

STAAR CONNECTION™

Diagnostic Series™

Reading
5
teacher



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Reading

5

Teacher Edition

Diagnostic Series™

XI/ix/MMXIII

Version 1



KAMICO®

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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STAAR CONNECTION™
Diagnostic Series™
Grade 5 Reading
Table of Contents

Reporting Categories and Related TEKS	7
Assessment 1	13
Assessment 2	24
Assessment 3	30
Assessment 4	38
Assessment 5	46
Assessment 6	52
Assessment 7	64
Assessment 8	71
Assessment 9	81
Assessment 10	89
Assessment 11	95
Assessment 12	103
Assessment 13	115
Assessment 14	122
Assessment 15	130
Answer Key	137
Student Bubble Answer Sheet	144
Bubble Answer Key	146
TEKS Reading Alignment Chart and Cross-Curricular Alignments (Health, Social Studies, and Science)	148
Student Progress Chart	156
Letter to Parents	157
Test-Taking Tips	158
Strategies for Reducing Your Students' Test Anxiety	159
KAMICO® Product Information	160

**State of Texas Assessments of Academic Readiness
Grade 5 Reading Assessment
Eligible Texas Essential Knowledge and Skills**

**Reporting Category 1:
Understanding across Genres**

The student will demonstrate an ability to understand a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
Readiness Standard
 - (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; ***Readiness Standard***
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. ***Readiness Standard***
- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures. ***Supporting Standard***

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to
- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.
Readiness Standard

Reporting Category 2: Comprehension and Analysis of Literary Text

The student will demonstrate an ability to understand and analyze literary texts.

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (B) describe the phenomena explained in origin myths from various cultures; ***Supporting Standard***
 - (C) explain the effect of a historical event or movement on the theme of a work of literature. ***Supporting Standard***
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) explain how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. ***Supporting Standard***
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. ***Supporting Standard***
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; ***Readiness Standard***
 - (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; ***Readiness Standard***
 - (C) explain different forms of third-person points of view in stories. ***Supporting Standard***

- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. **Supporting Standard**
- (8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) evaluate the impact of sensory details, imagery, and figurative language in literary text. **Readiness Standard**
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (C) identify the point of view of media presentations. **Supporting Standard**

- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to
- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
- (E) summarize information in texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

Reporting Category 3: Comprehension and Analysis of Informational Text

The student will demonstrate an ability to understand and analyze informational texts.

- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
Supporting Standard
- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main idea and supporting details in text in ways that maintain meaning and logical order; **Readiness Standard**
- (B) determine the facts in text and verify them through established methods; **Supporting Standard**
- (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
Readiness Standard
- (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; **Readiness Standard**
- (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
Readiness Standard
- (12) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; **Supporting Standard**

(B) recognize exaggerated, contradictory, or misleading statements in text.
Supporting Standard

(13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; **Supporting Standard**

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, time lines, tables, and diagrams.
Supporting Standard

(14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(C) identify the point of view of media presentations. **Supporting Standard**

