Text Lesson Features	Working Together Talk About It Try It Talk About It-1 Talk About It-2 Talk About It-3				On Your Own Question Talk About It On Your Own Working Together On Your Own-1 On Your Own-2				Talk About It On Your Own Talk About It-1 Talk About It-2 Try It											
Pages	39-41; 42-47				48-50; 71-75; 51-59				60-63; 64-70				38-40; 41-43; 44-49; 50-52; 53-56; 67-70; 57-59; 60-62; 63-66; 71-73							

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Math Plan for STAAR MASTER® FASTER

The STAAR MASTER® Content Map below lists all the Grade 5 Math curriculum that is covered in the STAAR MASTER® Companion Work Text and the STAAR MASTER® Student Practice Book. After reviewing class data, select which skill(s) students will practice. Use the Map below to identify lessons in the Companion Work Text that targets skills to remediate students' learning gaps for identified learning areas of weakness. Next, identify corresponding pages from the Student Practice Book for self-paced students to reinforce mastery of concepts for identified learning areas of strength.

Reporting Category	Math Skill	Standards	Companion Work Text Pages	Student Practice Book Pages
1	Decimals	5.2A	6–9	7–9
1	Decimals	5.2B, 5.2C	10–12; 13–15	10–14; 15–17
1	Prime & Composite Numbers	5.4A	16–20	18–21
1	Order of Operations	5.4E, 5.4F	21–26; 22–24, 26–27	22–24; 25–28
2	Arithmetic	5.3A, 5.3B	30–33; 34–38	31–34; 35–37
2	Arithmetic	5.3C	39–41	38–40
2	Arithmetic	5.3D, 5.3E	42–47	41–43; 44–49
2	Arithmetic	5.3F, 5.3G, 5.3K	48–50; 71–75	50–52; 53–56; 67–70
2	Fractions	5.3H	51–59	57–59
2	Fractions	5.3I	60–63	60–62
2	Fractions	5.3J, 5.3L	64–70	63–66; 71–73
2	Road to Algebra	5.4B, 5.4C, 5.4D	76–79; 80–84	74–77; 78–81; 82–86
3	2D Shapes & More	5.4H	86–88, 101–106	89–93
3	2D Shapes & More	5.5A	89–93	94–97
3	2D Shapes & More	5.7A	107–114	104–106
3	3D Shapes	5.6A	94–100	98–99
3	3D Shapes	5.6B	98–106	100–103
3	Ordered Pairs	5.8A	115–119	107–109
3	Ordered Pairs	5.8B	117–121	110–112
3	Ordered Pairs	5.8C	121–125	113–117
4	Graphs, Tables, & Plots	5.9A, 5.9B	128–134; 135–136	120–127; 128–135
4	Graphs, Tables, & Plots	5.9C	137–146	136–140
4	Income & Taxes	5.10A, 5.10B	147–149; 150	141–143
4	Budgets	5.10E, 5.10F	151–155	141–143

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Math Plan for Using the Companion Work Text

Reference Guide for Differentiated Instruction

The Reference Guide for Differentiated Instruction for the Math Companion Work Text identifies the reporting category and the math standard(s) addressed in each mini-lesson of the STAAR MASTER® Companion Work Text. After reviewing the skills from the TEKS (pages 16–17), select which skill(s) for students to remediate, and use the Reference Guide below to identify the pages in the Companion Work Text that address the specific standards that students need to master related to the chosen skill(s).

Reference Guide for Differentiated Instruction

Grade 5 Math STAAR MASTER® Companion Work Text

Reporting Category 1: Numerical Representations and Relationships

Standard	Page Location	Standard	Page Location	Standard	Page Location
5.2A	6–9	5.2C	13–15	5.4E	21–26
5.2B	10–12	5.4A	16–20	5.4F	22–24, 26–27

Reporting Category 2: Computations and Algebraic Relationships

Standard	Page Location	Standard	Page Location	Standard	Page Location
5.3A	30–33	5.3F	48–50	5.3K	71–75
5.3B	34–38	5.3G	48–50	5.3L	64–70
5.3C	39–41	5.3H	51–59	5.4B	76–79
5.3D	42–47	5.3I	60–63	5.4C	80–84
5.3E	42–47	5.3J	64–70	5.4D	80–84

Reporting Category 3: Geometry and Measurement

Standard	Page Location	Standard	Page Location	Standard	Page Location
5.4H	86–88, 101–106	5.6B	98–106	5.8B	117–121
5.5A	89–93	5.7A	107–114	5.8C	121–125
5.6A	94–100	5.8A	115–119		

Reporting Category 4: Data Analysis and Personal Financial Literacy

Standard	Page Location	Standard	Page Location	Standard	Page Location
5.9A	128–134	5.10A	147–149	5.10F	151–155
5.9B	135–136	5.10B	150		
5.9C	137–146	5.10E	151–155		

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Accelerated Learning Math

Lesson Plan for the Companion Work Text

The Accelerated Learning Math Lesson Plan provides general directions for selecting and assigning the appropriate pages of standards-based activities from the Companion Work Text, monitoring student progress, and evaluating student mastery of the skills.

Before Session

1. Identify the reporting category and standard(s) that each student needs to practice in the Companion Work Text. Record this information in the “Targeted Standards” column of the Accelerated Learning Math Planning Form.
2. Use the Reference Guide for Differentiated Instruction to match each student’s targeted standard(s) to the corresponding page numbers in the Companion Work Text.
3. Record this information in the “Assigned Page Numbers” column of the Accelerated Learning Math Planning Form for the Companion Work Text.

