



Get STAAR[®]
ready in just
5 weeks

See page 4



Special offer!

Receive a FREE STAAR MASTER[®] FASTER Implementation Guide with the purchase of Student Practice Books and Companion Work Texts. Use code SMF! Offer expires 3/31/23. Visit staarmaster.com for the latest offers.

WHAT'S NEW

INTERACTIVE PRACTICE TESTS

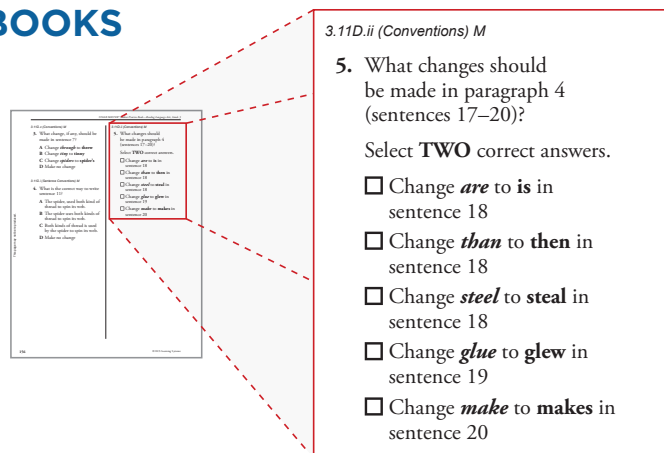
New STAAR MASTER® Interactive Practice Tests familiarize students with the new STAAR® format to reduce test anxiety. **See pages 8–9.**

- Test structure and format match the STAAR® blueprints.
- Content mirrors all of the new STAAR® item types for each subject and grade level.
- Practice tests also available in print with all new item types.

NEW ITEM TYPES IN PRINT AND eBooks

The STAAR MASTER® team has revised and updated our entire lineup of Student Practice Books to contain all of the new STAAR® item types to ensure they remain the best STAAR® preparation resources available. **See pages 10–13.**

- Repeated practice of concepts builds students' test-taking confidence.
- 25% of items mirror the new STAAR® 2.0 item types to familiarize students with the format.



3.11D.ii (Conventions) M

5. What changes should be made in paragraph 4 (sentences 17–20)?

Select **TWO** correct answers.

- Change *are* to *is* in sentence 18
- Change *than* to *then* in sentence 18
- Change *steel* to *steal* in sentence 18
- Change *glue* to *glew* in sentence 19
- Change *make* to *makes* in sentence 20

NEW TEACHER COACHING COLLABORATIVE

Book your 2023–24 back-to-school sessions now! The New Teacher Coaching Collaborative is a year-long, job-embedded dynamic coaching program supporting Texas teachers new to the profession. The collaborative is supported by a curriculum of on-demand professional development resources—aligned to the Texas Teacher Evaluation and Support System. **See pages 24–25.**



HIGH-IMPACT TUTORING SUITE

Our high-impact tutoring suite comprehensively addresses every aspect of how a high-impact tutoring program can achieve the results needed to accelerate student learning in accordance with House Bill 4545. **See page 26.**

A LETTER FROM OUR CEO



Across the country, and especially in Texas, the impact of interrupted schooling and staffing challenges continue to put obstacles in the path of student success. Together, we must address the ongoing need for academic recovery by accelerating learning.

STAAR MASTER® tools connect educators' expertise to solutions that support accelerated learning and build confidence. From interactive tools that incorporate new item types to our battle-tested and updated Student Practice Books, STAAR MASTER® is here with tools that save time and build competence.

Our mission is to inspire the heart of educators to reveal the brilliance of every child. Thank you for giving my team the opportunity to be a part of the solution.

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

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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 eBook) 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 Gap: Informational	Day 2	Day 3	Day 4	Day 5
Teacher Facilitated Intervention	Message	Big Book, Big Problems	Companion Work Text	118, 128
Self-Paced Learning	Check it Out! Read the Passage! Read the Passage! Read the Passage!	Read the Passage! Read and Respond!	Read the Passage! Read and Respond!	Read the Passage! Read and Respond!
Self-Paced Learning	Big Book, Big Problems	A Pushing Gift	Say Cheese	Jeopardy Art
Self-Paced Learning	Pages: 118-121, 128	3-7	80-85	41-45
Self-Paced Learning	Activities: Read the Passage! Handwrite! Handwrite! Extension			



GET STAAR® READY IN JUST 5 WEEKS!