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

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

Name _____ Date _____

Island Delight: Crabs and Rice

The Traveling Chef	"A Young Person's Guide to International Cuisine"	November Issue
<h2>Island Delight: Crabs and Rice</h2>		
1	<p>When people think of crabs, they may picture the creatures clinging to a fishing net. However, many types of tropical crabs live most of their lives on land, a mile or more from the ocean. In some coastal communities, these critters commonly climb trees, wander through gardens, or even sun themselves on patios.</p>	<p>One islander would use the light from his or her torch to paralyze the animal while a partner scooped the crab into a bag. Today, this technique is still called torching, even though catchers use flashlights instead of torches. This simple method has always been one of the best ways to catch crabs.</p>
2	<p>Many people living in tropical areas do not think highly of land crabs, but some have found value in these creatures. Land crabs are often seen as pests. They dig holes that fill with water and attract mosquitoes. They also eat garden plants. However, despite being a nuisance, land crabs are a sought-after delicacy in some parts of the world. In the West Indies, many delicious West Indian recipes include the meat from land crabs. Getting these crabs on dinner plates is not as simple as going to the local grocery store. The crabs must be caught, and catching crabs is not easy.</p>	<p>Some people use other ways to catch crabs. During the day, land crabs often perch just outside a hole in the ground. This hole marks the entrance to the crab's home. From the entrance, a tunnel descends at an angle like a ramp. Crabs instinctively back into these holes when faced with a threat. As they back in, they can use their large claws as defense. Skillful crab catchers jab a forked stick behind the crab just as it begins to back into its hole. The stick blocks the crab's tunnel. Using the stick, the catcher can slowly nudge the crab up out of the tunnel into a sack.</p>
3	<p>Land crabs have <u>outstanding</u> vision, they can scurry away quickly, and they possess powerful claws. So, catching them poses many challenges. However, they have a tendency to freeze in the presence of bright light. In years past, islanders would venture out on moonless nights with blazing torches in search of crabs. This technique is called "torching."</p>	<p>In many places, crabs must be purged before they are cooked. Crabs are scavengers. Many of the things crabs eat give them a bad taste. Some crabs in the West Indies even eat toxic plants, like the leaves from the deadly manchineel tree. These leaves make the crabs poisonous. To purge a captured crab, put it in a cage for several days. Feed it table scraps, cornmeal, and vegetables. Keep the cage</p>

clean. Dunk the crab in water at least once a day. At the end of this process, all of the toxins should be out of its system.

6 The most cherished recipe for land crabs is called crabs and rice. Here

is one version. If you live in the United States, and you do not plan to visit the West Indies any time soon, you can use blue crabs. These crabs are found along the Gulf Coast especially in Texas and Florida. (Remember, only adults should use the stove.)

Crabs and Rice

Ingredients

5 land crabs, purged, boiled, cleaned	2 large red peppers, chopped
2 cloves garlic, chopped	1 large hot pepper, chopped
2 tbs adobo seasoning*	2 tbs capers
1 tsp parsley	1 6-oz can tomato paste
1 tsp thyme	2 14-oz cans diced tomatoes with chilies
1 c olive oil	¼ c soy sauce
3 stalks celery, chopped	¼ c Worcestershire sauce
1 onion, chopped	6 c water
2 large green peppers, chopped	4 c rice, uncooked

Directions

step 1 Lightly crack the crabs' claws and shells, leaving the meat inside. Mix the garlic, adobo seasoning, parsley, and thyme. Place half of this mixture over the crabs and inside the cracked shells. Wait ten minutes while seasonings are absorbed into the crabmeat.

step 2 Pour olive oil into large cast-iron kettle and heat the oil. Add seasoned crabs and fry for several minutes. Add celery, onion, peppers, and the rest of the seasoning mixture. Sauté the ingredients over high heat for a few minutes until the vegetables are tender.

step 3 Add capers, tomato paste, tomatoes with chilies, soy sauce, Worcestershire sauce, and water. Bring to a boil. Stir in the rice. Cover the kettle tightly and reduce heat. Simmer for 20 minutes or until all the moisture is absorbed and the rice is cooked. Let stand 5 minutes before serving.

Yield 7-8 servings.

* a Latin American seasoning typically containing garlic, onion, oregano, cumin, black pepper, and cayenne pepper

Land Crabs and Pirate Treasure

1 They walked down the hot, sandy road, leaving their homes in Earling Grove early so they could make it to school on time. Elizabeth and Adriana lived on Treetop Lane, four houses from their friend Timothy. Their other friend Joker lived a block over. Each morning, the four walked for almost an hour to school, and walking to school on the island of Barbados can be a very hot walk.

2 "I'm getting tired of walking to school," Adriana said, shuffling her feet along the path. "I want a bike. Getting to school would be much easier and faster if we had bikes."

