

## 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 16, Reporting Category 2, 19(D)

(Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama)**

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**Say:** Today we are going to talk about inferring, or drawing inferences, from the texts we read. Who can tell me what an inference is? [An inference is using information you know and then figuring out what is likely true using that information]. As an example, if I tell you that gold is more expensive than copper, and copper is more expensive than aluminum, what inference can we draw about the value of gold versus aluminum? We can infer that gold is more expensive than aluminum.

Sometimes we will read information and then be asked questions that can't be answered directly from the statements in the text. We may have to infer, or make inferences, in order to get the answer. The key to making good inferences, however, is using information, or evidence, from the text to support that inference.

Let's look at an example.

Put Lesson Slide 1 on the white board / overhead

Read Lesson Slide 1

**Say:** In the example on Lesson Slide 1 we learned how to use information from the passage in order to answer a question that was not directly answered in the passage. This is a great example of inference, or inferring. Let's look at another question from the same passage.

Put Lesson Slide 2 on the white board / overhead

Read Lesson Slide 2

**Note:** Cover the final question at the bottom of the page. When you have completed the passage and worked through the answer to question 2, ask the question on the bottom of the page and hide the possible answer. Let the class discuss it and come to a conclusion before you reveal the possible answer.

**Say:** Read *Fuel for Thought* and do STAAR practice 16 and Skills Exercise 16

## Lesson 16, Lesson Slide 1

### Sample Text

I went to the car dealer yesterday and looked at several cars. The first car I looked at was the perfect size to replace my old car, but it was very expensive. The second car I looked at had lots of neat features and was a good size, but it was more expensive than the first car. The last car I looked at cost less than the first car but wasn't the right size for me. In the end, I had to buy the second car.

### Question:

1 Which statement below is true?

- A The first car was the most expensive
- B The third car is more expensive than the first car
- C The first car was the least expensive
- D The third car was the least expensive

### Solution Strategy:

Read the passage again. While you are reading the passage, pay attention to what the author says about the price of the cars:

The first car was very expensive

The second car was more expensive than the first car

The third car cost less than the first car

Even though the passage didn't tell us which car was the most or least expensive, we can infer that since the second car was more expensive than the first, and that the third car was less expensive than the second car, that the second was the most expensive and the third car was the least expensive. **Therefore the correct answer is D.**

In this example, we took what we knew from the passage and used inference to solve the problem.

## Lesson 16, Lesson Slide 2

### Sample Text

I went to the car dealer yesterday and looked at several cars. The first car I looked at was the perfect size to replace my old car, but it was very expensive. The second car I looked at had lots of neat features and was a good size, but it was more expensive than the first car. The last car I looked at cost less than the first car but wasn't the right size for me. In the end, I had to buy the second car.

### Questions:

2 How did the author feel about the purchase of this car?

- A Excited
- B Confused
- C Happy
- D Rushed

### Solution Strategy:

The passage doesn't tell us how the author felt, so we have to find something in the passage that will help us infer how he felt. Here are some clues:

In line 1, the author says he went to the car dealer yesterday  
In the last line, the author says he "had" to buy the second car

From these two lines we can infer that the author felt he had to make a decision on the first day of shopping for a new car. Therefore, we can infer that he felt "rushed" in making this decision.

**The correct answer is D.**

Let's do one more inference. Why would someone make a rushed decision to buy something as expensive as a car?

*Possible answer:*

*His old car broke down and he needed a new one right away.*



## Fuel for Thought

- 1) Every few weeks, Etta Kantor goes to a Chinese restaurant and fills a couple of five-gallon pails with used cooking oil. Back in her garage, the 59-year-old grandmother strains it through a cloth filter and pours it into a custom-made second fuel tank in her Volkswagen Jetta diesel station wagon. Once the car is warmed up, she flips a switch on the dashboard to change from gasoline to the vegetable oil.
- 2) Sean Parks collects his cooking oil from a fish-and-chips restaurant and a corn-dog shop. He cleans it with chemicals in a 40-gallon container that he built himself for about \$200. The processed oil can be used even when his car's engine is cold. Each gallon costs about 70 cents. Parks, 30, makes enough processed oil to fuel his family's two cars.
- 3) Kantor and Parks are willing to go the extra mile to reduce the amount of gasoline they use and cut down on air pollution. But these days environmentalists are not the only ones who use bio-diesel, or diesel-engine fuel made from vegetable oil. New business owners and soybean farmers are creating a new bio-diesel industry. There are about 300 retail bio-diesel pumps nationwide so far. Production of bio-diesel grew 25 percent in 2004, making it the fastest growing alternative fuel in the United States. Even the singer Willie Nelson recently started a company to market the fuel at truck stops.

