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FORDE-FERRIER

MASTERY TEACHING SPECIALISTS

2022-2023 CATALOG



TEACHING FOR MASTERY SINCE 1998

About the Company

Jason Forde and Dagan Ferrier started Forde-Ferrier in 1998 with the goal of providing high-quality, practical professional development to teachers in Texas. The concept grew out of their own classroom experience in Texas. Using the principles of the researched based instructional methods of Mastery Learning, the two teachers achieved pass rates of 100 percent and mastery rates well over 80 percent on the Texas standardized assessments at an At-Risk campus in south Texas. These incredible levels of success were maintained for over 10 years, at which time Forde and Ferrier began consulting with schools across Texas full-time.

The professional development system created by Forde and Ferrier was designed to provide high-quality training on the meaning of each student expectation listed in the Texas Essential Knowledge and Skills (TEKS), as well as proven instructional strategies for teaching each of these skills. Forde and Ferrier also dedicated themselves to learning how each skill would be assessed on the state assessment tests up through the State of Texas Assessments of Academic Readiness (STAAR®). This knowledge has proven extremely useful in predicting how TEKS skills will be assessed on the state assessments, including STAAR®, and has become an integral component of their professional development. The purpose of each professional development session is to help teachers ensure that every one of their students achieves mastery of the STAAR® test.

Soon after launching the company and providing several campuses with professional development training, Forde-Ferrier began

development of practice test items at the request of teachers who had benefited from their training sessions. Each item developed was designed to successfully emulate items on the actual STAAR® test. In fact, Forde-Ferrier has been so successful at this, many items that appear on STAAR® tests look very similar to items previously developed by Forde-Ferrier. All workbooks produced by Forde-Ferrier are filled with these items.

In addition to professional development and materials, Forde-Ferrier also provides model lessons using their proven strategies and intervention programs which have helped schools increase test scores as much as 50 percent.

By 2009 Forde-Ferrier expanded and became Forde-Ferrier, L.L.C. At this time several teachers joined the company, bringing their own classroom success along. One of these teachers, Hector Rivera, taught alongside Forde and Ferrier for many years, learned teaching strategies from them, used their materials, and achieved the same levels of success. Hector now serves as the Executive Director of Forde-Ferrier, L.L.C.

Forde-Ferrier, L.L.C. strives to build ongoing relationships with teachers, students, and school districts. All consultants truly believe in what they do and are excited when they help others succeed. The goal of the company always has been and always will be to help teachers and students achieve the highest levels of academic success.

Find us on Facebook! 
facebook.com/fordeferrier

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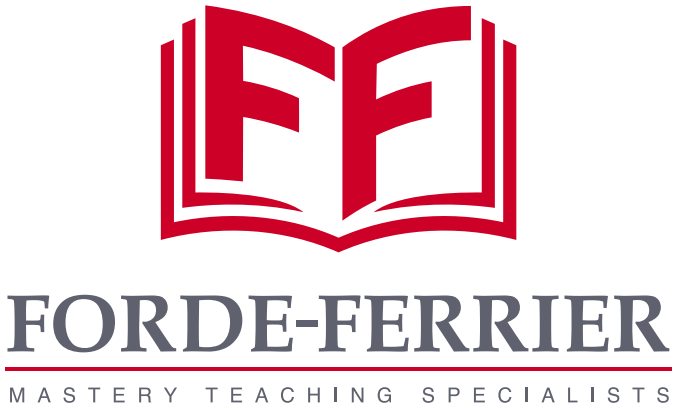


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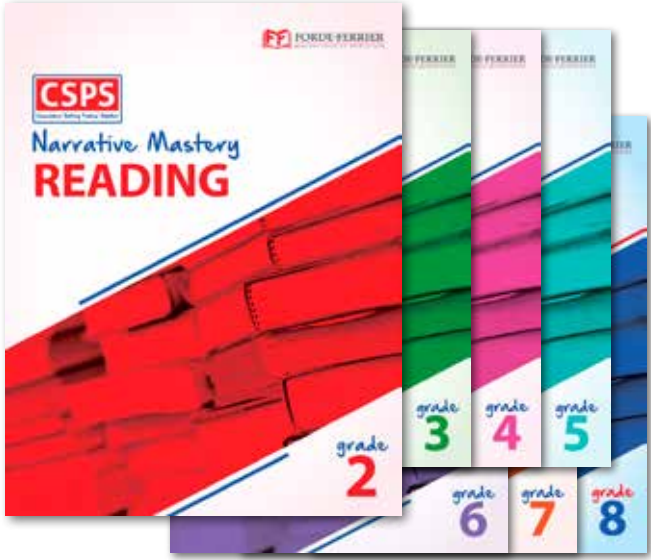
ULTIMATE MASTERY
READING & WRITING:

Grades 2-8 & Grades 2-5 in Spanish



CSPS NARRATIVE
MASTERY READING:

Grades 2-8 & Grades 2-5 in Spanish



Reading & Writing Workbooks

Ultimate Mastery Reading & Writing
ALL NEW!

The all-new Ultimate Mastery Reading & Writing workbooks provide several complete reading passages from all STAAR® tested story types, as well as editing and revision writing skill practice. Each reading and writing practice has the “look and feel” of the actual STAAR® Assessment. All the new item types from the 2023 STAAR® Assessment are included.

CSPS Narrative Mastery Reading

CSPS Narrative Mastery Reading has been updated to the new 2017 ELAR TEKS! It contains passages that concentrate on our CSPS learning method. It will ensure that your students have a complete understanding of Narrative text so they may master the STAAR® Reading Assessment.

Informational Mastery Reading

Informational Reading Passages is a workbook on informational texts and will help ensure that your students master Reporting Category 3 of the STAAR® Reading Assessment. This is an invaluable resource for reading and is entirely devoted to expository text!

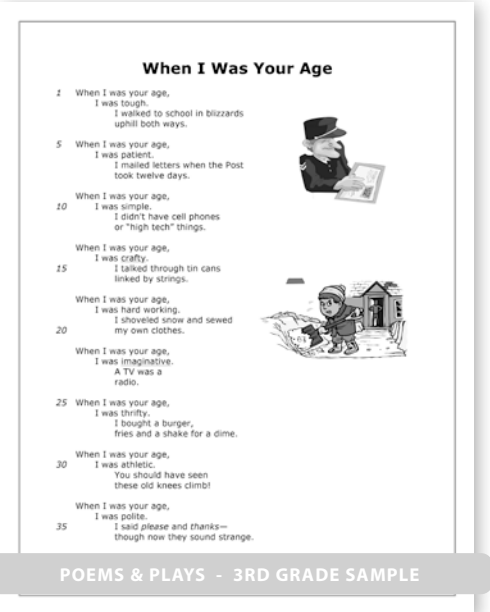
Poems & Plays

Make sure your students are prepared for the STAAR® ELAR Assessment by reinforcing the TEKS covering poems and dramas. Practice includes genre characteristics, structure, theme, plot elements, literary devices, author’s language and so much more.