3 Timothy sighed. "Of course it would be easier," he said. "We'd love to get bicycles, but none of us can afford them."

4 "Once I find the pirate treasure buried in Chancel's Swamp, I'll buy everyone a bike," Joker said with a silly grin.

5 "Joker, the only things in Chancel's Swamp are mangrove trees, land crabs, and mosquitoes," Elizabeth said, scolding him. "Give up your ideas of finding treasure in there."

6 Joker smiled and said, "Remember when Old Man Digby discovered those Spanish gold coins on Lionhead Beach? I know there is more treasure on this island, and one day, you will see."

7 They walked on through the early morning heat. As they drew closer to their school, they noticed that signs were hanging on telephone poles. These signs had not been there yesterday.

8 "Hey, look at this," said Timothy. "They're about the Crop Over Festival coming up."



SQUARES
RESTAURANT



Needs Island Crabs for the Crop Over Festival!

Mama Naomi, head chef at Squares Restaurant, is catering a Crop Over party at St. Thomas's Cathedral on Saturday, July 28. She is paying \$4 per dozen crabs. She needs dozens of crabs to use in the secret recipe for her crab and rice medley. You just can't beat a deal like that one! Crabs must be delivered to the restaurant by July 25.

9 Crop Over was the time the Barbadians celebrated the end of the sugar cane harvest in July. Parties and fireworks lasted throughout the entire month. Barbadians celebrated with dances. Musicians dressed in vibrant costumes and played loud music in the streets. More than anything, though, they ate, and Mama Naomi's crab dishes were legendary with partygoers.

10 "Here's how we can make money to buy bicycles!" Adriana cried. "We can certainly catch five dozen crabs each to make enough to buy used bikes."

11 Everyone agreed. They created a plan. School would be out for the summer in a few days, and they would begin collecting crabs on July 22, a week and half after the full moon—the perfect time to catch crabs.

12 "Besides," Joker said, "we might even stumble on some pirate treasure to buy *new* bikes!" Elizabeth just moaned.

13 When the crabbing night finally arrived, they met at the edge of Chancel's Swamp. Each one of them carried a flashlight and a canvas bag. Shining a bright light on the crabs made them freeze, so they were easier to catch. Each bag would hold about six dozen crabs.

14 "It's a perfect night for crabbing," Timothy said. "It's so dark, you can't see a thing."

15 They looked around and saw a few crabs climbing out of their deep holes. Elizabeth was the first to catch one. They spread out, each shining his or her light around crab holes. They worked for hours in the hot and muggy swamp. Mosquitoes buzzed around their heads. Every once in a while one of the children would get pinched by an uncooperative crab. Still, though, by one o'clock in the morning, each child had almost five dozen crabs in his or her bag.

16 "I still need thirteen," Timothy said. Elizabeth and Adriana had caught their crabs, and they were helping Timothy and Joker get the rest of theirs. Joker saw a huge crab, but it raced back to its hole before he could shine a light on it.

17 "Get out here," Joker cried as he leaped at the hole, digging furiously.

18 His friends laughed and helped him by shining their flashlights where he was digging. He dug down, reaching deep under the sand, but still he found no crab.

19 "Hey," Adriana said suddenly, noticing something gleaming in her light. "What is that?"

20 Joker scooped up the glittering object. It was mostly covered in sand, but they could tell it looked like a coin. Joker excitedly brushed off the sand. Suddenly Joker screamed, "It's pirate treasure!"

21 His friends were stunned because it certainly looked like a gold coin from long ago. Joker handed it to Timothy, who washed it off in the water. He announced, "All I can see is a face carved on it. I think Joker's right: It *is* pirate treasure!"

22 Joker beamed at them. His smile had that certain "I-told-you-so" look.

23 "Stop smiling and keep digging!" Elizabeth cried. "Maybe there's more!"

