

# **STAAR** **MASTER**<sup>®</sup> **FASTER!**

## **Accelerated Learning Guide**

### **Grade 5 Reading**

#### **Using the STAAR MASTER<sup>®</sup> System for Accelerated Learning**

The makers of STAAR MASTER<sup>®</sup> have assembled this instructional guide that provides teachers with an organized way of using the STAAR MASTER<sup>®</sup> System's Student Practice Books and Companion Work Texts to implement targeted, differentiated support to better prepare students for the STAAR<sup>®</sup> 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 genre-based learning laps, is outlined for you with specific reading passages from the work texts for students to complete. 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 genre-based approach that allows teachers to target the thinking students need to meet the demands of each genre and emphasize the spiraled skills that support students’ comprehension across genres. The plan consists of five genre-based learning laps and flexible spiraled review days to allow teachers to calibrate learning and address misconceptions. Designed to support the diverse needs of the classroom, each learning lap begins with an anchor text from the Companion Work Text that will establish the focus for each learning lap. Students in need of intervention will continue to work through this text during the learning lap, while students who have demonstrated proficiency will reinforce their strengths within the genre through additional practice in the Student Practice Book.

The chart below lists the Grade 5 Reading 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.

This recommended schedule has been developed to include comprehensive passages for each genre that will allow students to interact with recursive and genre-specific TEKS. Additional passage suggestions for each genre are listed on p. 11. Passages noted with an asterisk (\*) are paired passages.

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Learning Lap 0	Before Learning Laps	Day 1
	Gather data to determine the following for each learning lap: <ul style="list-style-type: none"> <li>• Students in need of intervention for each genre</li> <li>• Students who will benefit from ongoing practice to reinforce strengths for each genre</li> </ul>	Use Applying Recursive Comprehension and Response Skills to Support Understanding to review vocabulary, comprehension, and response skills that support understanding across all genres. <i>(See Companion Work Text Teacher Guide pp. 10–15.)</i>

Learning Lap 1: Informational		Day 2	Day 3	Day 4	Day 5
Teacher-Facilitated Intervention	Text	Companion Work Text			
	Passage	World's Worst Weather			
	Pages	82–90			
	Activities	Check it Out Word Watch Read the Passage Headlines	Reread the Passage Read and Respond	Reread the Passage Strategy 1	Reread the Passage Strategy 2
Self-Paced Learning	Text	Companion Work Text	Student Practice Book		
	Passage	World's Worst Weather	Just the Right Notes	April Fish, April Fools	The Future is Now
	Pages	83–85; 90	8–11	12–16	27–30
	Activities	Read the Passage Headlines Homework Extension			

Spiraled Review	Day 6
Text	World's Worst Weather (Informational)
Review	<p>Use the following questions, generated from Applying Comprehension and Response Skills to Support Understanding (<i>Companion Work Text Teacher Guide pp. 10–15</i>), to review how students applied spiraled comprehension and response skills to support understanding of the text:</p> <ul style="list-style-type: none"> <li>• <b>Metacognition:</b> What was the purpose for reading the text? What did you learn?</li> <li>• <b>Asking &amp; Answering Questions:</b> What did you ask as you read? What questions did you answer?</li> <li>• <b>Understanding Text Structure &amp; Features:</b> How was the text structured? How did this. Help you understand it?</li> <li>• <b>Making Connections:</b> What connections could you make to the text?</li> <li>• <b>Synthesizing Information:</b> What new ideas did you come up with after reading the text?</li> <li>• <b>Summarizing &amp; Paraphrasing:</b> How would you summarize the text?</li> <li>• <b>Determining Importance:</b> What was the most important point of the text?</li> <li>• <b>Setting a Purpose for Reading:</b> What was the purpose for reading the text? What did you learn?</li> <li>• <b>Making &amp; Verifying Predictions:</b> Did you make any predictions? Were you right or wrong?</li> <li>• <b>Visualizing:</b> What were you able to visualize while reading the text? How?</li> <li>• <b>Drawing Conclusions &amp; Making Inferences:</b> What conclusions were you able to draw from the text?</li> <li>• <b>Using Prior Knowledge &amp; Personal Experience:</b> What background knowledge helped you understand the text?</li> <li>• <b>Building Word Knowledge:</b> What new words did you learn? Are there any words you are still not sure about?</li> </ul>

