

STAAR CONNECTION™

Diagnostic Series™

Reading

1

teacher



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Reading

1

Teacher Edition

Diagnostic Series™

XX/xi/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 1 Reading
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**State of Texas Assessment of Academic Readiness
Grade 1 Reading Assessment
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.

- (6) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
 - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);
 - (C) determine what words mean from how they are used in a sentence, either heard or read;
 - (D) identify and sort words into conceptual categories (e.g., opposites, living things);
 - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

**Reporting Category 2:
Comprehension and Analysis of Literary Text**

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

- (4) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(7) **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) connect the meaning of a well-known story or fable to personal experiences;

(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.

(8) **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 respond to and use rhythm, rhyme, and alliteration in poetry.

(9) **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 the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;

(B) describe characters in a story and the reasons for their actions and feelings.

(10) **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 respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

- (11) **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 recognize sensory details in literary text.
- (16) **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.

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

- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order.

**Reporting Category 3:
Comprehension and Analysis of Informational Text**

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

- (13) **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 identify the topic and explain the author's purpose in writing about the text.
- (14) **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) restate the main idea, heard or read;
- (B) identify important facts or details in text, heard or read;

- (C) retell the order of events in a text by referring to the words and/or illustrations;
- (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

(15) **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) follow written multi-step directions with picture cues to assist with understanding;
- (B) explain the meaning of specific signs and symbols (e.g., map features).

(16) **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.

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

- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order.

Name _____ Date _____

Glue!

Glue, glue, glue, glue
Sticks to me, sticks to you!

Glue, glue, glue, glue
Works on wood and paper, too!

5 Glue, glue, glue, glue
Wee tiny drops, yes, just a few.

Glue, glue, glue, glue
Works just as liquid nails do!

Glue, glue, glue, glue
10 Comes in yellow, pink, and purple.

Glue, glue, glue, glue
Much more fun than any staple!

Glue, glue, glue, glue
Begs to be used most any place.

15 Glue, glue, glue, glue
Be careful not to touch your . . .



1 *Glue* rhymes with —

A glum.

B blue.

C glow.

D black.

2 Read line 16.

Be careful not to touch your . . .

The writer has left out the last word. Which of these **best** finishes the line?

F bike

G pet

H glue

J face

3 These lines are from the poem.

Glue, glue, glue, glue
Wee tiny drops, yes, just a few.

Which word means the same as wee?

A big

B dry

C small

D old

4 How can you tell this is a poem?

F It has a title.

G It has lines that end with rhyming words.

H It has a picture of a boy.

J It tells about something used in school.

5 Read these lines from the poem.

Glue, glue, glue, glue
Begs to be used most any place.

What does *begs to be used* mean in the line above?

- A Glue is fun and easy to use.
- B It is rude to use glue without asking someone.
- C No one likes to use glue.
- D Glue costs a lot of money.

6 What would be another good title for this poem?

- F Sticky Stuff
- G Glue Is Gross
- H Art Class
- J Colors of the Rainbow

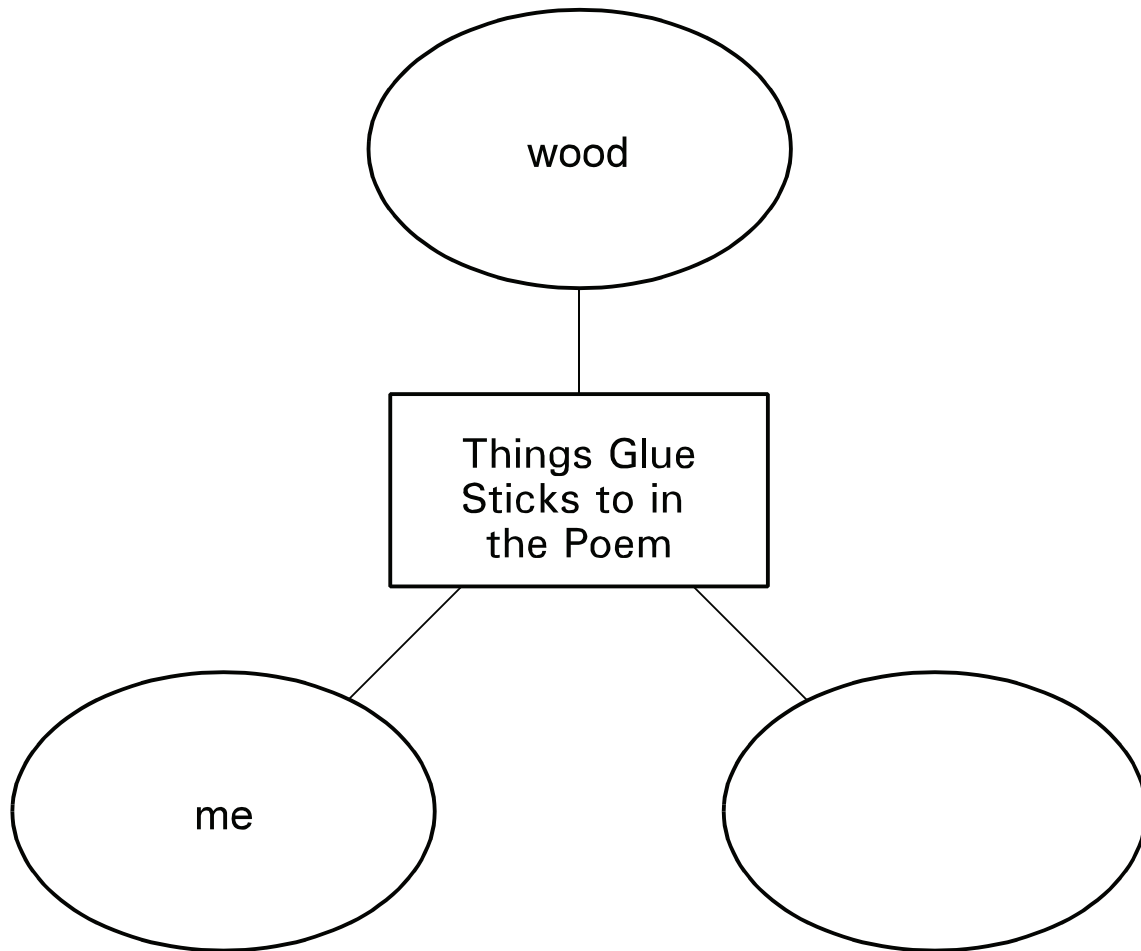
7 These are lines 3 and 4.

Glue, glue, glue, glue
Works on wood and paper, too!

Why did the writer most likely use the word *too* at the end of line 4?

- A It rhymes with *glue*.
- B It rhymes with *wood*.
- C It begins with the letter T.
- D It has three letters.

8 Use information from the poem to complete the web.



F staples

G paper

H nails

J drops

STAAR CONNECTION™
Diagnostic Series™ Grade 1 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 1 social studies or science TEKS. The following tables show which TEKS are reinforced within this book.

Assessment 1			
Question Number	Answer	Reporting Category	TEKS
1	B	2	8
2	J	2	Fig 19D
3	C	1	6C
4	G	2	8
5	A	2	11
6	F	2	9A
7	A	2	8
8	G	2 2	4B Fig 19D