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WORKBOOK SKILLS

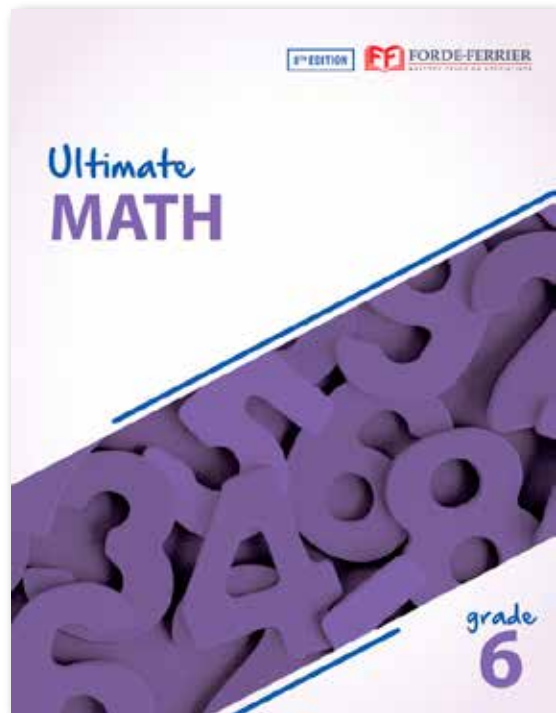
- MULTIPLE CHOICE & OPEN ENDED CRITICAL THINKING QUESTIONS
- ALL NEW STAAR® ITEM TYPES INCLUDED
- POEMS & DRAMA
- SUMMARY & MAIN IDEA
- PAIRED PASSAGES
- CORRECT WORD COUNT FOR STAAR®
- AVAILABLE IN SPANISH
- ALL ANSWER KEYS UPDATED TO THE NEW TEKS

We can create Reading and Writing Common Assessments based on your timelines and specifications.

Visit fordeferrier.com/samples to view samples of our common assessments.

READING/WRITING WORKBOOKS	GR.	ENGLISH BOOK	SPANISH BOOK	PRICE
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	2	FFUMRW2	FFUMRW2B	\$20
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	3	FFUMRW3	FFUMRW3B	\$20
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	4	FFUMRW4	FFUMRW4B	\$20
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	5	FFUMRW5	FFUMRW5B	\$20
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	6	FFUMRW6	---	\$20
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	7	FFUMRW7	---	\$20
Ultimate Mastery Reading & Writing ■▲ ALL NEW!	8	FFUMRW8	---	\$20
Mastery Reading & Writing ■▲	2	FFSBR2	FFSBR2B	\$20
Mastery Reading & Writing ■▲	3	FFSBR3	FFSBR3B	\$20
Mastery Reading & Writing ■▲	4	FFSBR4	FFSBR4B	\$20
Mastery Reading & Writing ■▲	5	FFSBR5	FFSBR5B	\$20
Mastery Reading & Writing ■▲	6	FFSBR6	---	\$20
Mastery Reading & Writing ■▲	7	FFSBR7	---	\$20
Mastery Reading & Writing ■▲	8	FFSBR8	---	\$20
CSPS Narrative Mastery Reading ■▲	2	FFCSPSR2	FFCSPSR2B	\$20
CSPS Narrative Mastery Reading ■▲	3	FFCSPSR3	FFCSPSR3B	\$20
CSPS Narrative Mastery Reading ■▲	4	FFCSPSR4	FFCSPSR4B	\$20
CSPS Narrative Mastery Reading ■▲	5	FFCSPSR5	FFCSPSR5B	\$20
CSPS Narrative Mastery Reading ■	6	FFCSPSR6	---	\$20
CSPS Narrative Mastery Reading ■	7	FFCSPSR7	---	\$20
CSPS Narrative Mastery Reading ■	8	FFCSPSR8	---	\$20
Informational Mastery Reading ■▲	2	FFIRP2	FFIRP2B	\$20
Informational Mastery Reading ■▲	3	FFIRP3	FFIRP3B	\$20
Informational Mastery Reading ■▲	4	FFIRP4	FFIRP4B	\$20
Informational Mastery Reading ■▲	5	FFIRP5	FFIRP5B	\$20
Informational Mastery Reading ■	6	FFIRP6	---	\$20
Informational Mastery Reading ■	7	FFIRP7	---	\$20
Informational Mastery Reading ■	8	FFIRP8	---	\$20
Poems ■▲	2	FFSP2	FFSP2B	\$20
Poems & Plays ■▲	3	FFSP3	FFSP3B	\$20
Poems & Plays ■▲	4	FFSP4	FFSP4B	\$20
Poems & Plays ■▲	5	FFSP5	FFSP5B	\$20
Poems & Plays ■	6	FFSP6	---	\$20
Poems & Plays ■	7	FFSP7	---	\$20
Poems & Plays ■	8	FFSP8	---	\$20

■ Requires a 20 order minimum ▲ 5 order minimum for Spanish workbooks



ULTIMATE MATH WORKBOOK



All New 8th Edition: Grades 3-6

Updated with all-new STAAR® formatted items!



 **FREE BONUS USB DRIVE with every order!**
Grades 3-5 only



Math Workbooks

Our math workbooks are designed to provide students with practice on every single TEKS student expectation. Content only items and incorporated process (dual coded) items are included for every skill. Skills are labeled as readiness or supporting. Every item has been reviewed by content experts to ensure its validity. Mastery of the items in our math workbooks ensures mastery on the STAAR® Math Assessment.