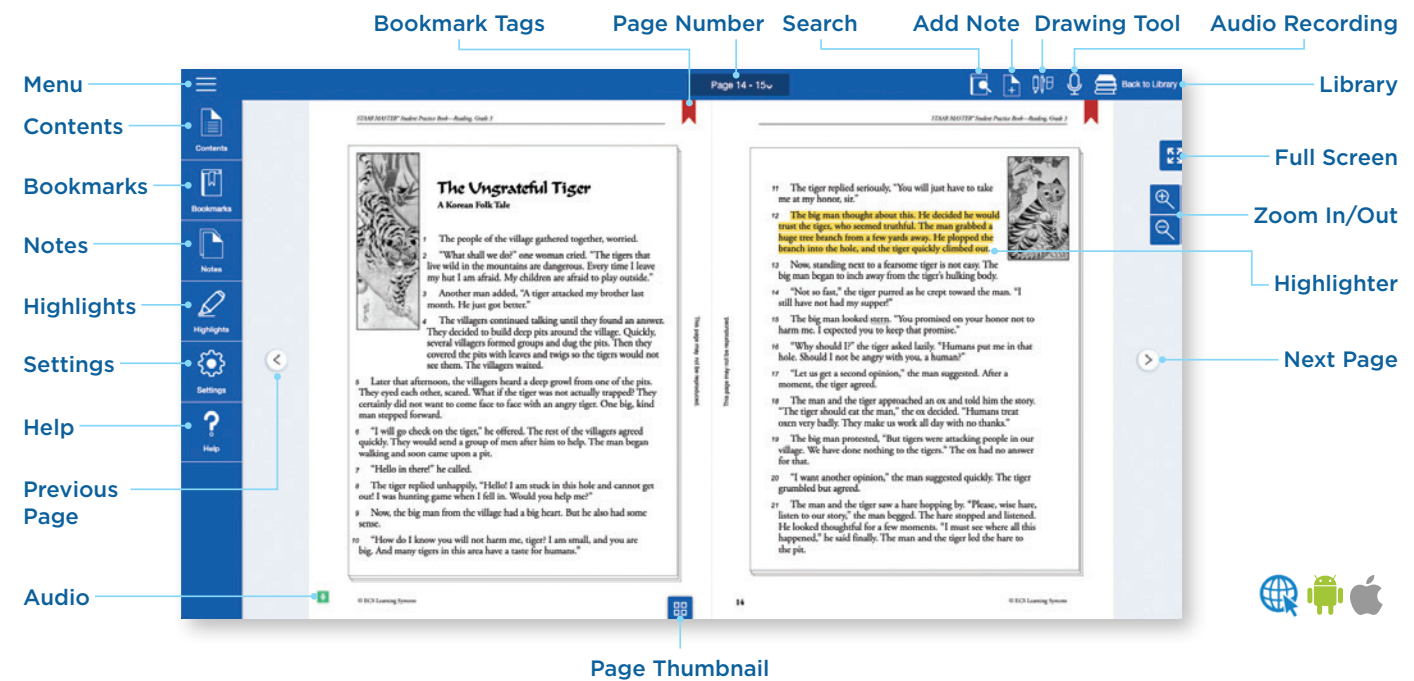
FLEXIBLE APPLICATION: Supports student-led sessions, tutoring, small groups, etc.

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

STAAR MASTER® partners with a leading eBook platform provider to deliver a comprehensive digital experience



THE STAAR MASTER® eBook LEARNING PLATFORM OFFERS:

- Note-taking, annotations, two-way messaging, and note-sharing with teachers
- Integrated learner engagement analytics and usage reporting for students and teachers
- Cloud-based web browser access
- Mobile apps for Android and Apple iOS devices with offline use for students without Internet access at home

IT SPECS & CAPABILITIES

- Syncs class rosters with seamless integration to standard LMSs and rostering tools, such as Clever, OneRoster, and ClassLink
- Integrates with Learning Tool Interoperability (LTI) to ease app integrations on a single platform
- Offers secure login for teachers, students, and administrators through one-click, with Single Sign-On (SSO) capabilities to all apps and resources
- Allows users to use their school credentials to log onto any device

