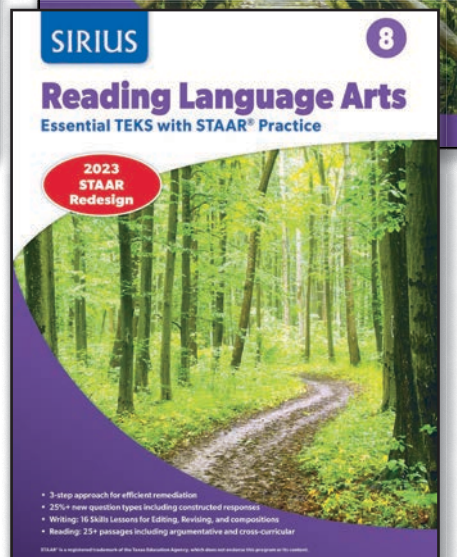
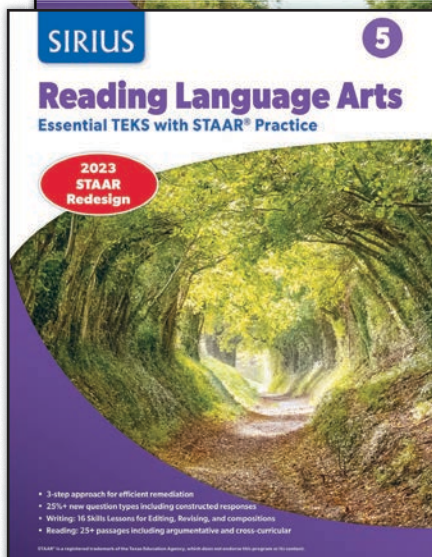
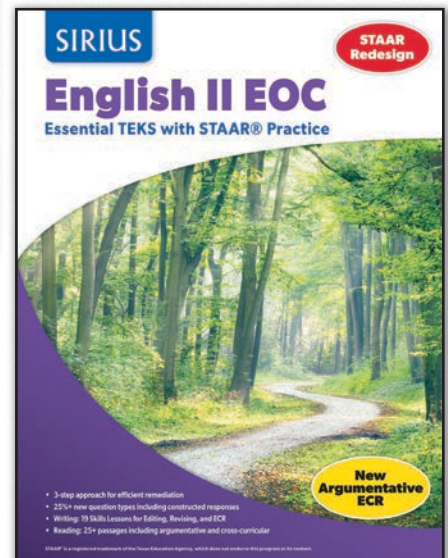
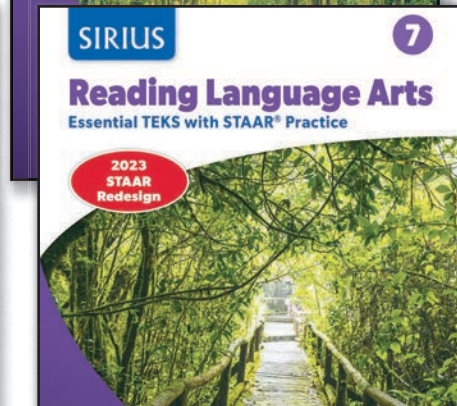
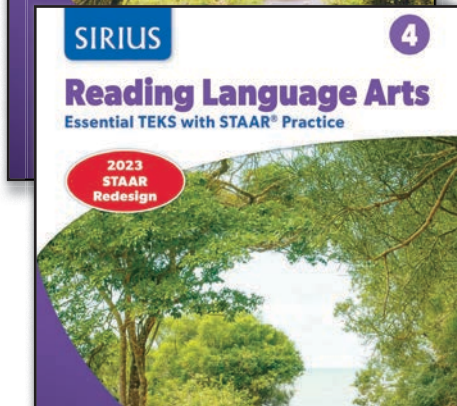
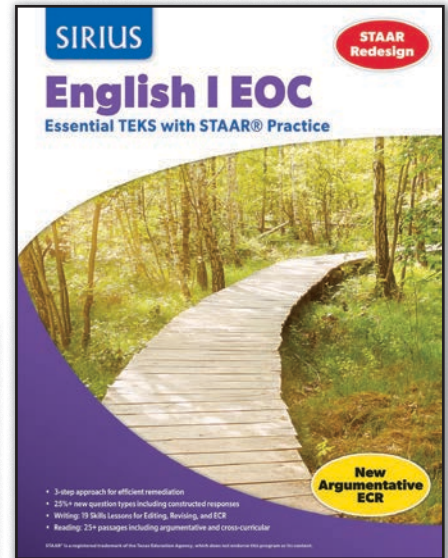
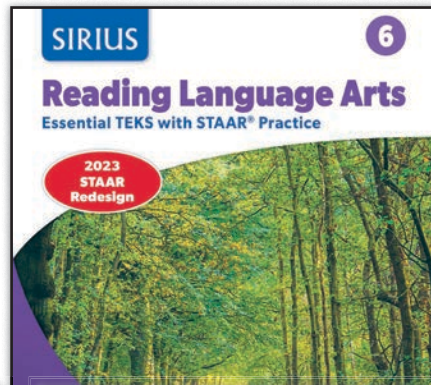
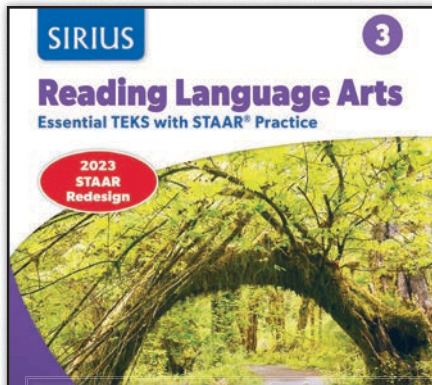