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## Reading Plan for STAAR MASTER® FASTER

The STAAR MASTER® Genre Crosswalk identifies genres for each text in the STAAR MASTER® Companion Work Text matched with the corresponding pages for passages in the same genre from the STAAR MASTER® Student Practice Book. After reviewing class data, select which genre and skill(s) students will practice for each learning lap. Use the Crosswalk below to identify a passage 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.

Genre	Companion Work Text Passage	Reading Process	Genre Focused	Author's Purpose and Craft	Companion Work Text Pages	Student Practice Book Pages
Fiction	Moon Dust	5.3A, 5.3C, 5.6E, 5.7D	5.8B, 5.8C, 5.8D	5.10E	4–13	3–7, 42–46, 74–78, 89–94
Fiction	Argument Sticks <i>AND</i> A Light from Within	5.3A, 5.3B, 5.6E, 5.6F, 5.7D	5.8A, 5.8B, 5.8C	5.10E	32–43	
Fiction	Why the Owl Stares	5.3B, 5.3C, 5.6F, 5.7D	5.8B, 5.8C, 5.9A	5.10A, 5.10D	53–60	
Poetry	Feeding Time	5.3B, 5.3C, 5.6F	5.9B	5.10C, 5.10D	25–31	31–36, 79–82
Literary Nonfiction	The Original “Ma Bell”	5.3A, 5.3B, 5.6E, 5.6F, 5.7C, 5.7D	5.9D.i	5.10E	44–52	22–26, 58–62
Drama	Animal Language	5.3A, 5.7D	5.8B, 5.8C, 5.9C		14–24	63–68
Informational / Expository	Com-BAT-ting the Myth	5.3A, 5.3B, 5.6E, 5.7C, 5.7D		5.10A, 5.10C, 5.10E	62–71	8–11, 12–16, 17–21, 27–30, 47–52, 53–57
Informational/ Expository	World’s Worst Weather	5.3B, 5.6E, 5.7C, 5.7D	5.9D.i	5.10A	82–90	
Informational/ Expository	A Key for Alice <i>AND</i> Thumbs Up	5.3B, 5.6E, 5.6F, 5.6H, 5.7C, 5.7D	5.8B, 5.9D.i, 5.9D.iii	5.10A	103–117	
Informational/ Expository – Digital	Strange Quarters <i>AND</i> Vacationblogger	5.3B, 5.6E, 5.7D	5.9D.i	5.10A	91–102	
Informational/ Expository – Multimodal	Time for Slime!	5.3B, 5.6E, 5.6F, 5.6H, 5.7C, 5.7D	5.9D.ii	5.10A	118–127	
Argumentative	Plainly Predatory	5.3C, 5.6F, 5.7C, 5.7D	5.9D.i	5.10E	72–81	37–41 ,69–73, 83–88

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# Master Correlation Chart for Literary Texts

