

## About Our Samples

The Texas STAAR Tutorials by TripleNterprises Publishing (TEP) are developed for teachers (or any tutoring instructor) and students to use in order to prepare for the STAAR exam. These materials are designed to work together. All teacher manuals contain lesson plans, answer keys and other information specific to the grade and subject being taught, while the student workbook contains all the practice tests and exercised that go with a specific lesson.

Our tutorials cover all of the standards and TEKS assessed on the STAAR exam.

For purposes of illustrating how our materials work together, this sample contains the lesson plan and transparencies for a given standard/TEK, followed by the student material associated with that lesson.

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## Texas STAAR Exam -- Lesson 13, Reporting Category 2, 14

- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. **Supporting Standard**
- 

**Say:** There are many ways to represent or show information from a story, such as story maps, graphs, and charts. These different features within text help us better understand, or comprehend, the information we are reading. Let's look at some features that might appear in texts.

Put Lesson Slide 1 on the white board / overhead

Read Lesson Slide 1

**Say:** Are there any questions on the types of graphics we might see in a story or passage and what those graphics might mean? Let's look at some examples of how you might see these graphic features in texts.

Put Lesson Slide 2 on the white board / overhead

**Note:** The passages on the next slides are intentionally partial texts to make the specific graphical points.

Read Lesson Slide 2

**Say:** On the third slide, what has changed in this passage? What were some new features of our fruit article on the last overhead?

Subheadings, or subheads, were used. Why? What purpose do they serve? (Discuss this as a class.)

Some of the words were printed in italics. Why? What would be the reason for this? (Discuss this as class.)

Put Lesson Slide 4 on the overhead

**Ask:** What is different about our passage now? (it includes a picture). What difference does this change make to the passage? (it gives a visual view of a pomegranate so we know what it looks like).

**Say:** Read *Flags* and do STAAR Practice 13 and Skills Exercise 13

## Lesson 13, Lesson Slide 1

### Words

Words are the basic element of all textual passages. They tell the story or give the information that we need in order to understand the meaning.

Words of a story are generally broken down into:

**Headlines:** what is the name of the story

**Subheads:** smaller headlines that tell us what information is contained in that section

**Body:** the words that make up the story, poem or other type of text

### Graphics

There are many types of graphics that might appear in texts to help us better understand the information we are reading. Some of the types of graphics are listed below:

**Pictures.** Pictures help give us a visual image of what the author is saying. Sometimes, they may use photographs and sometimes they may use clip art or drawings.

**Graphs.** Graphs can help us understand information by “summarizing” key points into a table or chart that makes the information easy to understand. It can also allow the reader to find important information more quickly.

**Graphic features.** Different types of features within the text tell us that certain parts of the text may be important and should be remembered. Some of these features are:

**Bold text.** Just like on this overhead, we see certain words in bold to tell us they are important or they represent important information to follow.

*Italics text.* Words in italics tell us there is something special about that word or the meaning of a word that we ought to remember.

## Lesson 13, Lesson Slide 2

### Sample Passage

#### Our Favorite Fruits

There are many types of fruits that grow in trees. For example, apples grow in trees and ripen while they are still on the branches. Apples are typically red or green and ripen in the fall. Apples are typically 2 inches to three and a half inches in diameter.

Pears are also grown in trees. Most pears are green with brown spots, and are oddly shaped like a circle with a small head attached. Pears generally ripen in late summer. Larger than most apples, pears grow to roughly 4 to six inch diameters.

Another popular fruit is the orange. Orange trees in Florida are typically harvested in late fall and early winter. Oranges are basically round and grow to about four and a half inches in diameter.

Fruit	Color	Size	Harvest
Apple	Red and Green	2 to 3.5 inches in diameter	Early Fall
Pear	Green with brown spotting	4 to 6 inches in diameter	Late Summer
Orange	Orange	4.5 inches in diameter	Late Fall and early Winter

The passage above contains some important information about fruit. When this information is included in a text, the reader has to make sure they read all of the text to find the information they are looking for. However, when a **table or other graph** is used, the information becomes easier to find and also easier to compare.

**Tables and graphs** are generally included in text for these purposes.

### Go to Lesson Slide 3

## Lesson 13, Lesson Slide 3

### Sample Passage

#### Our Favorite Fruits

##### Basic Fruits

There are many types of fruits that grow in trees. For example, apples grow in trees and ripen while they are still on the branches. Apples are typically red or green and ripen in the fall. Apples are typically 2 inches to three and a half inches in diameter.

Pears are also grown in trees. Most pears are green with brown spots, and are oddly shaped like a circle with a small head attached. Pears generally ripen in late summer. Larger than most apples, pears grow to roughly 4 to six inch diameters.

Another popular fruit is the orange. Orange trees in Florida are typically harvested in late fall and early winter. Oranges are basically round and grow to about four and a half inches in diameter.

##### Exotic Fruits

Like the name suggests, some fruits are rarer than others. Take for example the *dragon fruit*. Also known as *pitaya*, the fruit can weigh from 150 to 600 grams. The flesh is eaten raw and is mildly sweet and low in calories. The fruit is also converted into juice or wine, or used to flavor other beverages. The flowers can be eaten or steeped as tea.

The *pomegranate* is another exotic fruit. It was cultivated and naturalized over the whole Mediterranean region since ancient times. It is considered to be one of the most trendy and versatile fruits on the market. Packed with antioxidants, pomegranate juice is very healthy.