Ultimate Math Workbook

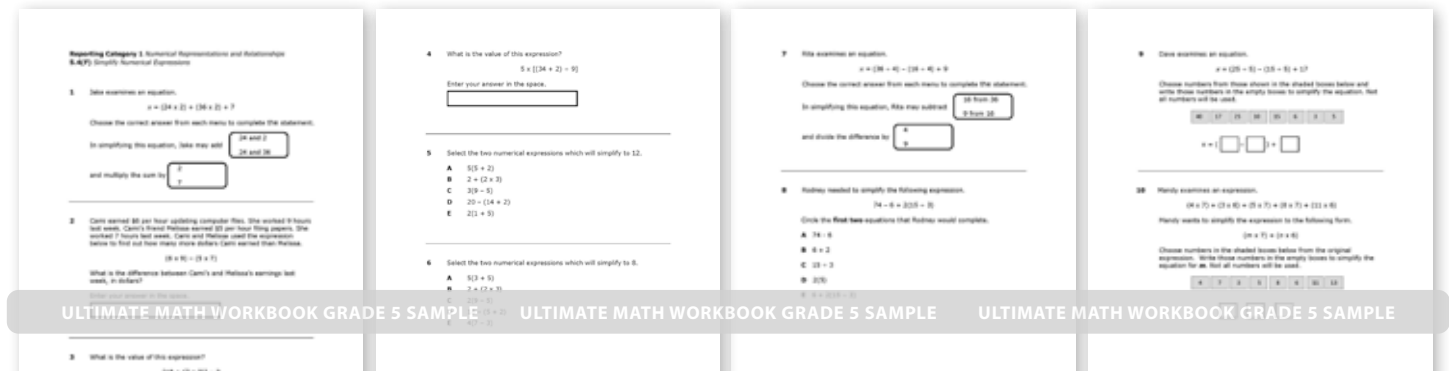
Based on the latest information about the TEKS student expectations and how each will be assessed on STAAR®, our math workbooks are designed to provide hundreds of practice items for your students. Content only items and incorporated process (dual coded) items are included for every skill. Skills are labeled as readiness or supporting. Every item has been reviewed by content experts to ensure its validity. Mastery of the new, updated items ensures mastery of the STAAR® Math Assessment.

BONUS USB DRIVE INCLUDED! (Grades 3-5 only)

In addition, each set of books comes with a bonus USB drive that contains all the items from a previous edition, so with each order you literally get two books for the price of one! **USB drive includes all the new 2023 STAAR item types.**

Math Readiness Review & Assessment

Get the extra practice your students need on all the STAAR® Math Readiness Standards. Each workbook contains 2 sets of 10 items for every single Readiness Standard. All items in these workbooks are new and have never before been printed in one of our workbooks. They make a great companion to our Ultimate Math Workbook. Help ensure student success on STAAR® with these outstanding workbooks!



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WORKBOOK SKILLS

- TEKS SKILL-BY-SKILL
- ALL NEW STAAR ITEM TYPES INCLUDED
- READINESS & SUPPORTING SKILLS
- MOST ITEMS INCORPORATE PROCESS SKILLS
- AVAILABLE IN SPANISH (GRADES 1-5)



We can create Math Common Assessments based on your timelines & specifications

Visit fordeferrier.com/samples to view samples of our common assessments.

MATH WORKBOOKS	GR.	ENGLISH BOOK	SPANISH BOOK	PRICE
Ultimate Math Workbook ■▲	1	FFMU61	FFMU61B	\$20
Ultimate Math Workbook ■▲	2	FFMU62	FFMU62B	\$20
Ultimate Math Workbook (8th Edition) ■▲	3	FFMU63	FFMU63B	\$20
Ultimate Math Workbook (8th Edition) ■▲	4	FFMU64	FFMU64B	\$20
Ultimate Math Workbook (8th Edition) ■▲	5	FFMU65	FFMU65B	\$20
Ultimate Math Workbook (8th Edition) ■	6	FFMU66	---	\$20
Ultimate Math Workbook ■	7	FFMU67	---	\$20
Ultimate Math Workbook ■	8	FFMU68	---	\$20
Math Readiness Review & Assessment ■▲	3	FFMR13	FFMR13B	\$20
Math Readiness Review & Assessment ■▲	4	FFMR14	FFMR14B	\$20
Math Readiness Review & Assessment ■▲	5	FFMR15	FFMR15B	\$20
Math Readiness Review & Assessment ■	6	FFMR16	---	\$20
Math Readiness Review & Assessment ■	7	FFMR17	---	\$20
Math Readiness Review & Assessment ■	8	FFMR18	---	\$20
Green Apple Math Book ■▲	2	GASM002	GASM002-S	\$20
Green Apple Math Book ■▲	3	GASM003	GASM003-S	\$20
Green Apple Math Book ■▲	4	GASM004	GASM004-S	\$20
Green Apple Math Book ■▲	5	GASM005	GASM005-S	\$20
Green Apple Math Book ■	6	GASM006	---	\$20
Green Apple Math Book ■	7	GASM007	---	\$20

■ Requires a 20 order minimum

▲ Workbook in Spanish requires a 5 order minimum



FREE BONUS USB DRIVE
with every order! *Grade 5 only*

SCIENCE CVP: CONTENT, VOCABULARY, AND PRACTICE

Grades 3-5 & 8
Grades 3-5 Available in Spanish



Science Workbooks

Science CVP

This is the ultimate resource for the STAAR® Science test. This workbook includes supplemental material to prepare students for the STAAR® Science Test. All TEKS skills are covered with mini-lessons focusing on each specific skill. Each skill includes a lesson with an overview, vocabulary, vocabulary practice, concept practice (fill in the blank), and a final test. Test questions incorporate process skills with the content standards to reflect the more rigorous standards of the STAAR® test.

Science Reading Stories

Practice for both the science and reading tests using our Science Stories workbook. The book includes over 20 narrative passages which cover science concepts tested on STAAR®. Great for both science and reading teachers.

Informational Science Passages

Reinforce or Reteach the science TEKS that students must learn for the STAAR®. This book includes over 20 engaging informational passages followed by question stems that students will see on the reading STAAR®. Practice for both assessments at the same time!



Science Review & Assessment:

Our new Science Review and Assessment book contains 10 short 10-item mini-assessments, a comprehensive test covering each of the major areas of fifth or eighth grade Science, and a benchmark test based on the TEA blueprints for the STAAR®. A year's worth of STAAR® practice is covered in this single workbook. The Science Review and Assessment workbook used along with the Forde-Ferrier Science CVP Workbook will ensure mastery of the grade 5 or 8 Science STAAR® Test.