STAAR MASTER® SYSTEM

STAAR MASTER® materials cover instruction & practice

	Companion Work Texts	Student Practice Books	Quick Reviews	Practice Tests
Format	Print and eBook	Print and eBook	Print and eBook	Print and interactive
Item Types	Open-ended	Multiple choice and new item types	Multiple choice	Multiple choice and new item types
Subjects	RLA, Math	RLA, Math, Science, Social Studies	Math	RLA, Math
Purpose	Supplemental instruction	Repeated and targeted practice	Remediation	Real-time evaluation
Benefits	Students build foundational knowledge	Students become familiar with item types and format of the STAAR®	Designed to support multiple uses: classroom, at home, tutoring, etc.	Students build test-taking confidence and reduce test anxiety
More Info	Can be self-directed Organized into lessons Addresses use of manipulatives and tools (Math)	Large volume of items Variety of contexts Organized by Reporting Category and standard (RLA is passage-based)	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®

STAAR MASTER® Product Availability	Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book	⊙	⊙	⊙	⊙	⊙	•	•	•	•
	Companion Work Text			⊙	⊙	⊙	•	•	•	
	Quick Review			⊙	⊙	⊙	•	•	•	
	Practice Tests			⊙	⊙	⊙	•	•	•	
RLA	Student Practice Book			⊙	⊙	⊙	•	•	•	
	Companion Work Text			⊙	⊙	⊙	•	•	•	
	Practice Tests			⊙	⊙	⊙	•	•	•	
READING	Student Practice Book	⊙	⊙							
SCIENCE	Student Practice Book					⊙			•	
SOCIAL STUDIES	Student Practice Book								•	

All items and activities in STAAR MASTER® materials are **100% aligned to the assessed TEKS**. eBook versions of all STAAR MASTER® work texts and interactive versions of all Practice Tests are available.

- English only
- ⊙ English and Spanish

Comprehensive teacher tools make differentiated instruction easy to help students master the TEKS

The STAAR MASTER® System is a combination of our eBooks used in concert with 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. Altogether, the components of the STAAR MASTER® System provide Integrated Standards Preparation™ by focusing on the six stages of learning: Diagnose, Teach, Practice, Evaluate, Remediate, and Reinforce.

STAAR MASTER® REFERENCE GUIDES

Reference guides for Companion Work Texts and Student Practice Books correlate standards to page numbers so that teachers can differentiate instruction. Reference guides are included in Teacher Guides and Implementation Guides. Reference guides are also the foundation of the STAAR MASTER® Learning Recovery Pathway™.

IMPLEMENTATION GUIDES

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

Components

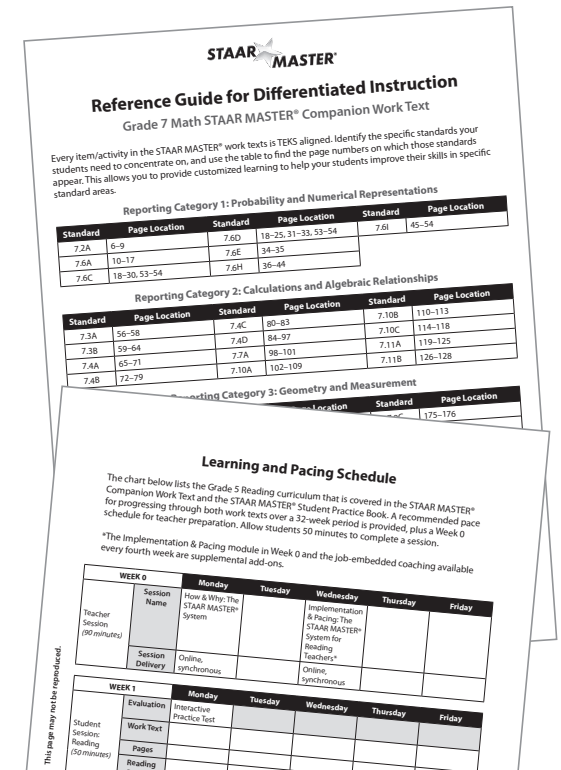
- ⊙ Pacing schedules and content maps
- ⊙ Plans for differentiated learning
- ⊙ Daily lesson plans and planning forms
- ⊙ Correlation charts (RLA)
- ⊙ Activities overviews
- ⊙ List of eligible TEKS

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



INTERACTIVE PRACTICE TESTS

Authentic STAAR® practice including 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
- Students can select their answer choices
- Matches the print versions of the Practice Tests Forms A and B