		<i>Moon Dust</i>	<i>Animal Language</i>	<i>Feeding Time</i>	<i>Argument Sticks and A Light From Within</i>	<i>The Original "Ma Bell"</i>	<i>Why the Owl Stares</i>
<b>Reading Process</b>	5.3A: Vocabulary—Resources	6	5		1	5	
	5.3B: Vocabulary—Context			5	5	2	2
	5.3C: Vocabulary—Affixes/ Roots	2		1			6
	5.6E: Comprehension—Make Connections	3, 8			7	S1	
	5.6F: Comprehension—Inferences			7	1, 6	3	4
	5.6H: Comprehension—Synthesize						
	5.7C: Response—Text Evidence					7 S2	
	5.7D: Response—Paraphrase/ Summarize	S2	S1		S1	1, 8	S1
<b>Genre Specific</b>	5.8A: Literary—Themes				8		
	5.8B: Literary—Character Relationships	4 S1	7		2, 7		S2
	5.8C: Literary—Plot Elements	7	1, 3		3		3
	5.8D: Literary—Influence of Setting	5					
	5.9A: Multiple Genres—Characteristics of Children's Literature						1
	5.9B: Poetic Forms—Devices			2, 3, 4, 6 S1			
	5.9C: Drama—Structure		2, 4, 6, 8 S1, S2				
	5.9D.i: Informational—Central Idea					6	
	5.9D.ii: Informational—Features						
	5.9D.iii: Informational—Organizational Patterns						
<b>Author's Purpose and Craft</b>	5.10A: Author's Purpose—Message						7
	5.10C: Author's Purpose—Print and Graphic Features			S2			
	5.10D: Author's Purpose—Describe Literary Devices			4			5
	5.10E: Author's Purpose—Identify Literary Devices	1			4 S2	4	

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# Master Correlation Chart for Informational Texts

		<i>Com-BAT-ting the Myth</i>	<i>Plainly Predatory</i>	<i>World's Worst Weather</i>	<i>Strange Quarters and Vacationblogger</i>	<i>A Key for Alice and Thumbs Up</i>	<i>Time for Slime!</i>
<b>Reading Process</b>	5.3A: Vocabulary—Resources	3, 4					
	5.3B: Vocabulary—Context	4 S1		2	4	10	2
	5.3C: Vocabulary—Affixes/Roots		3				
	5.6E: Comprehension—Make Connections	2		S2	3 S1, S2	11	8
	5.6F: Comprehension—Inferences		S2			6, 9	5, 7
	5.6H: Comprehension—Synthesize					11	9
	5.7C: Response—Text Evidence	6 S1, S2	4, 7, 8 S1	4, 5, 6		2, 7	8 S2
	5.7D: Response—Paraphrase/Summarize	1 S2	5	1, 7	2, 5	1, 3, 8	6
<b>Genre Specific</b>	5.8A: Literary—Themes						
	5.8B: Literary—Character Relationships					4	
	5.8C: Literary—Plot Elements						
	5.8D: Literary—Influence of Setting						
	5.9A: Multiple Genres—Characteristics of Children's Literature						
	5.9B: Poetic Forms—Devices						
	5.9C: Drama—Structure						
	5.9D.i: Informational—Central Idea		1, 6 S1	3 S1	1	5	3, 4 S1
	5.9D.ii: Informational—Features						
	5.9D.iii: Informational—Organizational Patterns					S1, S2	
<b>Author's Purpose and Craft</b>	5.10A: Author's Purpose—Message	1, 8		1	6, 7	1	1
	5.10C: Author's Purpose—Print and Graphic Features	7					
	5.10D: Author's Purpose—Describe Literary Devices						
	5.10E: Author's Purpose—Identify Literary Devices	5	2				

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# Accelerated Learning

## Reading Learning Lap Sequence

### Before Learning Laps Begin

1. Gather data to determine the following for each learning lap:
  - Students in need of intervention for each genre
  - Students who will benefit from ongoing practice to reinforce strengths for each genre

Record this information in the Learning Laps Planning Form.

2. Use *Applying Comprehension and Response Skills to Teach Critical Reading* to review spiraled reading process skills (*See Companion Work Text Teacher Guide pp. 10–15.*)

**Note:** If selecting texts that are not on the recommended learning and pacing schedule (pp. 4–10), allow time to structure pacing of Companion Work Text passages and Student Practice Book passages.

### During Learning Lap Day 1

Introduce learning lap genre. Use the anchor text from the Companion Work Text to discuss and review the demands of the genre with the entire class (or group). Use the Passage Summaries to briefly review the assigned passage with students.