WORKBOOK SKILLS

- GRADES 3-5 & 8
- ALL NEW STAAR ITEM TYPES INCLUDED
- VOCABULARY PRACTICE
- READINESS & SUPPORTING SKILLS
- TEST ITEMS INCORPORATE PROCESS SKILLS



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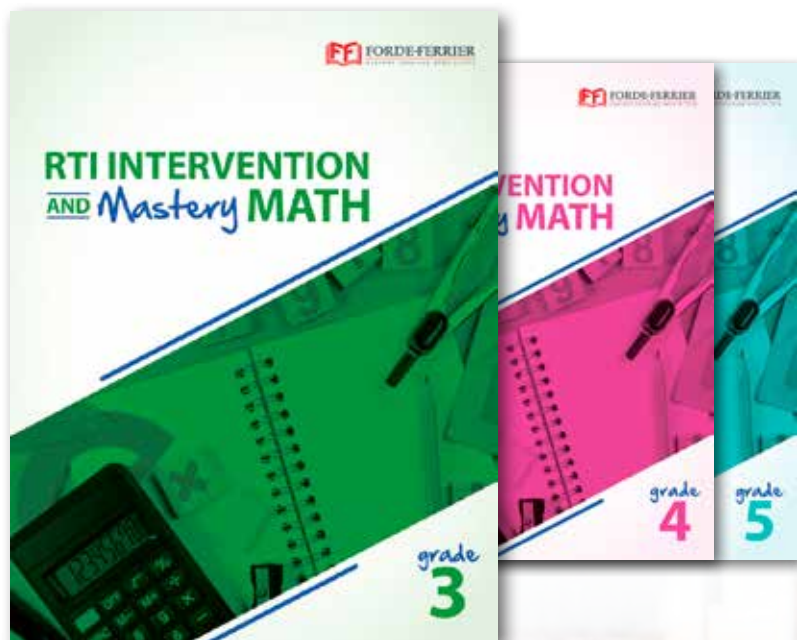
We can create Science Common Assessments based on your timelines & specifications

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SCIENCE WORKBOOKS	GR.	ENGLISH BOOK	SPANISH BOOK	PRICE
Science CVP ■▲	3	FFRCVP3-3	FFRCVP3-3B	\$20
Science CVP ■▲	4	FFRCVP3-4	FFRCVP3-4B	\$20
Science CVP ■▲	5	FFRCVP3-5	FFRCVP3-5B	\$20
Science CVP ■	8	FFRCVP3-8	---	\$20
Science Review & Assessment ■▲	5	FFSRA5	FFSRA5-1	\$20
Science Review & Assessment ■	8	FFSRA8	---	\$20
Science Reading Stories ■▲	3	FFCVP3SS3	FFCVP3SS3B	\$20
Science Reading Stories ■▲	4	FFCVP3SS4	FFCVP3SS4B	\$20
Science Reading Stories ■▲	5	FFCVP3SS5	FFCVP3SS5B	\$20
NEW! Informational Science Passages ■▲	5	FFISP5	FFISP5B	\$20

■ Requires a 20 order minimum

▲ Workbook in Spanish requires a 5 order minimum



RtI WORKBOOKS

RtI Reading Available in
Grades 3-5 & in Spanish

RtI Math Available in
Grades 3-5 & in Spanish!

Our *Response to Intervention* (RtI) workbooks are specifically designed to provide focused, skill intensive practice for students who need extra help. They provide the frequent progress monitoring needed to ensure student mastery of specific, targeted student expectations. The workbooks are a fantastic resource for intervention programs, focused instruction, differentiation, small group work, homework, or extra skill practice.

WORKBOOK SKILLS

- Follows STAAR® Format: We've made sure our workbooks comply with STAAR® formatting so that students have a certain familiarity and comfort level with the test structure beforehand.
- Questions follow standards and are written so that students are more than prepared for the questions that will appear on the STAAR® Test.

RtI READING	GR	ENGLISH BOOK	SPANISH	PRICE
RtI Intervention & Mastery Reading ■ ▲	3	FFRTIR3	FFRTIR3B	\$20
RtI Intervention & Mastery Reading ■ ▲	4	FFRTIR4	FFRTIR4B	\$20
RtI Intervention & Mastery Reading ■ ▲	5	FFRTIR5	FFRTIR5B	\$20

■ Requires a 20 order minimum
▲ Workbook in Spanish requires a 5 order minimum

RtI MATH	GR	ENGLISH BOOK	SPANISH	PRICE
RtI Intervention & Mastery Math ■ ▲	2	FFRTIM2	FFRTIM2B	\$20
RtI Intervention & Mastery Math ■ ▲	3	FFRTIM3	FFRTIM3B	\$20
RtI Intervention & Mastery Math ■ ▲	4	FFRTIM4	FFRTIM4B	\$20
RtI Intervention & Mastery Math ■ ▲	5	FFRTIM5	FFRTIM5B	\$20

■ Requires a 20 order minimum
▲ Workbook in Spanish requires a 5 order minimum



Critical Thinking Poster \$7.50

This 18x24 inch poster features the six keys to critical thinking, based on Bloom's taxonomy: *REMEMBER*, *ANALYZE*, *UNDERSTAND*, *EVALUATE*, *APPLY*, and *CREATE*.

Hang it on the wall as a reminder on questions to ask and words to use to encourage critical thinking in the classroom!

◀ Available for purchase online at fordeferrier.com

◀ Available in Spanish!

SPANISH WORKBOOKS Grades 2-5



Libro de Lecturas: Volumen I

Estos libros proveen a los maestros y estudiantes con lecturas diseñadas para practicar el examen estatal. Cada lectura tiene el mismo tipo de pregunta que viene en el examen estatal para que los estudiantes puedan practicar “cómo se siente” tomarlo.

SPANISH WORKBOOKS	GR.	PRODUCT CODE	PRICE
Libro de Lecturas: Volumen 1 ■	2	FFSPRV1-2	\$20
Libro de Lecturas: Volumen 1 ■	3	FFSPRV1-3	\$20
Libro de Lecturas: Volumen 1 ■	4	FFSPRV1-4	\$20
Libro de Lecturas: Volumen 1 ■	5	FFSPRV1-5	\$20
Libro de Escritura: Volumen 1 ■	4	FFSPWV1-4	\$20

■ Requires a 20 order minimum

Libro de Escritura: Volumen I

Estos libros de escritura proveen a los maestros y estudiantes con todos los conocimientos necesarios de preparación esencial y de apoyo para practicar y pasar el examen estatal. Cada lectura contiene 6 preguntas de las tres diferentes áreas de conocimiento para que los estudiantes pongan a prueba sus conocimientos de escritura durante el año escolar.