PLATFORM FEATURES

- New Item Formats
- Text to Speech
- Text Magnifier
- Dictionary Lookup
- Picture Dictionary
- Highlighter
- Supports Open Standards: LTI, One Roster
- Screen Masking
- Answer Eliminator
- Student Notes
- Translation Support
- Accessibility Tools
- Student Bookmark and Review of Questions

The screenshot displays the STAAR MASTER Interactive Practice Test interface. At the top, a blue header contains navigation and utility icons: a back arrow, a menu icon, the title 'Practice Test Form A', and the course information 'STAAR MASTER® Practice Test RLA Grade 4 / Practice Test Form A'. On the right side of the header are icons for 'Bookmark', 'Question Notes', 'Highlighter', 'Answer Eliminator', 'Text to Speech', 'Notes', and 'Help'. A 'NEW!' badge is positioned above the 'Practice Test Form A' title. Below the header, the passage title 'A Dog Delivered' is shown. The passage consists of seven paragraphs, with a photograph of two dogs (Penny and Odie) inserted between paragraphs 2 and 3. A question item (22) is displayed on the right side of the screen, asking for evidence from the story. Below the question is a rich text editor with various formatting options (bold, italic, underline, font family, font size, text color, background color, bulleted list, numbered list, link, image, video, audio, undo, redo, table). At the bottom of the interface is a navigation bar with 'PREVIOUS', 'NEXT', 'REVIEW', and 'SAVE & EXIT' buttons, along with a progress indicator '18-26 of 41'. A row of question numbers (18-26) is visible above the navigation bar, with question 22 highlighted in yellow.

An example of a passage and item from an RLA STAAR MASTER® Interactive Practice Test. Items in Math STAAR MASTER® Interactive Practice Tests are displayed one at a time and have reference material. For a list of new STAAR® item types by grade and subject, see page 21.

Item Navigation

Passage Navigation

Review Completed and Bookmarked Items

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.

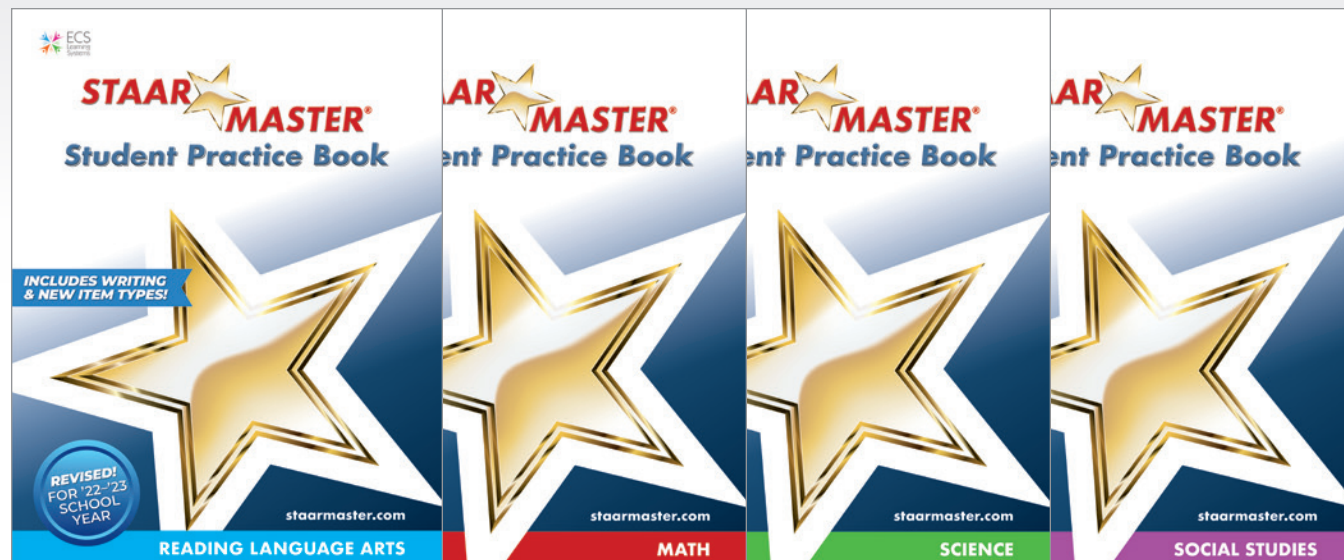
DESCRIPTION

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.

NEW!