24 Joker dug, and within a few minutes, he found another coin. Ten minutes later, another coin appeared. After four hours of digging, they had found only three coins, but surely, they were worth a lot of money.

25 Two weeks later, the foursome cruised to school on their brand new bikes. With selling the crabs to the restaurant and selling the three gold coins to the Barbados Historical Society, they had earned enough money for new bikes, not used ones. In fact, they all had enough money left over to buy each of their family members a bike too. Gone are those long hot walks in the morning and afternoon. Thanks to good planning, hard work, and a little luck, Joker, Elizabeth, Adriana, and Timothy now get to enjoy the cool island breeze blowing through their hair as they pedal to school every day.



Use "Island Delight: Crabs and Rice" to answer questions 1 through 4.

- 1 Which of the following can the reader conclude based on the information in the selection?
- A If prepared properly, crabs in this recipe will not be poisonous.
 - B The crabs used in the recipe must come from the West Indies.
 - C Crabs caught during the day contain fewer toxins than those caught at night.
 - D Crabs that live on land are easier to catch than those that live in the ocean.
- 2 According to the selection, which of the following does adobo typically contain?
- F cinnamon
 - G soy sauce
 - H garlic
 - J parsley

- 3 Paragraph 3 says, "Land crabs have outstanding vision, they can scurry away quickly, and they possess powerful claws." Look at the following thesaurus entry for the word outstanding.

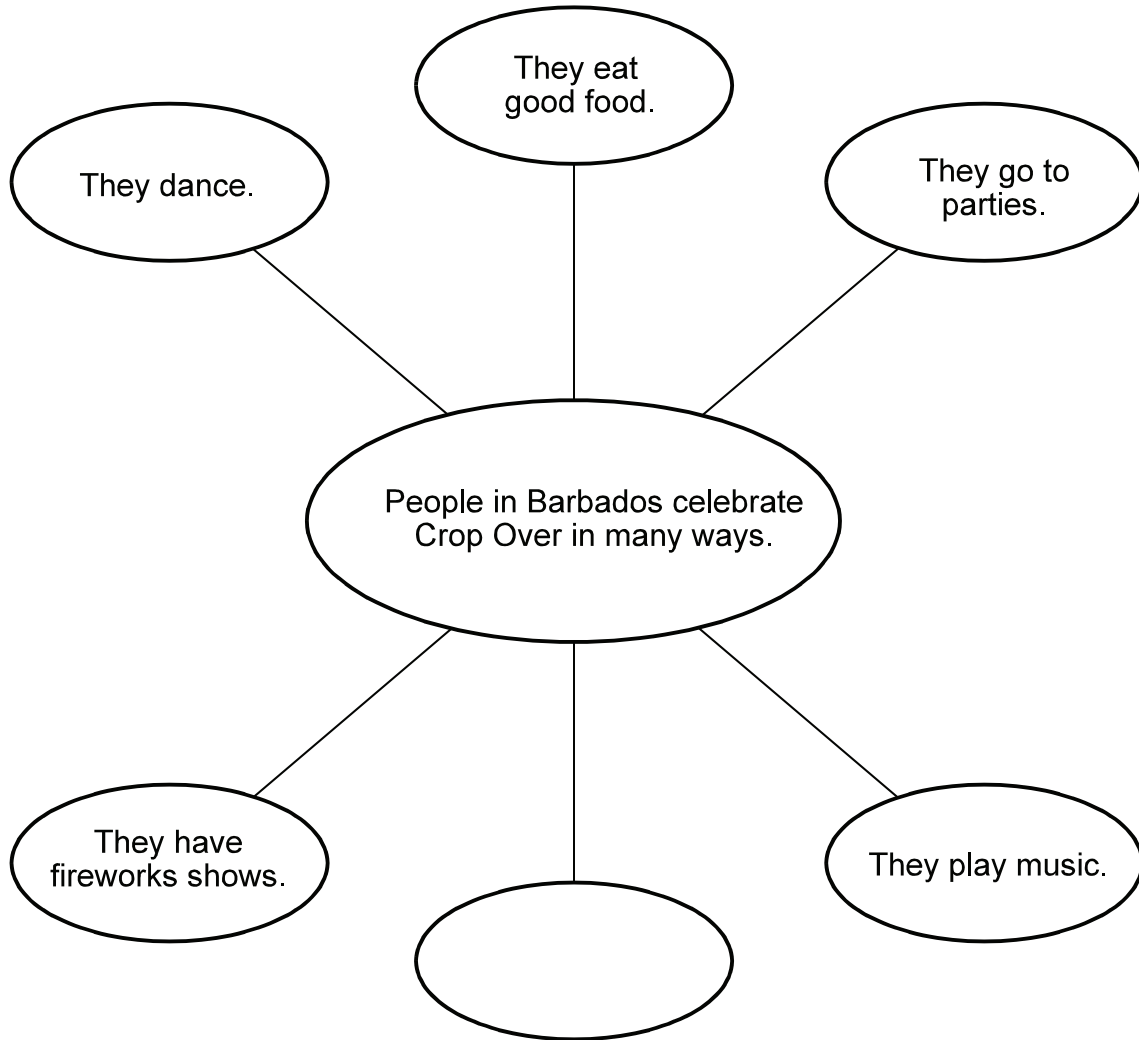
outstanding [*adjective*] *of the very best kind*
synonyms: grand, great, magnificent,
marvelous, splendid, stellar, superb,
superior, terrific, wonderful
antonyms: atrocious, average, bad,
imperfect, inferior, mediocre, minor, poor