New Grade 3–English II RLA Workbooks

Essential TEKS with STAAR Practice



Essential TEKS Instruction—READING AND WRITING

Sirius Essential TEKS with STAAR Practice RLA print workbooks are a stand-alone resource that also complement the digital *Sirius Online* eCourses. Sirius workbooks help students succeed with scaffolded TEKS skill instruction and authentic STAAR 2.0 practice.

Interactive TEKS Instruction

1 Introducing the Skill

Lesson introductions review key concepts and academic terms and prompt students to activate prior knowledge and connect the skill's concepts to previous experiences.

2 Check-In

Check-in activities are short-answer writing prompts that activate prior knowledge, help students connect to the lesson, and apply the skill concepts to their life experiences. Teachers get feedback on student readiness and thinking.

Build Skills (in Writing)

Build Skills activities allow students to demonstrate the fundamental TEKS-based concepts of the skill.

3 Guided Practice

Students practice answering STAAR-format questions. Guided Practice questions come from the Diagnostic Test and feature scaffolding and support, including analysis activities for answering the questions and justifying their answer choice.

4 Independent Practice

Students apply what they learned to answer an authentic STAAR test item with minimal scaffolding.

5 Think About Your Thinking

Students explain the strategies and thinking they used to answer the Independent Practice questions, and identify evidence from the selection that supports their answer.

6 Check-Out

Students respond to a short-answer writing prompt that helps them reflect on the skill and synthesize their understanding.

The Teacher's Edition contains answers, sample responses, and full answer choice rationales for every lesson.

READING SKILL 8 Analyzing Argumentative Claims, Appeals, and Conclusions **17E** **17Eii**

In an **argumentative text**, authors state their position or opinion about a topic. This is the **claim**. A successful argumentative text uses a combination of three types of **rhetorical appeals** to support the claim. The types of appeals are logos, ethos, and pathos. Logos relies on logic or reason, ethos relies on ethics, and pathos relies on emotion. The **conclusion** of an argument is also important. The conclusion restates the claim, reviews the main points of the text, and includes a **call to action**. A call to action states what the author wants readers to do after reading the text.

1 **Interactive instruction**

CHECK-IN ✓

In 2 to 3 sentences, tell about a time you persuaded a family member to do so. What argument did you use to support your claim?

2 **Student writing shows thinking**

Sample Answer: I wanted my parents to allow me an after-school babysitting job. They did not want to work. I persuaded them by explaining that it would be time management skills.

Read paragraph 5 from "Counselors Help Build the Bridge to College." Then underline the sentence that correctly explains the paragraph.