UPDATED WORK TEXTS FOR ENGLISH AND SPANISH

- 25% of the items in each work text have been updated to represent new STAAR® 2.0 item types.
- New items have been added to RLA (Grades 3–8) to ensure coverage for all STAAR®-eligible TEKS for the 2022–2023 school year.
- Spanish versions now have a writing presence for the first time.



STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		●	●	●	●	●	●	●	●	●
	Companion Work Text				●	●	●	●	●	●	
	Quick Review				●	●	●	●	●	●	
	Practice Tests				●	●	●	●	●	●	
RLA	Student Practice Book				●	●	●	●	●	●	
	Companion Work Text				●	●	●	●	●	●	
	Practice Tests				●	●	●	●	●	●	
READING	Student Practice Book		●	●							
SCIENCE	Student Practice Book						●			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ● English and Spanish

eBook versions of STAAR MASTER® work texts and interactive versions of Practice Tests are available.

MORE INFO

- Student Practice Book eBooks are available. See page 5.
- Virtual STAAR MASTER® training. See pages 24–25.
- Pricing info. 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 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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3.9D.i (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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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

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

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

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

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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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)

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

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

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

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?

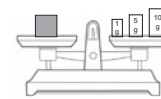
- A 6.29 C 9.26
- B 9.62 D 6.92

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Reporting Category 1 Matter and Energy

Exercise 1

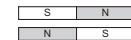
1. David used the balance scale shown below.



Which property of the block was David measuring?

- A Mass
- B Size
- C Volume
- D Weight

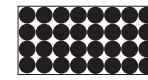
2. Magda has the two magnets shown below.



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.

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

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. 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

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

Exercise 2 continued

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.

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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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.

NEW!

READING LANGUAGE ARTS

- New items have been added to ensure coverage for all STAAR®-eligible TEKS for the 2022-2023 school year 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 new STAAR® 2.0 item types.

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.



COMPANION WORK TEXTS FOR RLA FOR ENGLISH AND SPANISH

The existing presence of Writing content has been expanded to support the integrated TEKS:

- New content has been embedded to address the Revising and Editing standards, which supplements the prompt-based writing already included.
- Iconography has been added to show which passage sets have prompt-based writing activities and which have Revising/Editing-based writing activities.

COMPANION WORK TEXTS FOR MATH FOR ENGLISH AND SPANISH

To address teacher feedback and recommendations:

- Additional space for student work and to reduce the amount of content per page has been incorporated in order to better support students.
- Iconography has been added as visual triggers to help students locate lesson features more easily. See examples on page 19.

STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		●	●	●	●	●	●	●	●	●
	Companion Work Text				●	●	●	●	●	●	
	Quick Review				●	●	●	●	●	●	
	Practice Tests				●	●	●	●	●	●	
RLA	Student Practice Book				●	●	●	●	●	●	
	Companion Work Text				●	●	●	●	●	●	
	Practice Tests				●	●	●	●	●	●	
READING	Student Practice Book		●	●							
SCIENCE	Student Practice Book						●			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ● English and Spanish

eBook versions of STAAR MASTER® work texts and interactive versions of Practice Tests are available.

MORE INFO

- Companion Work Text eBooks are available. See page 5.
- Virtual STAAR MASTER® training. See pages 24–25.
- Pricing info. See pages 27–29.
- Five ways to order. See page 31.

Reading Language Arts, Grade 6

Lesson 1

A Perfect Imitation and The Silver Swindle

Strand 5 (Comprehension Skills) M

Check It Out! **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.

Fairy Tales Folk Tales

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

Word Watch 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.

- fashionably**—stylishly or elegantly
Sentence using “fashionably”:
- convincing**—undoubted or sincere
Sentence using “unconvincing”:
- ruffled**—upset or distressed
Sentence using “unruffled”:

4 STAAR MASTER® Companion Student Work Text © ECS Learning Systems

Companion Work Text for RLA Grade 6 page 4

Reading Language Arts, Grade 6

Lesson 1

A Perfect Imitation An Indian Folk Tale

1 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.

2 “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!”

3 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!”

4 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.

5 “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.

6 “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.

7 “Hello, bird,” the old man answered.

8 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!”

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Companion Work Text for RLA Grade 6 page 5

Reading Language Arts, Grade 6

Lesson 1

6.7C (Literary—Plot Elements) L

4. Look at the chart below.

Rising Action Climax Falling Action

The parrot gets an idea from the old man.