#### Teacher-Facilitated Intervention

- Complete the text’s introductory page with the students. Each introductory page includes a specific prereading task called “Check It Out!” (e.g., assessing prior knowledge, predicting). The introductory page also highlights vocabulary words included in the text and provides a brief activity related to the words (“Word Watch”).
- Have students read the assigned passage from the STAAR MASTER® Companion Work Text for Reading Grade 5 on their own, using the questions in the “Read & Respond” section to guide their reading.
- Have students complete the “Headlines” activity to extend their summarization practice.

#### Self-Paced Learning to Reinforce Skills

- Students complete the text’s introductory page independently or with a partner. Each introductory page includes a specific prereading task called “Check It Out!” (e.g., assessing prior knowledge, predicting). The introductory page also highlights vocabulary words included in the text and provides a brief activity related to the words (“Word Watch”).
- Then, students read the assigned passage from the STAAR MASTER® Companion Work Text for Reading Grade 5.



**Informational  
and Fiction**  
Days 2–4

- Finally, self-paced learners complete the One More Step and Lesson Link sections for the passage.
- (Optional) Self-paced learners who complete their assignment correctly may use the remaining class time to answer questions in the “Read & Respond” section.

At the beginning of each class, review the skills to be practiced during the learning lap. Skills covered in Teacher-Facilitated Intervention and Self-Paced Learning for each genre align.

**Teacher-Facilitated Intervention**

- Revisit text from Day 1 each day.
- **Day 2:** Assign the corresponding questions from the “Read & Respond” section based on each student’s identified standards for practice. Refer to the Accelerated Learning Reading Planning Form for the Companion Work Text on p. 21. Review Strategy 1 with students and model how to use the text to support answers. Have students complete Strategy 1.
- **Day 3:** If needed, finish Strategy 1 from previous day. Review Strategy 2 with students and model how to use the text to support answers. Have students complete Strategy 2.
- Monitor the students’ progress as they complete their assigned questions. Work with students who may need extra help, asking questions that lead the student to the correct answers. Successful thinking leads to successful reading, so encourage students to explain their thinking as they answer questions or complete activities.
- Take time to share out answers to ensure answers are correct and misconceptions are cleared up in the moment.
- (Optional) Students who complete their assigned questions correctly may use remaining class time to answer other questions in the “Read & Respond” and/or the “One More Step” sections for the given passage.

**All Genres**  
Days 2-last  
day of lap

**Self-Paced Learning to Reinforce Skills**

- Each day, students read the corresponding passage from the Student Practice Book that aligns to the TEKS that are being covered in the intervention group.
- Students complete the practice questions for the passage.

**Note:** As closure for the entire class each day, address any trends about the genre or skills that you noticed.

## End of Learning Lap

Bring the class back together with the anchor text from the Companion Work Text. Refer to Applying Comprehension and Response Skills to Teach Critical Reading to review what good readers do. (See *Companion Work Text Teacher Guide pp. 10–15.*)

Discuss how students applied recursive comprehension and response skills to support understanding of the genre and the passage(s). Use the following questions to help guide the discussion:

- **Metacognition:** What was the purpose for reading the text? What did you learn?
- **Asking & Answering Questions:** What did you ask as you read? What questions did you answer?
- **Understanding Text Structure & Features:** How was the text structured? How did this help you understand it?
- **Making Connections:** What connections could you make to the text?
- **Synthesizing Information:** What new ideas did you come up with after reading the text?
- **Summarizing & Paraphrasing:** How would you summarize the text?
- **Determining Importance:** What was the most important point of the text?
- **Setting a Purpose for Reading:** What was the purpose for reading the text? What did you learn?
- **Making & Verifying Predictions:** Did you make any predictions? Were you right or wrong?
- **Visualizing:** What were you able to visualize while reading the text? How?
- **Drawing Conclusions & Making Inferences:** What conclusions were you able to draw from the text?
- **Using Prior Knowledge & Personal Experience:** What background knowledge helped you understand the text?
- **Building Word Knowledge:** What new words did you learn? Are there any words you are still not sure about?

- Use the discussion to answer any questions and address any misconceptions about the genre.

# Accelerated Learning Reading Planning Form

For each learning lap, use this form to record the genre, beginning date, student names for each identified test-prep group, passage title, targeted standards, and evaluation notes for each day of the learning lap.