3 **Uses Diagnostic passages as anchor texts**

a. Paragraph 5 is appealing to reason by using facts and statistics. It is mostly about the reasons guidance counselors are too busy to help students.

b. Paragraph 5 is appealing to emotion by using personal stories. It is mostly about the roles that students must perform without guidance counselors.

Choose the best answer to the question. Use the selection to help you.

1 Paragraph 5 provides support for the author's claim that —

A not having the support of a high school counselor can lower the wage-earning power of high school graduates who do not attend college

B not all high school students have equal access to college preparation from school counselors

C the ratio of students to one counselor should be equalized for all high schools across the nation

D counselors are assigned too many tasks that prevent them from doing the job of counselor correctly

Use reasons and evidence from the selection to support your answer to the previous question.

Sample Answer: B is the best answer because it states the author's claim. The appeals in paragraph 3 support the position that not all high school students have equal access to college preparation at school.

4 **Authentic STAAR practice**

Independent Practice

Read the excerpt adapted from President Obama's 2009 address to the students of America and then answer the question.

We need every single one of you to develop your talents, skills, and ideas. You can help solve our most difficult problems. If you don't do that—if you quit school—you're not just quitting on yourself, you're quitting on your country. You know it's not always easy to do well in school. I know a lot of you have challenges your lives right now that can make it hard to focus on your schoolwork. . . . Your life right now doesn't have to determine where you'll end up. No one's written your destiny for you. Here in America, you write your own destiny. You make your own future.

5 **Think About Your Thinking**

Explain your reason for your answer choice to question 2. Use evidence from the selection to support your answer.

Sample Answer: B is correct. The appeal is sympathetic in the sentence "Now I know it's not always easy to do well in school." and the appeal motivates students in the sentence "Where you are right now doesn't have to determine where you'll end up."

6 **Check-Out** ✓

Write a conclusion for President Obama's address to students. Remember to restate the claim, review important points, and include a call to action.

Sample Answer: It is important to stay in school so that you can have a successful future. A high school education gives you the skills you need to further your education in college or at a trade school. If you want to write your own future, stay in school.

Essential TEKS with STAAR Practice—READING

Sirius reading selections include all tested genres, including argumentative. Short and extended constructed response practice is integrated into reading passages, just like STAAR. Genre labels and cross-curricular references are included for teachers.

Authentic STAAR 2.0 Reading Practice

All STAAR practice selections match the STAAR redesign in content, format, and rigor. This includes new question types, cross-curricular passages, and evidence-based writing.

1 Authentic STAAR Questions

STAAR Practice questions closely match the STAAR redesign with 25% new question types, adapted for print.

All test items reflect the language and thinking tested in STAAR. Practice passages include items for multiple TEKS in an unpredictable sequence, just like the STAAR test.

2 Answer Choice Rationales

Full answer choice explanations or sample answers are provided for all STAAR practice questions.

Explanations help teachers and tutors identify student mistakes and facilitate remediation. The goal is to help students focus on understanding why one answer is best instead of getting the correct answer.

The image shows a screenshot of a STAAR practice interface. On the left, two multiple-choice questions are displayed. Question 4 asks about the theme of a story, and question 5 asks for a summary. In both, the correct answer is highlighted with a red box. On the right, the corresponding answer choice rationales are shown, with the correct rationale also highlighted in red. A yellow callout box points to the red boxes, stating 'Red boxes show correct answers.' A blue callout box at the bottom right says 'Up-to-date with the STAAR Redesign'. A 'Test tips' box at the bottom left provides advice on summary answers. A 'Test-Taking Strategy' box at the bottom center explains that summary answers should not contain false information and should focus on major plot events in the correct order.