Which of the following words means the same as outstanding?

- A adjective
- B superior
- C poor
- D synonyms
- 4 In writing the recipe, the author's purpose was to tell the reader how to cook a meal. To achieve this purpose, how did the author organize the recipe?
- F by comparing the crabs and rice recipe to other recipes that use crabs
- G by pointing out an effect and then describing several of its causes
- H by presenting the directions in order from most important to least important
- J by explaining the steps to cook the dish in the order they should be done

Use "Land Crabs and Pirate Treasure" to answer questions 5 through 7.

- 5 Look at the web. It shows a main idea and some supporting details from the selection.

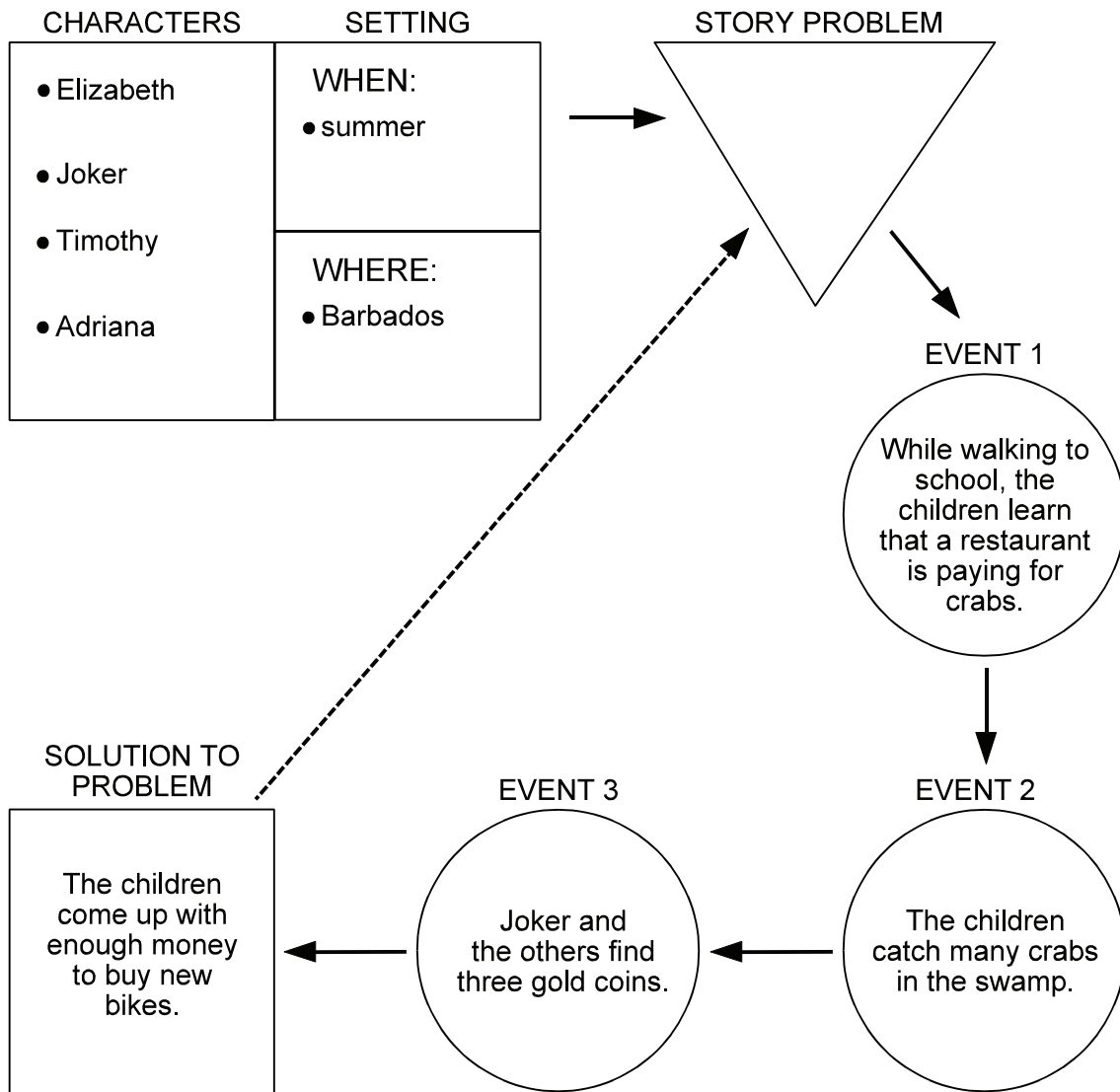


Which of the following best completes the web?

- A They harvest sugar cane.
- B They dress in costumes.
- C They hunt crabs.
- D They ride bikes.

- 6** Look at the Squares Restaurant sign. How does the sign try to persuade people to catch crabs?
- F** by telling them Mama Naomi is catering a Crop Over party
 - G** by telling them crabs must be delivered by July 25
 - H** by telling them Mama Naomi's recipe for crab and rice medley is secret
 - J** by telling them that four dollars for a dozen crabs is a great deal