- 4) The idea for the do-it-yourself bio-diesel movement came from Joshua Tickell, 29, of Baton Rouge. While studying in Germany in 1996, he was astonished to see a farmer using canola oil to run his tractor. Back in the States, Tickell used his last student loan check to help buy a 1986 diesel Winnebago. For two years beginning in 1997, Tickell toured the country, towing a simple reactor that turned restaurant oil into bio-diesel. In 2000, he co-authored a book that others would refer to as the best bio-diesel book on the market, *From the Fryer to the Fuel Tank*.
- 5) Vegetable power also appeals to Marty Borruso, a chemist and partner in a company called *Environmental Alternative*. Mr. Borruso insists he's no "environmental crazy." He produces bio-diesel for a generator that makes electricity and heats the water for an 87-family apartment building. He also sells the fuel to tow truck companies as well as to anyone who comes to his bio-diesel pump. In a 7,000 gallon reactor, Borruso processes out-of-date virgin vegetable oils and free grease from a fried chicken restaurant. However, he does not buy the grease from a seafood restaurant because "It smells like squid," he says. "I love squid, but I don't know if I want to drive it."
- 6) An average fast-food restaurant generates about 22 pounds of waste grease each year per city resident. The National Bio-diesel Board, a trade group in Jefferson City, Missouri, estimates that more than 2.5 billion pounds of waste cooking grease are available annually—enough to make 100 million gallons of bio-diesel.

- 7) Of course, Americans use a huge amount of gasoline: 2004 gasoline usage was nearly 315 billion gallons. Of that amount, 41 billion gallons were diesel. Robert McCormick, a fuels engineer, says that bio-diesel could replace 5 percent of the diesel gasoline used in the United States within ten years. To increase that amount, crops would need to be grown specifically for creating fuel. Soybean farmers are very interested in supporting this idea. Other people in favor of this envision growing algae – richer in oil than any other plant – in pools next to electric power stations.
- 8) Those who want the fuel now however aren't waiting. Kantor, who paid \$1,400.00 to outfit her VW diesel with a second fuel tank, says she gets nearly 200 miles per petro-diesel gallon. "This is not about money," says Kantor, who speaks at schools about protecting the environment. "I'm doing this to set an example."



## STAAR Practice 16

- 1** What evidence from the article supports the inference that America is poised to grow bio-diesel fuel more rapidly?
- A** Individuals are starting to create their own bio-diesel
  - B** Bio-diesel can be made from waste grease from restaurants
  - C** Americans used 315 billion gallons of petroleum in 2004
  - D** Environmentalists aren't the only ones banking on bio-diesel
- 2** Why is paragraph 4 important to this story?
- A** It explains how the bio-diesel movement in the U.S. began.
  - B** It tells the reader about the originator of the bio-diesel movement in the U.S.
  - C** It introduces the reader to the bio-diesel bible.
  - D** It explains what bio-diesel is.
- 3** A common idea throughout this article is the importance of -
- A** Using cooking oil as an energy source
  - B** Sacrificing a way of life.
  - C** Finding alternative fuel sources.
  - D** Increasing the amount of petroleum used by the U.S.
- 4** Why do Kantor and Parks go the extra mile?
- A** They are environmentalists interested in improving the air quality
  - B** They are interested in making money from bio-diesel
  - C** They are interested in saving money by using bio-diesel
  - D** Bio-diesel is the fuel of the future
- 5** Why was Joshua Tickell amazed when he saw the German farmer using canola oil to run his tractor?
- A** He saw a way to become wealthy
  - B** He never realized it could be used as a fuel source
  - C** He liked the fact that the fuel smelled like food
  - D** He wanted to write a book on bio-diesel