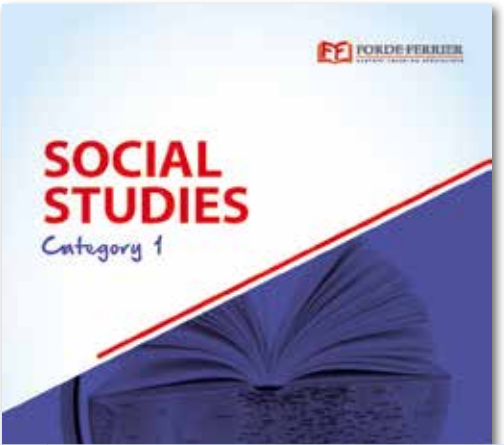
VIEW WORKBOOK SAMPLES AT:
fordeferrier.com/samples

SOCIAL STUDIES Grade 8

Category 1, Categories 2-4, & Readiness Review

The Category 1 book features 360 STAAR® formatted questions. Each item in each Standard in Category I is assessed in at least one question format and includes dual coded process standards, especially 8.29B and 8.29C that are the most common found on the SS STAAR® test. These dual coded questions focus on the; sequencing of events in a timeline, completion of cause/effect graphic organizers and analysis, evaluation and interpretation of primary/secondary sources and excerpts, graphic organizers, visuals and maps.

Category 2-4 have STAAR® formatted questions focused on Geography and Culture, Government and Citizenship, and Economics, Science, Technology and Society. The rigorous STAAR® type questions include the most commonly assessed process skill standards that are tested each year.



SOCIAL STUDIES WORKBOOKS	GR.	ENGLISH BOOK	SPANISH BOOK	PRICE
Social Studies: Category 1 ■	8	FFSSC1-8	---	\$20
Social Studies: Categories 2-4 ■	8	FFSSC2-8	---	\$20
Social Studies: Readiness Review ■	8	FFSSCA-8	---	\$20

■ Requires a 20 order minimum

COMMON ASSESSMENTS:
MATH, READING, SCIENCE & WRITING

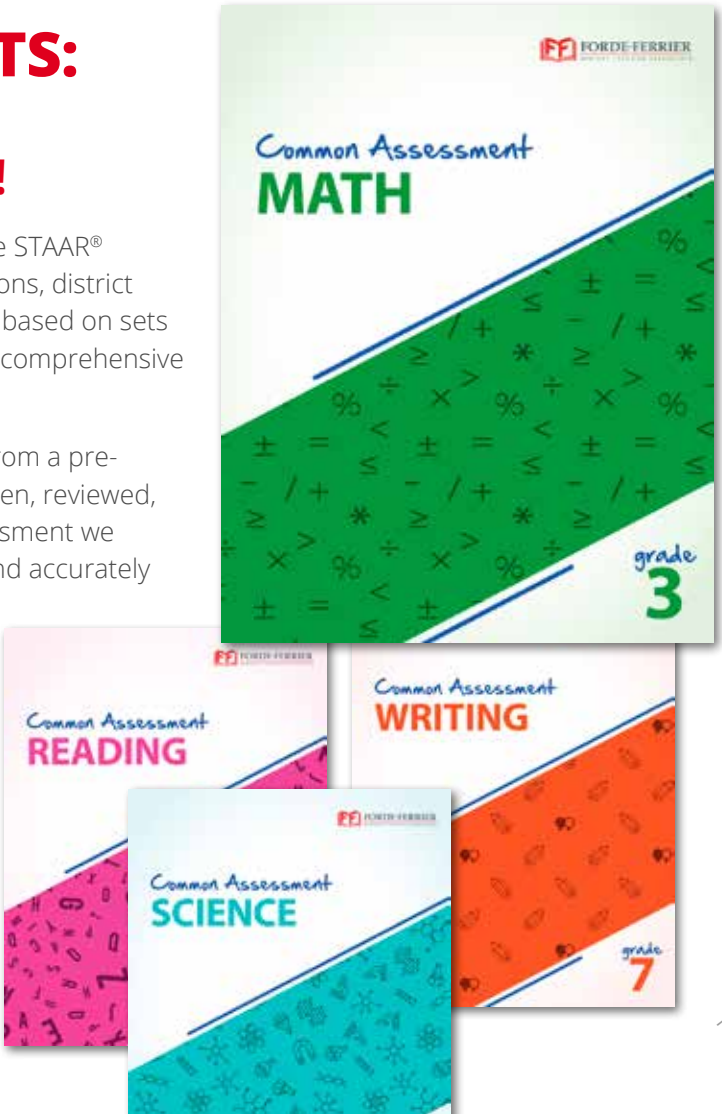
We can create modified tests!

Each assessment we create has the rigor and depth of the STAAR® test. We can create assessments based on TEA specifications, district guidelines, or any other parameters. Assessments can be based on sets of skills following your district’s timelines, or we can make comprehensive practice STAAR® tests.

All of our tests are written “on demand” and not printed from a pre-generated computer bank. New items are constantly written, reviewed, and updated by content experts. This ensures each assessment we create is based on the latest information about STAAR® and accurately measures mastery of the TEKS. In most cases, results on our comprehensive practice STAAR® tests have mirrored actual STAAR® test results.

Contact us for a free sample

phone: (800) 575-8269
email: info@fordeferrier.com



ULTIMATE MASTERY READING & WRITING: GRADE 3

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Over The Fence

Characters

JASON: An eight-year-old boy
JEN: Jason's twin sister
SCOTT: Jason's best friend
MR. TIM: Jason and Jen's neighbor

ACT 1

1 [The stage opens in Jason's bedroom. Jason, Jen, and Scott are sitting on the floor staring out the window.]

2 **JASON:** I'm telling you, we won't get caught! [Laughs excitedly at Jen and Scott.]

3 **JEN:** [Rolls her eyes.] And I'm telling you that we will. Mr. Tim is always home. If we go over there he will see us. Then mom will find us. These gods out Saturday. We'll be cleaning our rooms the remainder of the day.

4 **SCOTT:** [Frowning.] I'm with Jen. I think you're asking for trouble.

5 **JASON:** Come on you guys! We need to live a little. I happen to know that Mr. Tim leaves his house every single Saturday at 9:00. That's how we'll make it. We usually go for an hour. That's our chance.

6 [Jen and Scott share a look. Scott shrugs and Jen smiles.]