7 Look at the diagram.

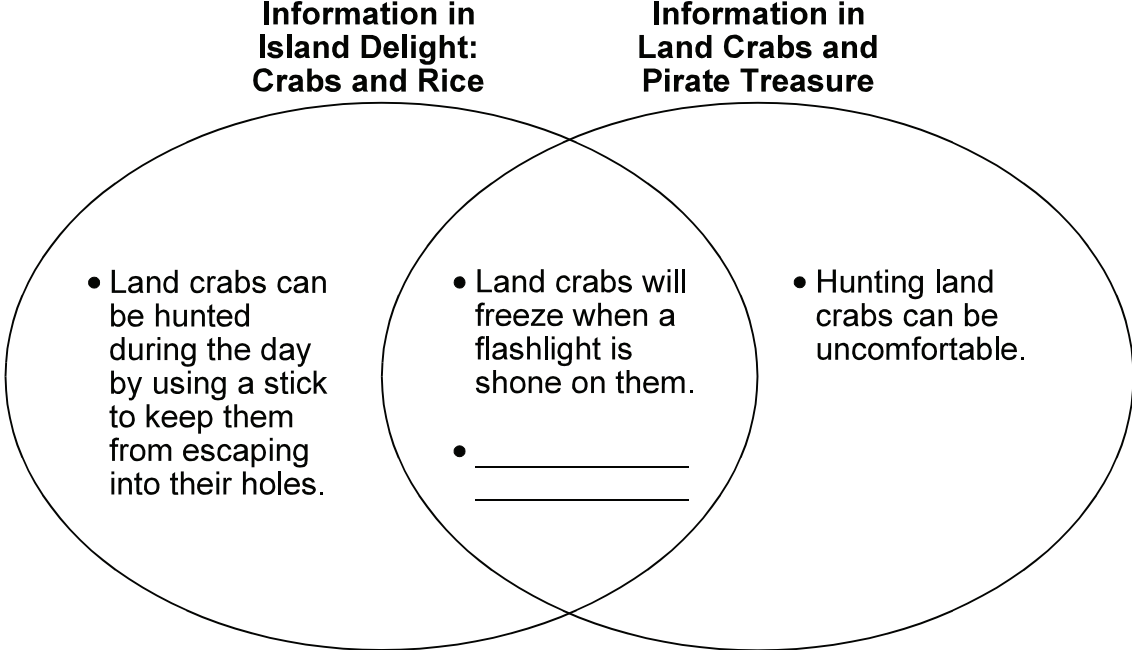


Which of the following belongs in the blank?

- A The children need money to buy bicycles so they will not have to walk to school.
- B The children have heard about pirate treasure on the island, but they have never found any.
- C Mama Naomi needs crabs for a Crop Over party she is catering.
- D The children want new bikes, but all they can afford are used bikes.

Use "Island Delight: Crabs and Rice" and "Land Crabs and Pirate Treasure" to answer question 8.

8 Look at the Venn diagram.



What is needed to complete the diagram?

- F** Land crabs have been known to eat leaves from manchineel trees.
- G** Land crabs are pests that dig holes and eat people's plants.
- H** Land crabs are most easily caught on dark nights.
- J** Land crabs live in mangrove swamps.

STAAR CONNECTION™
Diagnostic Series™ Grade 5 Reading
TEKS Reading Alignment Chart and Cross-Curricular Alignments

KAMICO® supports cross-curricular teaching strategies and encourages efforts to apply, transfer, and integrate knowledge across multiple content areas. Therefore, many assessments in this reading book reinforce at least one grade 5 social studies, science, and/or health TEKS.

For each grade or course, TEA has identified some of the TEKS eligible to be assessed on STAAR as readiness standards. These readiness standards will be emphasized on the STAAR assessments. The remaining TEKS eligible to be assessed on STAAR are considered supporting standards. Although supporting standards will be assessed, they will not be emphasized on STAAR. KAMICO® has shown whether each question assessed in this book is aligned to a readiness standard or a supporting standard.

Readiness standards

- are essential for success in the current grade or course,
- are important for preparedness for the next grade or course,
- support college and career readiness,
- necessitate in-depth instruction, and
- address broad and deep ideas.

Supporting standards, although introduced in the current grade or course,

- may be emphasized in a subsequent year,
- may be emphasized in a previous year,
- play a role in preparing students for the next grade or course but not a central role, and
- address more narrowly defined ideas.

Assessment 1				
Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard
1	A	3	Fig. 19D	Readiness
2	H	3	13A	Supporting
3	B	1	2E	Readiness
4	J	3	11C	Readiness
5	B	2	6A Fig. 19D	Readiness Supporting/Readiness
6	J	2	14C	Supporting
7	A	2	6A Fig. 19D	Readiness Readiness
8	H	1	Fig. 19F	Readiness
Cross-Curricular Alignments				
Social Studies TEKS "Island Delight: Crabs and Rice"			9A 22B	