4 The present-day setting supports the theme of the story by — (E1.6D)

- A suggesting that the narrator does not remember events clearly
- B contrasting an example of childhood mischief against adult regret
- C connecting the narrator's current situation to events in his past**
- D emphasizing the importance of modern technology in saving animals

5 Which of these statements best summarizes the story? (E1.5D)

- A A man remembers being a boy and getting a dog. His father is worried, so he and his father send the dog to the pound. Then they take the dog home again, but it runs away. The dog never returns. The man thinks about the dog and walks around where the dog walked around.
- B A boy is surprised to find a yellow Labrador in his yard. He slowly befriends the dog, but his father won't allow a pet dog. When the father finds out about the dog, he turns it over to the dogcatcher. The boy pleads with the dogcatcher, but the dog is taken anyway. However, by the day the dog is set to be put down, no other owner has claimed the dog, so the father relents.
- C A man who works at a real-estate agency used to have a dog. He recalls how he met the dog, how he came to name it Rover, and what his father did upon finding out about Rover. The man remembers being powerfully afraid that no one would adopt Rover and that he would be put down, but instead, the family adopts Rover. However, Rover runs away, and they never see the dog again.
- D A man remembers when he befriend a stray dog when he was a young boy. He named the dog Rover. However, his father insisted they turn in the dog, because it might have belonged to someone else. The dogcatcher said that if no owner were found within five days, the dog would be put down. When no one claimed the dog, the father agreed to rescue the dog. Once the dog got to the boy's house, it ran into the woods, never to return. The man reflects on his lost dog and the lesson he learned from the experience.**

Test tips

Test-Taking Strategy
Summary answers never contain false information about the story. Focus your attention on finding the summary that contains all the major plot events in the correct order.

Answer Choice Rationales

4 A There is no indication in the story that the narrator is misremembering events.
B The narrator doesn't deny his actions as being mischievous, despite the fact that they were coupled to his father's dislike of dogs.
C Correct. The development of the theme is made possible by showing the growth over time and connecting past events to present.
D This idea is not present in the story.

5 A This summary is vague regarding the central conflict and conclusion and leaves out key details from the rising action.
B This summary leaves out key details from the conclusion.
C This summary is vague regarding the central conflict in the story and leaves out key details from the conclusion.
D Correct. This summary fully captures the main events and key characters from the story.

Red boxes show correct answers.

Up-to-date with the STAAR Redesign

Move More Students to Meets Grade Level!

Essential TEKS with STAAR Practice—WRITING

Revising and Editing STAAR 2.0 Practice

Full answer choice rationales or sample responses are provided for all STAAR practice items—both multiple choice and new question types. These explanations help teachers and tutors identify student mistakes and support them with meaningful feedback.

The screenshot shows three STAAR practice items. Item 1 is a multiple-choice question about combining sentences. Item 2 is a 'New question type' asking for a revision of a sentence. Item 3 is a multiple-choice question about replacing a transition. Each item has a rationale explaining the correct answer.

1 What is the most effective way to combine sentences 1 and 2? (E1.9C)

A Look through an image gallery of deep-sea creatures, you might think you are looking at stills from a science fiction film.

B When you look through an image gallery of deep-sea creatures, you might think you are looking at stills from a science fiction film.

C Looking through an image gallery, you might think deep-sea creatures are looking at stills from a science fiction film.

D An image gallery of deep-sea creatures, when looked through by you, might make you think you are looking at stills from a science fiction film.

Test-Taking Strategy
Any answer choice that introduces a writing error, such as a comma separating two complete sentences, should be discarded.

2 Sentence 8 needs to be revised. In the box provided, rewrite sentence 8 in a clear and effective way. (E1.9C)

Example Answer: Some animals, such as sharks and dolphins, swim across the 9-centimeter-long fishwalk leading a dive in Monterey Bay.

3 Marcus wants to use a better transition in sentence 12. Which of the following could best replace **However** and improve the sentence? (E1.9B)

A Therefore

B On the other hand

C For example

D Finally

234 English I EOC: Essential TEKS with STAAR Practice • WRITING

Answer Choice Rationales

1 A Because there is no comma separating the two sentences, combining them between the independent clauses is a comma splice. **B** Correct. In this combination, the first sentence has been turned into a dependent clause and attached to the second sentence. **C** The combination does not make sense because the phrase deep-sea creatures is in the wrong place. **D** This combination retains the original meaning of the two sentences, but it is worded awkwardly and places the emphasis on the wrong idea.

2 This sentence makes it clear who swam the fishwalk and under what circumstances.

3 A Correct. The transition **Therefore** shows a cause-and-effect relationship between ideas. The other three are transitional words that are used in an environment if only other words to detect mistakes do not need to be used. **B** The transition **On the other hand** is used to indicate a contrast between ideas. **C** The transition **for example** is used to introduce a specific illustration of an idea. **D** The transition **finally** is used to indicate the order of the last item in a list.