**STAAR Practice 16** *continued*

- 6** Which sentence from the article tells the reader how Etta Kantor feels about using bio-diesel?
- A** Wherever she drives, she's trailed by the appetizing odor of egg rolls.
  - B** But these days' environmentalists are not the only ones banking on bio-diesel
  - C** "I'm doing this to set an example."
  - D** Kantor, who paid \$1,400 to outfit her VW diesel with a second fuel tank, says she gets nearly *200 miles per petro-diesel gallon*.
- 7** Which is the best summary of the article?
- A** Joshua Tickell was studying in Germany when he noticed a farmer running his tractor with canola oil. Etta Kantor produces bio-diesel to set an example for school children. Parks and Borruso do it to save money
  - B** Various people throughout the U.S. are generating bio-diesel. Some generated bio-diesel to save money; others generated the fuel to help the environment. The movement was started to create as many do-it-yourself bio-diesel enthusiasts in the U.S. as possible
  - C** Various people throughout the U.S. are generating bio-diesel. Joshua Tickell saw the process in Germany. Etta Kantor, Sean Parks and Marty Borruso all use a bio-diesel process in order to save money and help the environment
  - D** A bio-diesel movement in the U.S., started by Joshua Tickell, is helping the environment as well as creating financial opportunities for Americans and American entrepreneurs.
- 8** What can the reader infer about the growth of bio-diesel in 2004?
- A** That it is the easiest fuel for anyone to acquire.
  - B** That many people and companies in the U.S. see bio-diesel as a real option to petroleum
  - C** It will replace petroleum in the next 10 years
  - D** Environmentalists are behind the bio-diesel movement
- 9** The reader can tell that there were probably times in Etta Kantor's life when she –
- A** participated in conservation efforts
  - B** thought about bio-diesel fuels
  - C** spoke to her friends about bio-diesel and its benefit
  - D** dreamed of driving a car that smelled like egg rolls

**STAAR Practice 16** *continued*

- 10** What is paragraph 7 mainly about?
- A** America's petroleum appetite
  - B** America's soybean farmers' readiness
  - C** America's use of algae to produce bio-diesel
  - D** America's use of more bio-diesel to displace petro-diesel
- 11** The reader can conclude that Joshua Tickell –
- A** loved studying abroad.
  - B** wrote a bestselling book.
  - C** was not in Germany to study bio-diesel fuels.
  - D** would have toured longer if he had not written a book.
- 12** What can the reader infer about Marty Borruso from the article?
- A** He is an entrepreneur interested in both saving and making money
  - B** He is only interested in improving the air quality in the U.S.
  - C** He is a property owner
  - D** He actively speaks out against air pollutants
- 13** Entrepreneurs are creating a new bio-diesel industry to –
- A** Put petrochemical companies out of business
  - B** Reduce the amount of air pollutants
  - C** Make the world safer for children
  - D** Create jobs for themselves
- 14** What can the reader infer about the interest soybean farmers have in the growth of bio-diesel fuel?
- A** They are unable to meet the demand for soybeans if the growth of bio-diesel continues
  - B** They have enough soybeans now to support the growth of bio-diesel fuel
  - C** They are anxious to produce more soybeans to support the growth for financial reasons
  - D** They already have enough demand for soybeans without the growth of bio-diesel fuel

## STAAR Skills Exercise 16

### TRACKING DOWN CLUES

Track down clues and crimes with the world's most famous detective, Sherlock. Snoop around Sherlock's Detective Log and see what cases he's working on. After you read his notes you can write your prediction to help solve the case.



#### **Case #1 Mrs. McCurly's Missing Jewels**

Jewels are stolen at 8 p.m. Friday from a dresser drawer.

#### **Suspects:**

*Nanny Opal:* Did not come to work Saturday. Her sister and doctor says she is sick.

*Grandma Ruby:* Stays locked in her room. She has taken the jewels before.

*The Butler:* Has a bulging pocket. He is angry at his employer for refusing a pay raise.

*Friend, Mr. Gem:* Recently put a large sum into his bank account. He is really Simon Topaz, previously arrested for jewel theft.

**Predict:** Who will be arrested? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

#### **Case #2 The Missing Raw Meat**

Butcher reports 22 pounds of missing raw meat. Saturday night.

#### **Suspects:**

*Nanny Opal:* She has an extended belly.

*Brewster's dog:* Has stolen meat several times before; has a satisfied look on his face on Sunday, raw meat on his paws.

*Hotel Cook:* Served beef rolls Sunday. Was out of town until Sunday morning at 6 a.m.

*Trash Collector:* Seen digging through Butcher's trash.

**Predict:** Who will be arrested? \_\_\_\_\_

Why do you think so? \_\_\_\_\_