The miserable man is left scratching his head in bewilderment.

What event belongs in the empty box?

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?

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.

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

Reading Language Arts, Grade 6

Lesson 1 Strategy 3

Revising & 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.

6.10D.J (Sentence Conventions) M

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

6.10D.H (Conventions) M

2. What change, if any, should Carlos make in sentence 3?

6.10B.J (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.

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Companion Work Text for RLA Grade 6 page 15

Mathematics, Grade 4

Área de conocimientos 3

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 necesitarás 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.

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).

Inténtalo: Escribe a continuación las medidas del pasillo.

Longitud = _____ pies Anchura = _____ pies Área = _____ pies cuadrados

continúa en la página siguiente

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Companion Work Text for Math Grade 4, Spanish, page 121

Área de conocimientos 3

Mathematics, Grade 4

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

QUICK REVIEWS

Versatile work texts contain 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		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		⊙	⊙	⊙	⊙	⊙	●	●	●	●
	Companion Work Text				⊙	⊙	⊙	●	●	●	
	Quick Review				⊙	⊙	⊙	●	●	●	
	Practice Tests				⊙	⊙	⊙	●	●	●	
RLA	Student Practice Book				⊙	⊙	⊙	●	●	●	
	Companion Work Text				⊙	⊙	⊙	●	●	●	
	Practice Tests				⊙	⊙	⊙	●	●	●	
READING	Student Practice Book		⊙	⊙							
SCIENCE	Student Practice Book						⊙		●		
SOCIAL STUDIES	Student Practice Book									●	

● English only ⊙ English and Spanish

eBook versions of STAAR MASTER® work texts and interactive versions of Practice Tests are available.

MORE INFO

- Quick Review eBooks are available. See page 5.
- Virtual STAAR MASTER® training. See pages 24–25.
- Pricing info. See pages 27–29.
- Five ways to order. See page 31.

REPORTING CATEGORY 1, WEEK 3 Math, Grade 6

6.2A (M)
1. The Venn diagram below shows how real numbers can be classified.

In which category would $-\frac{2}{3}$ 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 $\frac{1}{3}$
B $\frac{2}{3}$
C $\frac{4}{5}$
D $\frac{5}{6}$

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Quick Review Grade 6 page 24

Math, Grade 6 REPORTING CATEGORY 1, WEEK 3

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 25

Reporting Category 1: Numerical Representations and Relationships

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

14 STAAR MASTER® Quick Review for Math, Grade 3—Teacher Guide © ECS Learning Systems

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.

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

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.

15 STAAR MASTER® Quick Review for Math, Grade 5—Teacher Guide © ECS Learning Systems

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 nearly all 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 through your LMS or directly through our platform.

- Teachers assign Practice Test Forms A or B to a student.
- Students submit answers and receive an instant score.
- Updated interactive Practice Tests for RLA now include interactivity with the new item types.

MORE INFO

- Interactive Practice Tests are available. See pages 8–9.
- Virtual STAAR MASTER® training. See pages 24–25.
- Pricing info. See pages 27–29.
- Five ways to order. See page 31.

STAAR MASTER® Product Availability		Gr.	1	2	3	4	5	6	7	8	Alg. I
MATH	Student Practice Book		⊙	⊙	⊙	⊙	⊙	●	●	●	●
	Companion Work Text				⊙	⊙	⊙	●	●	●	
	Quick Review				⊙	⊙	⊙	●	●	●	
	Practice Tests				⊙	⊙	⊙	●	●	●	
RLA	Student Practice Book				⊙	⊙	⊙	●	●	●	
	Companion Work Text				⊙	⊙	⊙	●	●	●	
	Practice Tests				⊙	⊙	⊙	●	●	●	
READING	Student Practice Book		⊙	⊙							
SCIENCE	Student Practice Book						⊙			●	
SOCIAL STUDIES	Student Practice Book									●	

● English only ⊙ English and Spanish

eBook versions of STAAR MASTER® work texts and interactive versions of Practice Tests are available.