## Lesson 13, Lesson Slide 4

### Sample Passage

#### Our Favorite Fruits

##### Basic Fruits

There are many types of fruits that grow in trees. For example, apples grow in trees and ripen while they are still on the branches. Apples are typically red or green and ripen in the fall. Apples are typically 2 inches to three and a half inches in diameter.

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# Flags



1 Have you ever taken a close look at a flag? A flag can stir up emotions in groups of people. A piece of cloth usually of light material, plain or colored, bearing an emblem can get a nation to rally behind it. Flags vary in size and shape, but *often are* oblong, square or rectangular. They are used as a signal, for decoration and for display. They are generally attached to a staff or pole and usually hoisted up to the top of the staff or pole.

## History of the American Flag

2 In the British colonies before the Revolution, each of the 13 colonies had their own flag. In January, 1776, the first flag of the United States was raised by George Washington. It was known as the *Grand Union flag*. It consisted of 13 stripes that alternated between red and white color, with a blue canton bearing the crosses of St. George and St. Andrew. In June of 1777, *Congress* enacted a resolution replacing the crosses with stars. The story of Betsy Ross sewing the first flag has been discredited because there are no official records confirming her as being responsible for the design of the first flag.

3 In 1794, after Vermont and Kentucky were admitted to the Union, Congress added a star and a stripe for each state. However, in 1818, Congress enacted that the original 13 stripes be restored to the flag to represent the original 13 colonies. This practice is continued today. In addition to the national flag, all states and territories have their own flag to represent them.

Timeline of the United States Flag	
Pre – 1776	Separate flags for each of the 13 colonies
1776	George Washington raises the first flag of the United States
1777	Congress replaces crosses with stars
1794	Congress adds a star and stripe for each new state
1818	Congress orders the flag to return to the original 13 stripes with a star for each state
1942	Congress passes a law for rules of uses and display of the American flag

## History of Flags

### Religious

4 Early flags usually had a religious significance. Biblical references to flags are numerous. Symbolical *standards* were used by the ancient Egyptians, Assyrians, and Jews.



Figure 1 Image of a Christian Flag



Figure 2 Image of a Jewish Flag

### Military

5 There were numerous banners and flags in medieval times for various purposes. The banner was usually rectangular in shape and represented a battle flag bearing the arms of the person entitled to carry it. A *banderole* is a small bannered flag. Many of these were hung on the spears of knights and used to tell that this knight was a bachelor. Others were used for ceremonious purposes.



Figure 3 Image of the United States Air Force Flag



Figure 4 Image of the United States Marine Corp Flag

## Rules for Flag Usage in the United States

6 A law was passed by Congress in 1942 establishing specific rules for the displaying and use of the United States flag by civilians. The intent was to give the flag a position of honor:

- In processions the law orders that the U.S. flag be carried on the military right of the column.
- With other flags it is carried in front.
- On a wall or on a staff, the U.S. flag is to the right of all other flags.
- The U.S. flag is required to be higher than all other flags around it, with the exception of Church pennants.

7 **Flag Day** is a patriotic day. However, *it is not a legal or official holiday*. Flag Day is an anniversary of the adoption of the American flag in 1777. Flag Day is a day when everyone with a U.S. flag is encouraged to put the flag on display.

### STAAR Practice 13

- 1** What specific types of flags does the article talk about besides national flags?
  - A** School and district flags
  - B** Religious and military flags
  - C** Professional and association flags
  - D** Corporate flags
  
- 2** What was special about the United States flag in 1776?
  - A** Stripes were added to the flag
  - B** George Washington raised the first United States flag
  - C** Each state had their own flag
  - D** It had stars and stripes
  
- 3** What was the Grand Union Flag?
  - A** The name of the first flag of the United States
  - B** It was the original flag of the first colony
  - C** It was made for the train station in New York
  - D** It was the first military flag
  
- 4** A banderole is -
  - A** An instrument in a band
  - B** A small bannered flag
  - C** The flag of ancient militaries
  - D** The flag of England
  
- 5** In what year did Congress pass a law for rules for displaying and using the American Flag?
  - A** 1776
  - B** 1794
  - C** 1818
  - D** 1942
  
- 6** Why would the author include flag images in the article titled "History of Flags"?
  - A** To give the reader an idea of what various types of flags look like
  - B** To give the reader pictures to look at
  - C** To give the reader an idea of the size of various types of flags
  - D** To reduce the amount of text in the article

### STAAR Practice 13

- 7 Why is the box entitled "Timeline of the United States Flag" included in the article?
- A To show the reader the difference between military and religious flags
  - B It doesn't really add anything to the article
  - C It puts all the significant dates and events in one place
  - D It helps the reader to understand Congress
- 8 Why would the author put the words "Flag Day" in bold and italics font?
- A Because it is the start of an important sentence
  - B Because it is an important day
  - C Because it is an important holiday
  - D Because each word is important
- 9 From the article we can determine that:
- A Only the Air Force and Marines Corp branches of the United States military have their own flags
  - B All branches of the United States Military have flags
  - C All nations militaries have their own flags
  - D The Air Force and Marine Corp have their own flags
- 10 The word "standard" used in paragraph 4 means the same thing as \_\_\_\_\_?
- A Flag
  - B Flag pole
  - C Flag day
  - D Religious flags
- 11 Why are the words Religious and Military in italics font in the section with the heading **History of Flags**?
- A They are important words
  - B They are sub-headings of the History of Flags section
  - C They are completely separate topics from the History of Flags section
  - D Because they are centered on the page
- 12 What is the significance of using a bullet list in paragraph 6?
- A The list is confusing
  - B It is better than using a table
  - C It clearly lists the usage and display rules for the American flag
  - D It's one of the rules of usage and display of the American flag