Genre:

Beginning Date:

Teacher-Facilitated Intervention Group				
Student	Passage	Targeted Standards	Learning Lap Day	Evaluation/Notes
Self-Paced Learners				
Student	Passage	Targeted Standards	Learning Lap Day	Evaluation/Notes

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# Reference Guide for Differentiated Instruction for Student Practice Book

Grade 5 Reading STAAR MASTER® Student Practice Book

Standard	Skills Tag	Page Location
5.3A	Vocabulary—Resources	14, 34, 61, 80, 86, 88, 93
5.3B	Vocabulary—Context	6–7, 10, 26, 29, 40, 46, 50, 55, 60, 67, 71, 76, 78, 81, 92
5.3C	Vocabulary—Affixes/Roots	14, 41, 71, 78
5.6E	Comprehension—Make Connections	21, 26, 36
5.6F	Comprehension—Inferences	7, 15–16, 19–20, 29, 62, 72, 78, 80–81, 93–94
5.6H	Comprehension—Synthesize	25, 73
5.7C	Response—Text Evidence	15, 19–20, 25, 30, 40, 60, 73, 86–87
5.7D	Response—Paraphrase/Summarize	45
5.8A	Literary—Themes	68
5.8B	Literary—Character Relationships	34, 36, 45, 66–68, 76, 94
5.8C	Literary—Plot Elements	6–7, 44, 46, 67, 77, 92
5.8D	Literary—Influence of Setting	93
5.9A	Multiple Genres—Characteristics of Children’s Literature	45
5.9B	Poetic Forms—Devices	35, 82
5.9C	Drama—Structure	68
5.9D	Informational—Central Idea/Features/Patterns	10–11, 14–15, 20, 25–26, 29–30, 39–41, 50–52, 55–57, 60–62, 72–73, 86–88
5.10A	Author’s Purpose—Message	10–11, 16, 21, 30, 41, 61, 71–72
5.10C	Author’s Purpose—Print and Graphic Features	16, 21, 41, 52
5.10D	Author’s Purpose—Describe Literary Devices	35, 46, 76–77, 80, 92
5.10E	Author’s Purpose—Identify Literary Devices	7, 34, 39, 57, 80, 82

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## Eligible TEKS for Reading, Grade 5

### 5.3A: Vocabulary—Resources

Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin

### 5.3B: Vocabulary—Context

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

### 5.3C: Vocabulary—Affixes/Roots

Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo

### 5.6E: Comprehension—Make Connections

Make connections to personal experiences, ideas in other texts, and society

### 5.6F: Comprehension—Inferences

Make inferences and use evidence to support understanding

### 5.6H: Comprehension—Synthesize

Synthesize information to create new understanding

### 5.7C: Response—Text Evidence

Use text evidence to support an appropriate response

### 5.7D: Response—Paraphrase/Summarize

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order

### 5.8A: Literary—Themes

Infer multiple themes within a text using text evidence

### 5.8B: Literary—Character Relationships

Analyze the relationships of and conflicts among the characters

### 5.8C: Literary—Plot Elements

Analyze plot elements, including rising action, climax, falling action, and resolution

### 5.8D: Literary—Influence of Setting

Analyze the influence of the setting, including historical and cultural settings, on the plot

### 5.9A: Multiple Genres—Characteristics of Children's Literature

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales

### 5.9B: Poetic Forms—Devices

Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms

### 5.9C: Drama—Structure

Explain structure in drama such as character tags, acts, scenes, and stage directions

### 5.9D: Informational—Central Idea/Features/Patterns

Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance

### 5.10A: Author's Purpose—Message

Explain the author's purpose and message within a text

### 5.10C: Author's Purpose—Print and Graphic Features

Analyze the author's use of print and graphic features to achieve specific purposes

### 5.10D: Author's Purpose—Describe Literary Devices

Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes

### 5.10E: Author's Purpose—Identify Literary Devices

Identify and understand the use of literary devices, including first- or third-person point of view







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