7 **JEN:** Fine, we'll do it. But only because I want to see this creature with my own eyes. I don't believe a word you say.

8 **SCOTT:** [Eyes wide. He places his right hand over his heart.] Jen, I swear to you I've seen Mr. Tim. He has a peacock in his backyard.

9 **SCOTT:** What are we waiting for then? I've never seen a peacock before. I can't wait to gaze in ORATION PEACOCK. Are you really to participate? This will be awesome!

10 **JEN:** [Jumps to her feet. She walks to the window.] We are waiting for Mr. Tim to be back his house. Then he goes, just like you said, Jason. He won't be too crazy.

11 [Jason rolls his hands together. Scott grins and dives across the room. Jen rolls her eyes.]

12 **ACT 2**

13 [Outside a few minutes later. Jason, Jen, and Scott are staring at Mr. Tim's house.]

14 **JASON:** Okay, so he usually keeps his gate open. Let's go.

15 [Jason leads them through a wooden gate to Mr. Tim's backyard.]

16 [Before they can get very far, a loud meowing sound is heard. They stop listening.]

17 **JEN:** That doesn't sound like a cat. [She grabs hold of Jason's arm.]

18 **JASON:** [Shrugging.] It's not. Yesterday, I heard the same noise when Mr. Tim brought the beast home with him.

19 [They keep walking, slower this time around the corner. A peacock with a full set of feathers greets them. Jen screams, and Scott screams. Jason laughs.]

20 **JASON:** I told you I wasn't lying. Stay behind me! These birds are worse than a corned beef!

21 [A voice from behind them makes them all freeze in place.]

22 **MR. TIM:** I assure you, Peacocks are anything but mean. She is beautiful.

23 [The kids spin around.]

24 **JASON:** Uh, Mr. Tim, what are you doing home? I thought we saw your car leave? [Smiles widely.]

25 **MR. TIM:** How strange that you know my schedule. If you wanted to meet Peacocks, all you had to do was ask. [He, the peacock, and the peacocks prances past the trio to stand in front of Mr. Tim.]

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4 This question has two parts. First, answer part A. Then answer part B.

Part A

The reader can tell that "Over the Fence" is a play because it has —

A a humor

G a common theme

H different acts

J a rhyming pattern

Part B

Which sentence from the play supports the answer in part A?

F [Peacocks strut and scream. Jason's face turns pale. He runs past her to the road where Scott is standing.]

G [Scott:] It was my sister's idea. She's very disobedient. Wild. Well, we've to sorry we can't here.

H [Jason:] An eight-year-old boy

JEN: Jason's twin sister

SCOTT: Jason's best friend

MR. TIM: Jason and Jen's neighbor

J **ACT 2** [Outside a few minutes. Jason, Jen, and Scott are staring at Mr. Tim's house.]

5 Read this sentence from line 29.

MR. TIM: Don't worry, my dear. I am well acquainted with your brother's ways. I don't believe for a second it was his idea. But since you are here, I'll introduce you properly. Peacocks, say hello to the neighbors.

This line is meant to show that Mr. Tim—

F does not like Jason

G is not angry with the children

H knew the children were coming over

J is proud of Peacocks

6 Why did the playwright include stage directions at the beginning of each scene?

A To direct correct answers.

B To identify the character's location.

C To show how the problem will be solved.

D To show what the characters are doing.

E To explain how the characters are feeling.

7 In line 25, the suffix -less helps the reader know that the word peacocks means—

F unable to cause harm


G to cause more harm

H to keep harming others

J unable to help others

Available in Grades 3-8 and 3-5 in Spanish!

CSPS NARRATIVE MASTERY READING: GRADE 4



Apple Picking

1 Cleo and Olive stared at each other from across the table. It had been a while since they exchanged words with each other for their mother. Olive wanted to buy her flowers. Mother's Day was tomorrow and so far, Cleo had said zero words.

2 "Grandma told me to think of something useful," said Cleo for the millionth time. "Flowers. Ah, nah. Unhelpful."

3 Olive rolled his eyes. "Bitter, stifle down, sis, all I'm really is want flowers."

4 Cleo sighed. "How can you be so mean? Like, seriously, I'm telling you both words is a clever insult."

5 The teacher opened startling both kids. "Your grandma smiled and seemed and offered a cheery greeting. Her smiled gladly when she saw their faces."

6 "What did I wish to in? Am you two arguing?" she sat her purse on the table.

7 "Cleo wants to buy more flowers," Olive said with a roll of her eyes.

8 "Cleo thinks we should clean the house!" his disapproving look made Grandma smile.

9 "Well, hold, that's why I'm here. I had a lovely idea for Mother's Day, and since mom is working today, we have plenty of time to get it done."

Creative Thinking

Write your answers in the boxes below using information from this story.

<p>Main characters in the story</p> <p>Problem characters face</p>	<p>Main setting of the story</p> <p>How is the problem solved?</p>
---	---

Write a summary of this story using the information from the chart above.

10 Grandma's smile was mischievous. She refused to say more until they were in the car and driving down a country road far from the city.

11 "Now can you tell us where we're going?" Olive leaned out the window and breathed in the fresh country air.

12 "Apple picking!"

13 Olive frowned. He had never picked apples before. He thought it sounded fun, but he wasn't sure how it was a gift for his mom.

14 Olive laid him to the question. "Mom likes apples, but are you sure it's a good gift?"

15 Grandma pulled the car into a gravel parking lot in front of a produce store. Apple trees grew in straight lines behind the store as far as they could see. "When you turn the apples into her favorite kind of pie, it will be!"

16 Olive and Cleo looked at each other. Their matching smiles grew as the idea settled in. "Apple pie," they said in unison.

17 "You take it and she eats it. The perfect gift." Grandma grinned at the twins, her face as merry as an elf.

18 "Thanks for helping us, Grandma. I think we should make you a pie, too," said Cleo.

19 Olive chimed in with an usually sweet smile. "A perfect pie for the perfect grandma who is so giving and sweet."

20 Grandma giggled. "Yes, I'll bake one for you two as well."

1 In paragraph 5, what does the word gladly mean?

A To look through

B To fight harder

C To disappear

D To grow bigger

2 Why was Grandma visiting?

F she needed help

G she missed her grandkids

H she wanted to bake an apple pie

J she had an idea for Mother's Day

3 Read the sentence from paragraph 19:

"A perfect pie for the perfect grandma, who is so giving and sweet."