Rationales for **EACH** answer choice help teachers or tutors give students **actionable feedback**.

Up-to-date with the STAAR Redesign

New question types

Red boxes show correct answers.

ECR STAAR 2.0 Practice Prompts

Seven informational essay prompts provide scaffolded writing practice.

The screenshot shows a 'Brainstorming' prompt. It asks the student to explain how story elements contribute to the development of the theme in an excerpt from 'The Open Boat'. It includes a list of reminders and a box for drafting a controlling idea.

WRITING **1** Prompt **ESSE** **ESSE**

ECR PRACTICE

Read the excerpt from "The Open Boat" on page 52. Based on the information from the excerpt, write a response to the following:

Explain how story elements contribute to the development of the theme in this excerpt. Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

Open Boat: 329

Brainstorming helps students generate ideas.

The screenshot shows a 'Graphic Organizer' for organizing ideas and evidence. It has sections for Thesis or Controlling Idea, three Supporting Ideas or Examples (each with Topic Sentence, Evidence, and Analysis), and a Conclusion.

Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

Thesis or Controlling Idea:

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 1

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 2

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 3

Connect Back to Thesis or Controlling Idea:

Conclusion

330

A graphic organizer helps students plan their essay.

The screenshot shows a checklist for composition and a sample high-scoring essay response. The checklist includes items for brainstorming, organizing, writing, and revising. The sample response is a well-structured informational essay.

Write your essay in the box below.

Example of a high-scoring essay:

Write your essay in the box below:

in do me any the pa of she exp of the wa

Make sure your composition has:

- a controlling idea
- an introduction and conclusion
- complete thoughts
- few to no writing errors

Two sample responses are provided to help teachers provide student feedback.

A checklist ensures students include all necessary parts for their essay.

3-Step Approach to Prioritize Interventions

Sirius interactive RLA workbooks include **TEKS instruction** and **STAAR practice** in all six tested Reading genres and all Writing sections: revision, editing, and essay. When preparation time is limited, use the **3-step approach** to **prioritize** and **individualize** remediation.

STEP 1 Identify Your Needs—Reading and Writing Diagnostics

Use the Diagnostics to identify what students know and what should be prioritized for review.

10 total Diagnostic Tests

Each item correlates to a **TEKS** and **Skill** lesson.

Focus on skills you most need.

Monitor your progress.

STEP 2 Focus Remediation—TEKS Instruction & STAAR Practice

Use the Diagnostic results to focus TEKS instruction and STAAR practice.

30+ Skill Lessons

Authentic practice matches STAAR redesign

STEP 3 Monitor Your Progress—Post Tests

Use each Post Test to monitor progress and to identify lessons to review. The Post Test questions match the same TEKS as the Diagnostics, so together they can show progress or the need for additional review.

RLA Companion Workbooks for *Sirius Online*

Blended Learning with *Sirius Online*

Sirius RLA workbooks are based on and **complement** our *Sirius Online* eCourses so teachers can move easily between each format to meet diverse student needs.

Print and digital courses include the same: **TEKS skill lessons, authentic STAAR Practice** passages and items, and **Diagnostic** and **Post Tests**.

And *Sirius Online* includes the same **tools** and **features** as the STAAR online platform. Students benefit from online practice in a similar digital experience.

* STAAR® is a registered trademark of the Texas Education Agency, which does not endorse this program or its content.

New Sirius RLA Workbooks for all 8 STAAR Courses

Sirius RLA workbooks help your students learn exactly what they need to know and do on STAAR 2.0. With Sirius, your students will transfer what they learn and practice!

- **Streamlined TEKS instruction** focuses on the most-tested TEKS in the ways the TEKS are tested in Reading and Writing.
- **Authentic STAAR 2.0 practice** includes new question types (adapted for print) with the STAAR-tested language and thinking.
 - 50% writing in all grades, with Revising and Editing
 - Short & Extended Constructed Responses
 - Argumentative and cross-curricular passages

**Authentic
STAAR 2.0
practice**

Match Each Student to the Modality They Need!