NEW ITEM TYPES

- Math item types appear in the Practice Tests (print or interactive) and in the Student Practice Books (print or eBook)
- RLA item types appear in the Practice Tests (print or interactive) and in the Student Practice Books (print or eBook)
- Science item types appear in the Student Practice Book (print or eBook)
- Social Studies item types appear in the Student Practice Book (print or eBook)

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		

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?
- Right over your head is a funny round hole (line 9)
 - With apples and pears falling through; (line 10)
 - There's a big bunch of grapes all purple and sweet; (line 11)
 - 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"/>



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Practice Test Form B for RLA Grade 8 page 19

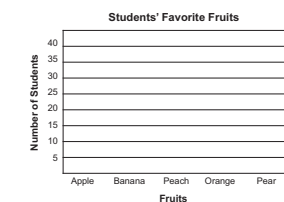
3.1D; 3.1E; 3.1F; 3.8A (M)

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.



continued on next page →

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Practice Test Form B for Math Grade 3 page 9

STAAR MASTER® LEARNING RECOVERY PATHWAY™

The STAAR MASTER® Learning Recovery Pathway™ is an enhanced system for **Math** that helps teachers gauge students' level of proficiency and provides **personalized instructional tools** to ensure they are on the right learning path. Through job-embedded professional development, diagnostic assessments, supplemental instructional and practice materials, and student- and class-level reporting, deficiencies are identified and learning plans are generated and personalized for each student.

Job-embedded Teacher Coaching Throughout

Professional Development

- » In-person and online instructional strategies for learning recovery
- » Interactive implementation of the STAAR MASTER® System
- » Holistic approach to personalized learning

Evaluate

Evaluation

- » Standards-based interactive assessment
- » Identifies strengths and weaknesses
- » Instant scoring for assessing real-time comprehension

Learning Recovery Plan

- » Auto-generated and personalized for each student
- » Helps teachers create individualized paths
- » Easy for students to follow and apply

Remediate & Reinforce

Companion Work Text & Student Practice Book

- » Remediation and reinforcement assigned based on each student's personalized Learning Recovery Plan
- » Instruction-based workbooks to further learning in areas of weakness
- » Standards-aligned practice items for continued mastery in areas of strength
- » Additional standards-aligned practice items for areas of weakness after remediation

Re-Assess

Assessment

- » Standards-based interactive assessment
- » Re-assess to determine progress
- » Refocus on remaining gaps
- » Ensure STAAR® readiness

Reporting & Analytics

- » Use data to identify gaps
- » Employ intervention strategies recommended by reports (small group, 1:1, whole class)

Schedule a consultation now to discuss year-long pathway models.

For more information, visit staarmaster.com/learning-recovery-pathway.

PROFESSIONAL DEVELOPMENT

Professional Development and collaborative coaching supports new or overwhelmed teachers on the job

STAAR MASTER® implementation training will guide your teachers in the optimal use of STAAR MASTER® products quickly and easily to increase student engagement and outcomes.

STAAR MASTER® provides synchronous or asynchronous product training sessions that ensure your team gets started with confidence.

VIRTUAL STAAR MASTER® TRAINING

- Introductory STAAR MASTER® eBook Training
- How and Why: The STAAR MASTER® System
- Implementation and Pacing: The STAAR MASTER® System

PROFESSIONAL DEVELOPMENT & COACHING

The Professional Development modules are an integral part of educator and student success for addressing students' learning loss. The modules provide foundational pedagogical skill-building in anticipating and responding to student needs. The professional development gives teachers and administrators a safe space for critical reflection, meaningful discussion, and sharing examples of positive changes they make for their students.

Three modules for educators at both the elementary- and middle-school levels are available. Both sets of modules are offered in three- and six-hour formats under the guidance of a trained STAAR MASTER® facilitator. All modules are based on the STAAR MASTER®

System and provide permissioned access to the STAAR MASTER® eBook platform across all grade levels and content areas.

CONTINUOUS EDUCATION

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



NEW!

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, advice, and capacity-building from trained instructional coaches
- Collaboration with peers and other building-based mentor staff
- Curriculum of on-demand professional development resources aligned to the Texas Teacher Evaluation and Support System (T-TESS)

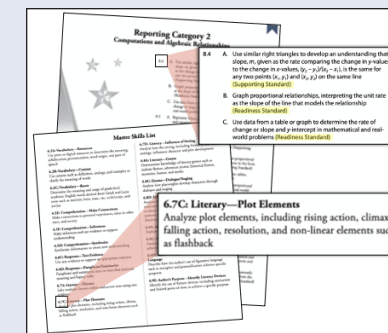
Schedule a consultation now to discuss 12- to 18-month coaching or PD implementation plans for 2023-24.