Why does Olive call his grandma perfect?

A She always gets them out of trouble.

B He wants something from her.

C She is a perfect grandma.

D He is grateful she is helping them.

Available in Grades 2-8 and 2-5 in Spanish!

SCIENCE CVP: GRADE 5

82 A student compared the masses of two blocks of iron. The student used the results as shown in the graphic image below. The student notes that the mass of Block C is equal to the combined masses of Blocks A and B.

Circle the letter ("A", "B", "C", or "D") on the graphic image that represents the block of iron with the greatest mass.

83 A student studies a diagram of the relationship between temperature and physical states of iron.

Write an **X** on the shaded area representing iron in the gas phase.

84 A student turned on a television and watched the news. Which statements correctly describe the use of energy in the television system.

Select **TWO** correct answers.

85 Australian magpies, such as the one shown in the picture below, dunk their food in water before eating.

Part A

Food dunking is common in many species of birds, especially intelligent species. Thinker birds use this practice after observing adult birds. Scientists believe that the birds dunk their food in water in order to make it safer before they eat. The bird is actually making its food before eating it. The action of the bird dunking its food is an example of—

- an inherited trait passed from parent to offspring
- a learned behavior passed on from observation
- a characteristic common to all animals
- instinctive behavior that occurs after being near water

Part B

Which part of the selection best supports the answer to Part A?

- Food dunking is common in many species of birds.
- Thinker birds copy the process after watching adult birds.
- Scientists believe that the birds dunk their food in order to make it safer before.
- In this way, the bird is actually making its food.

86 The diagram shows some parts of Earth's water cycle.

Part A

Which process is occurring at the part of the diagram marked number "1"? Precipitation is occurring when water falls from the sky.

Part B

Look at the diagram carefully. Then circle your answer as described in the two questions.

87 A student uses the spring scale below to drag a block of wood on a glass surface and a brick surface.

The spring scale reads at point A on the glass surface and at point B on the brick surface. Which conclusion can the student reach?

- The wood block is twice as heavy on the brick surface.
- The drag of the wood block is twice as much on the brick surface.
- The brick surface does not change.
- The force exerted does not change.

88 The diagram shows the life cycle of the organism (insect).

How is its life cycle different from the life cycle of a butterfly?

- It comes from an egg.
- The body stages does not change.
- It goes through six stages.
- It has multiple stages of growth.

89 A student places a pencil into a beaker partly filled with water.

Which statement best explains why the pencil appears to bend and break at the surface of the water?

- Light reflects at the boundary between pencil and air.
- Light reflects at the boundary between pencil and water.
- Light reflects at the boundary between water and air.
- Light reflects at the boundary between water and water.

90 These are two closely related types of moths.

Fig. differences in their color and pattern is most likely due to which difference in their environment?

- The appearance of surface they tend to sit on.
- The average summer and winter temperatures.
- The availability of water or different seasons.
- The time of day at which their predators are feeding.

91 This table compares some of the physical properties of two samples of matter:

Sample 1	Sample 2
Block 1 color	Block 2 color
Sample 1 mass	Sample 2 mass
Sample 1 volume	Sample 2 volume

Which statement comparing the two samples is **most** likely correct?

- Sample 2 is soft while sample 1 is hard.
- Sample 2 is a metal while sample 1 is not.

92 A student wants to set a switch in the circuit below that will only control the flow of current to light bulb B.

At which point should the student place the switch?

- A
- B
- C
- D

93 The student draws the following diagram to explain a process that shapes Earth's surface.

What does the student's diagram help to explain?

- How multiple forces
- How multiple forces
- How multiple forces
- How multiple forces

94 This table compares some of the physical properties of two samples of matter:

Sample 1	Sample 2
Block 1 color	Block 2 color
Sample 1 mass	Sample 2 mass
Sample 1 volume	Sample 2 volume

Which description would most accurately compare the use of the table material A and B?

- A = solid, B = gas

COMMON ASSESSMENT: SCIENCE GRADE 5 SAMPLE COMMON ASSESSMENT: SCIENCE GRADE 5 SAMPLE COMMON ASSESSMENT: SCIENCE GRADE 5 SAMPLE

Available in Grades 3-5 & 8 and 3-5 in Spanish!

WRITTEN COMPOSITION: Expository

READ the information in the box below.

Almost everyone has a favorite T.V. show or movie.

THINK about all the T.V. shows or movies you watch during the week.

WRITE about your favorite T.V. show or movie. Explain what you watch and why.

Be sure to --


- clearly state your central idea
- organize your writing
- provide your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentence

Read the selection and choose the best answer to each question.

Then fill in the answer on your answer document.

First write the page about the favorite movie. See what the you to read the paper and look for any corrections for needs to make. When you finish reading, answer the questions that follow.

HOW LOW CAN



1. Which detail is added to the first paragraph (sentences 1-5)?

Ⓐ The London taxi has changed a lot over the years.

Which sentence is added?

Ⓐ After sentence 2
Ⓑ After sentence 4
Ⓒ After sentence 1
Ⓓ After sentence 5

2. What is the **BEST** effective revision to make in sentence 15?

Ⓐ Anyone who rejects is considered a "London Taxi."
Ⓑ Anyone who rejects a "London" is considered "Taxi."
Ⓒ Anyone who is making a mistake is considered "Taxi."
Ⓓ Anyone who makes a "mistake" is considered "Taxi."


3. What is the **BEST** way to combine sentences 20 and 21?

Ⓐ This required drivers to pass under a London taxi as it turned and added an element of excitement and danger.
Ⓑ This required drivers to pass under a London taxi as it turned, while adding an element of excitement and danger.

Read the selection and choose the best answer to each question.

Then fill in the answer on your answer document.

Write about this composition about two favorite natural phenomena, an iceberg and shark's jaw and think about how it should be corrected. Then answer the questions that follow.



Icebergs

(1) Icebergs are pretty odd, or you might even say they are pretty wild. (2) These pieces of ice are formed on land and eventually break off, and then break usually into an ocean or lake. (3) They can even be found in northern rivers where there are no rivers. (4) The water begins to warm and the ice begins to melt. (5) Sometimes, these pieces of ice are massive and even kill the boats causing a great deal of damage from.

(6) Icebergs are huge chunks of ice that break off of a glacier or an ice shelf around the world. (7) This event is known as calving. (8) The larger calving or break would that means with calving, sounds like a cliff, also. (9) Most of the calving occurs near the North and South Poles.