During Session

4. At the beginning of class, review the skills to be practiced that day.
5. (Optional) If all or most of the students will be working on the same standard(s), present the corresponding brief mini-lesson from the Companion Work Text pages to the whole class to review the skills necessary for mastering the standard(s).
6. Assign the corresponding page numbers from each lesson based on each student’s identified standard(s) for remediation. Refer to the Accelerated Learning Math Planning Form for the Companion Work Text.
7. Monitor the students’ progress as they complete their assigned pages. Work with students who may need extra help, asking questions that lead the students to the correct answers. Encourage students to explain their thinking as they complete each item.

Math Note: The focus of this supplemental curriculum is providing the additional instruction and support that students need for math success. Use student mistakes as opportunities for the specialized instruction that will lead to that success.

After Session

8. Evaluate each student’s work for this class, and record these evaluations on the Accelerated Learning Math Planning Form for the Companion Work Text. Provide specific feedback so students can improve their math skills. Use the evaluation system provided by the school/district, or develop a simple evaluation system for monitoring student progress.
9. (Optional) Preview the skills students will be practicing in the next class.

Activities Overview

The following list highlights and summarizes some items that teachers could find useful. These items are often included in the Daily Math Lesson Plan.

Think About It

In daily lessons, students are asked to think about math concepts and situations, and to think about problem-solving processes, as well as examining problem situations, making observations, and applying prior knowledge to the lessons.

Talk About It

In daily lessons, students are asked to talk about math concepts and situations and to talk about their thinking. This includes examining problem situations, making observations, explaining their problem-solving processes, and discussing math terminology and concepts.

Try It

Students will be asked to try a guided example. Teachers can present the guided example in a small- or large-group setting. Teachers should engage students in “math-talk” during these examples.

Write About It

Lessons include students being asked to write about math concepts and situations and to write about their thinking. This process includes examining problem situations, making observations, explaining their problem-solving processes, and reflecting on their learning. Teachers should allow time for students to share their writing.

Way to Solve

Some activities present multiple solution methods to help students see the mathematical value in each pathway. This also helps students recognize that problem solving does not need to result in a single solution method.

Working Together

Students are asked to work together, or collaborate, in various guided settings (pairs, small-group, whole-class). Teachers can support students with open-ended questions in these situations.

Question

This activity stresses open-ended questions that focus on the underlying structures and logic of mathematics. Students are asked to go deeper and answer as well as ask questions.

On Your Own

Students are asked to independently explore a concept or skill, as well as their own ways of problem solving. This is another activity that teachers can support students with open-ended questions.

What You Need to Know

Students are given key background information to activate or support their subject-area knowledge. Some students will not have prior knowledge about the concept or skill. Others may have developed misconceptions. This addresses knowledge gaps and diverse needs across all learners.

Eligible TEKS for Math, Grade 5

Reporting Category 1

Numerical Representations and Relationships

- 5.2 A. Represent the value of the digit in decimals through the thousandths using expanded notation and numerals (*Supporting Standard*)
- B. Compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$ (*Readiness Standard*)
- C. Round decimals to tenths or hundredths (*Supporting Standard*)
- 5.4 A. Identify prime and composite numbers (*Supporting Standard*)
- E. Describe the meaning of parentheses and brackets in a numeric expression (*Supporting Standard*)
- F. Simplify numerical expressions that do not involve exponents, including up to two levels of grouping (*Readiness Standard*)

Reporting Category 2

Computations and Algebraic Relationships

- 5.3 A. Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division (*Supporting Standard*)
- B. Multiply with fluency a three-digit number by a two-digit number using the standard algorithm (*Supporting Standard*)
- C. Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm (*Supporting Standard*)
- D. Represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models (*Supporting Standard*)

- E. Solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers (*Readiness Standard*)
- F. Represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models (*Supporting Standard*)
- G. Solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm (*Readiness Standard*)
- H. Represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations (*Supporting Standard*)
- I. Represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models (*Supporting Standard*)
- J. Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models (*Supporting Standard*)
- K. Add and subtract positive rational numbers fluently (*Readiness Standard*)
- L. Divide whole numbers by unit fractions and unit fractions by whole numbers (*Readiness Standard*)

- 5.4 B. Represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity (*Readiness Standard*)
- C. Generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph (*Readiness Standard*)
- D. Recognize the difference between additive and multiplicative numerical patterns given in a table or graph (*Supporting Standard*)

**Reporting Category 3
Geometry and Measurement**

- 5.4 H. Represent and solve problems related to perimeter and/or area and related to volume (*Readiness Standard*)
- 5.5 A. Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties (*Readiness Standard*)
- 5.6 A. Recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible (*Supporting Standard*)
- B. Determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base (*Supporting Standard*)
- 5.7 A. Solve problems by calculating conversions within a measurement system, customary or metric (*Supporting Standard*)
- 5.8 A. Describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0, 0)$; the x -coordinate, the first number in an ordered pair, indicates movement parallel to the x -axis starting at the origin; and the y -coordinate, the second number, indicates movement parallel to the y -axis starting at the origin (*Supporting Standard*)

- B. Describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane (*Supporting Standard*)
- C. Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table (*Readiness Standard*)

**Reporting Category 4
Data Analysis and Personal Financial Literacy**

- 5.9 A. Represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots (*Supporting Standard*)
- B. Represent discrete paired data on a scatterplot (*Supporting Standard*)
- C. Solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot (*Readiness Standard*)
- 5.10 A. Define income tax, payroll tax, sales tax, and property tax (*Supporting Standard*)
- B. Explain the difference between gross income and net income (*Supporting Standard*)
- E. Describe actions that might be taken to balance a budget when expenses exceed income (*Supporting Standard*)
- F. Balance a simple budget (*Supporting Standard*)

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