THE THREE-MODULE STAAR MASTER® SERIES

MODULE 1

Cement the foundation

Within a context of trauma-based instruction and creating safe spaces for learners, this module presents content-aligned strategies for using STAAR MASTER® materials so that learning recovery is maximized in small groups.



MODULE 2

Build welcoming spaces for recovery

After teachers select “dynamite” strategies using STAAR MASTER® materials for their small groups in Module 1, teachers use four RTI-aligned instructional approaches to ensure all learners are engaged in learning recovery.



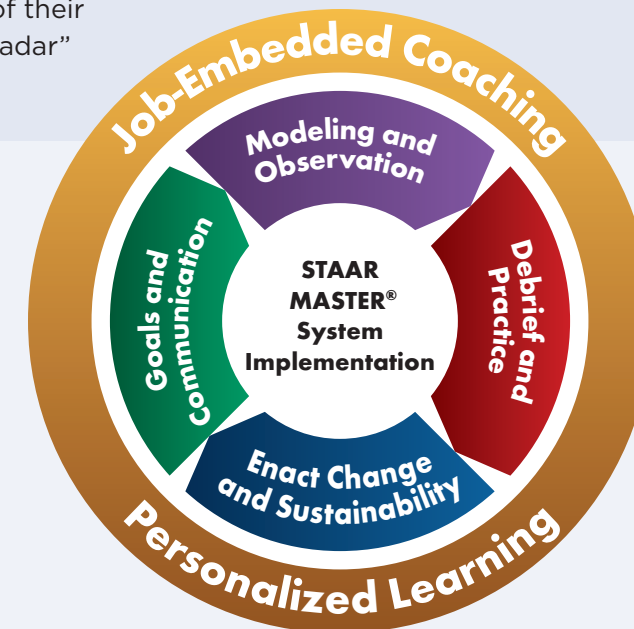
MODULE 3

Strategies to reach all students

Teachers understand how to plot a direction from recovery to mastery while addressing the diverse needs of their students. This way, all students appear on the “radar” for learning recovery.

JOB-EMBEDDED COACHING

- 1:1, up to 4 teachers per campus
- Recurring, monthly or bi-monthly
- Grounded in day-to-day teaching practice
- Classroom-based, integrated into the workday
- Designed to enhance teachers' content-specific instructional practices



High-Impact Tutoring Suite

Our high-impact tutoring suite comprehensively addresses every aspect of how a high-impact tutoring program can achieve the results needed to accelerate student learning and to create confidence in all stakeholders. ECS's educational experts partner with districts and take on the heavy lifting to ensure high-impact tutoring is making the desired difference in learning loss.

Program Components

- Design
- Implementation
- Management
- Evaluation



Each component has multiple features. The whole suite could be purchased, or districts can purchase one or more components and one or more features.

Request Info 1.866.512.4777 | Info@ecslearn.com

Custom Curriculum Services

We employ a proprietary training program and over 40 years of experience to perform comprehensive custom curriculum services for districts, state agencies, and publishers.

Curriculum Development

Curriculum Review

Standards Alignment

Request Info

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Standalone Pricing for Print Work Texts and eBooks

Subject	Grade	Product Code		Product Code eBook		Price/student
		English	Spanish	English	Spanish	
STUDENT PRACTICE BOOKS						
Reading	1	ECS23626	ECS23688	ECS23626e	ECS23688e	\$13.99
Reading	2	ECS23640	ECS23695	ECS23640e	ECS23695e	\$13.99
RLA	3	ECS88262	ECS88323	ECS88262e	ECS88323e	\$13.99
RLA	4	ECS88279	ECS88330	ECS88279e	ECS88330e	\$13.99
RLA	5	ECS88286	ECS88347	ECS88286e	ECS88347e	\$13.99
RLA	6	ECS88293	-	ECS88293e	-	\$13.99
RLA	7	ECS88309	-	ECS88309e	-	\$13.99
RLA	8	ECS88316	-	ECS88316e	-	\$13.99
Math	1	ECS23589	ECS23725	ECS23589e	ECS23725e	\$13.99
Math	2	ECS23602	ECS23732	ECS23602e	ECS23732e	\$13.99
Math	3	ECS99041	ECS99522	ECS99041e	ECS99522e	\$13.99
Math	4	ECS99232	ECS99539	ECS99232e	ECS99539e	\$13.99
Math	5	ECS99249	ECS99546	ECS99249e	ECS99546e	\$13.99
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