(10) They can range in size from a few cubes to the size of small states.

The image displays five sample pages from the Cambridge English Scale (CES) for the Forde Ferrier. Each page is labeled 'Page 1' through 'Page 5' in the top right corner. The pages contain various text samples and exercises. The first page shows a paragraph about a cow weighing 440,000 pounds. The second page shows a paragraph about a cow weighing 440,000 pounds. The third page shows a paragraph about a cow weighing 440,000 pounds. The fourth page shows a paragraph about a cow weighing 440,000 pounds. The fifth page shows a paragraph about a cow weighing 440,000 pounds.

Page 3

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1. A grassy field with is shown below:

Which organisms in this food web are consumed only by decomposers, and no other consumers?

☐ A. 1 and 2.
☐ B. 2 and 6.
☐ C. 5 and 6.
☐ D. 6 and 7.

Page 5

©Forde Ferrier LLC

2. The hind limbs of two different animals are shown below:

Which statement best explains why there are differences in their limbs?

☐ A. The animals have different body plans.
☐ B. The animals are preyed on by different types of organisms.
☐ C. The animals obtain food in different ways in different environments.
☐ D. The animals lived differently through different types of environments.

3. A student pushes a cart over a level surface.

The diagram provides enough information to describe which property of this system?

☐ A. Work is being done on the cart.
☐ B. A combination of forces is acting on the cart.
☐ C. The cart has a net force acting on it.
☐ D. The cart is moving.

Page 1

AP® Physics 1, 2019

9. A student uses the spring scale below to drag a block of wood on a glass surface and a brick surface.

The spring scale reads at point A on the glass surface and at point B on the brick surface. Which statement can the student make?

- The wood block is heavier than the brick surface.
- The mass of the wood block is twice the mass of the brick surface.
- It takes twice as much force to drag the wood block on the brick surface.
- It takes twice as much friction to drag the wood block on the glass surface.

10. This diagram shows the life cycle of the organism *complanetum*.

How is the life cycle different from the life cycle of a butterfly?

- It starts from an egg.
- Its body shape does not change.
- It goes from air to ground.
- It has multiple stages of growth.

Page 2

AP® Physics 1, 2019

9. A student places a pencil into a beaker partly filled with water.

Which statement best explains why the pencil appears to bend and break at the surface of the water?

- Light reflects at the boundary between pencil and air.
- Light reflects at the boundary between pencil and water.
- Light refracts at the boundary between water and air.
- Light refracts at the boundary between water and oil.

10. This diagram shows the following diagram to explain a process that shapes Earth's surface.

What does the student's diagram help to explain?

- How multistep form.

Page 1 Page 2 Page 3 Page 4

PROFESSIONAL DEVELOPMENT

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- Coaching on the different ways the skill could be assessed on STAAR®



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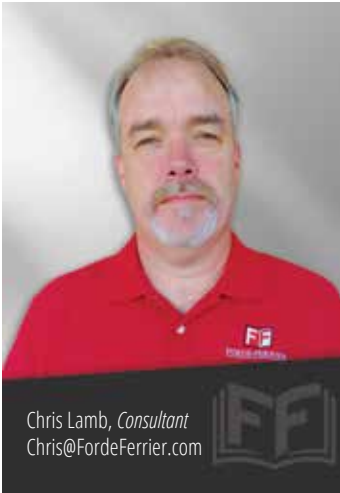
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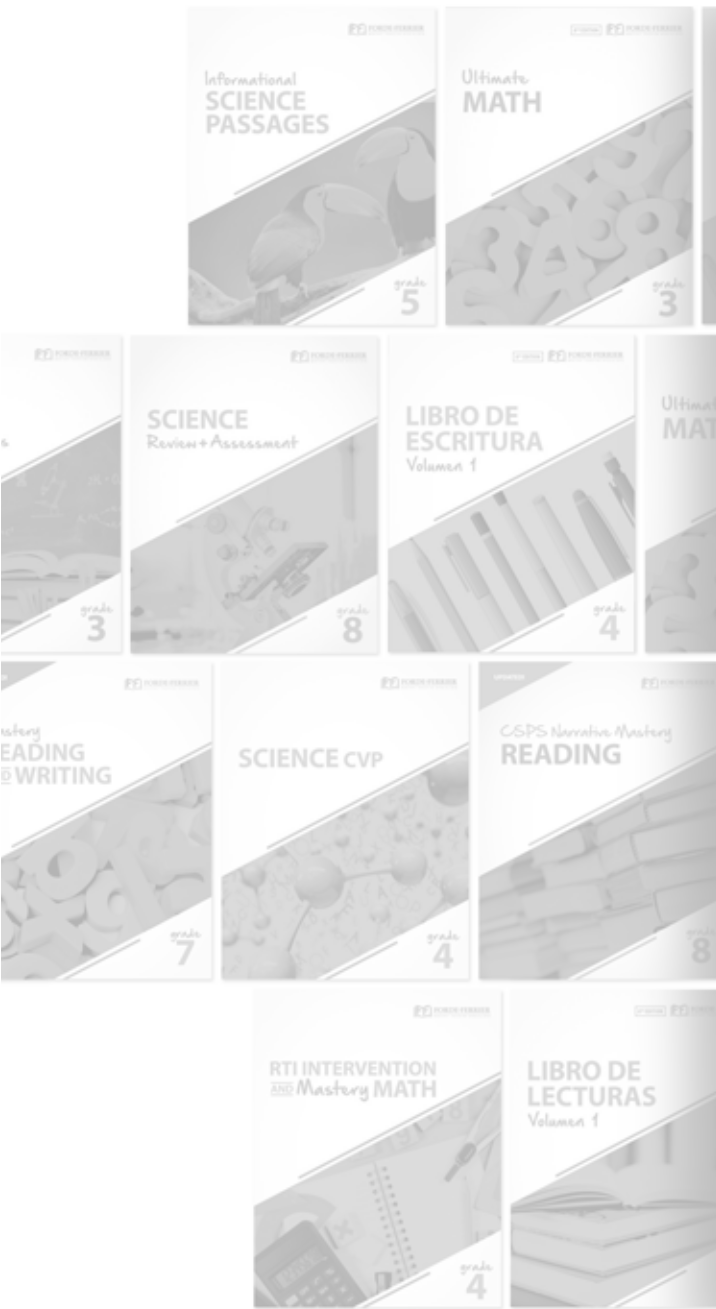


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