

STAAR CONNECTION™

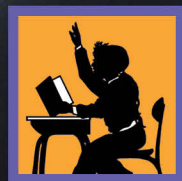
Diagnostic Series™

Writing

1

teacher

v2



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Writing
1
teacher

Diagnostic Series™

XX/iv/MMXVIII
Version 2



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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KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Diagnostic Series™
Grade 1 Writing
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**State of Texas Assessment of Academic Readiness
Grade 1 Writing Assessment
Eligible Texas Essential Knowledge and Skills**

**Reporting Category 1:
Composition**

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

- (17) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (B) develop drafts by sequencing ideas through writing sentences;
 - (C) revise drafts by adding or deleting a word, phrase, or sentence; and
 - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.
- (19) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) write brief compositions about topics of interest to the student.

**Reporting Category 2:
Revision**

The student will demonstrate an ability to revise a variety of written texts.

- (17) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (C) revise drafts by adding or deleting a word, phrase, or sentence.
- (19) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) write brief compositions about topics of interest to the student.

Reporting Category 3: Editing

The student will demonstrate an ability to edit a variety of texts.

- (17) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.
- (20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to
- (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: *green, tall*);
 - (iv) adverbs (e.g., time: *before, next*);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., *I, me*); and
 - (vii) time-order transition words;
 - (B) speak in complete sentences with correct subject-verb agreement; and
 - (C) ask questions with appropriate subject-verb inversion.

- (21) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to
- (A) form uppercase and lowercase letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;
 - (B) recognize and use basic capitalization for:
 - (i) the beginning of sentences;
 - (ii) the pronoun *I*; and
 - (iii) names of people; and
 - (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- (22) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to:
- (A) use phonological knowledge to match sounds to letters to construct known words;
 - (B) use letter-sound patterns to spell:
 - (i) consonant-vowel-consonant (CVC) words;
 - (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., *hope*); and
 - (iii) one-syllable words with consonant blends (e.g., *drop*);
 - (C) spell high-frequency words from a commonly used list; and
 - (D) spell base words with inflectional endings (e.g., adding *s* to make words plurals).

Name _____ Date _____

Read the selection. Choose the best answer to each question.

Sue wrote about camping. Read Sue's paper. Think about how it should be changed. Then answer the questions.



Camping with Dad

(1) Last week, I went camping. (2) Dad took me. (3) We had a good time. (4) We built a fire. (5) We made snacks. (6) Dad told a good story, too.

(7) During the day, I found wood. (8) I picked it up. (9) I put it in a pile. (10) Dad made a circle out of the dirt on the

ground. (11) He put rocks around the circle. (12) He put some wood in the middle of the circle. (13) When the sun went down, Dad lit a match. (14) He touched the wood with the match. (15) Soon, the wood caught fire. (16) We sat near the fire. (17) We got warm.

(18) We used the fire to make snacks. (19) The snacks we made are called s'mores. (20) First, I put a marshmallow on a stick. (21) Then, I held it over the fire. (22) Next, I put the marshmallow on a graham cracker. (23) I put a piece of chocolate on the marshmallow. (24) Then, I added another graham cracker. (25) It looked like a little sandwich. (26) I ate my s'more. (27) It was good.

(28) At night, my dad told a good story. (29) We sat near the fire. (30) Dad told about some dogs. (31) The dogs were brothers. (32) They wanted to find their mom and dad. (33) They ran through the woods. (34) They played with some cats. (35) It was a great story.

(36) Camping was fun. (37) I loved being in the woods with Dad. (38) We built a fire. (39) We made snacks. (40) My dad told a good story. (41) I hope we go again soon.

1 Which sentence should go before sentence 7?

- A On our trip, Dad built a fire, and I helped.
- B In the morning, I like to ride to school on the bus.
- C I know how to put up a tent.

2 Sue wants to add the sentence below.

At the end of Dad's story, the dogs found their mom and dad.

Where should Sue put the sentence?

- F after sentence 28
- G after sentence 29
- H after sentence 34

3 What is the **best** way to change sentences 16 and 17?

A We got warm and the fire sat near.

B We and the fire got warm and sat.

C We sat near the fire and got warm.

Read the selection. Choose the best answer to each question.

Duke wrote this story about rocks. He would like you to read his story. He would like you to look for any edits he needs to make. When you finish reading, answer the questions.

Lots and Lots of Rocks

(1) Texas has lots of rocks. (2) Texas rocks feel different from one another. (3) Some Texas rocks are smooth (4) Others are rough and bumpy. (5) Texas rocks come in many colors, too. (6) Some are black. (7) Some are brown. (8) Others are red, white, or pink. (9) Every type of rock has a name. (10) There are granite rocks. (11) There are sandstone rocks, too. (12) There are even lava rocks.

(13) One type of rock found in Texas is granite.

(14) Granite can be pink, black, white, or gray. (15) It is a rough rock. (16) It is also tough and hard. (17) Since it is tough and hard, people use it to make things. (18) They use it to make statues. (19) They use it to make buildings.

(20) In fact, the capitol of Texas, where the state's leaders work, is made of granite.

(21) Some rocks in Texas is made of sand. (22) These rocks are called sandstone. (23) They are rough. (24) They are often brown or red. (25) When you rub sandstone, little bits of sand come off. (26) These rocks form when sand is pressed really hard.

(27) Some rocks in Texas are made from old lava. (28) Lava comes out of volcanoes. (29) Lava is really hot. (30) It flows like a liquid. (31) as lava cools, it turns into a hard rock. (32) Lava rock is red or black. (33) Lava rock comes in many shapes and sizes. (34) Some lava rocks are smooth. (35) Others are rough and sharp.

(36) Texas has many types of rocks. (37) They feel different. (38) They are different colorz. (39) Knowing about rocks helps you know more about where you live.

4 What change is needed in sentence 3?

F change **Some** to **some**

G change **rocks** to **roks**

H put a . after **smooth**

J no change

5 What change is needed in sentence 19?

A change **Them** to **They**

B change **use** to **uses**

C change the . after **buildings** to a ?

D no change

6 What change is needed in sentence 21?

F change **Texas** to **texas**

G change **is** to **are**

H change the . after **sand** to a ,

J no change

7 What change is needed in sentence 31?

- A change **as** to **As**
- B change **it** to **its**
- C change **hard** to **harde**
- D no change

8 What change is needed in sentence 38?

- F change **They** to **they**
- G change **are** to **is**
- H change **colorz** to **colors**
- J no change

READ the sentence in the box.

"Telling the truth is better than telling a lie."

THINK about how telling the truth is a good thing.

WRITE about why people should tell the truth.

Be sure to —

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

STAAR CONNECTION™
Diagnostic Series™ Grade 1 Writing
TEKS Writing 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, each assessment in this writing book reinforces at least one Grade 1 social studies, science, or health TEKS. The following tables show which TEKS are reinforced within this book.

Assessment 1			
Question Number	Answer	Reporting Category	TEKS
1	A	2	19A
2	H	2	19A
3	C	2	17C
4	H	3	21C
5	A	3	20Avi
6	G	3	20B
7	A	3	21Bi
8	H	3	22D
Cross-Curricular Alignments			
	Science TEKS		
Editing Section	7C		

Assessment 2			
Question Number	Answer	Reporting Category	TEKS
1	C	2	17C
2	F	2	19A
3	C	2	19A
4	H	3	21C
5	A	3	22Bii
6	J	3	17D
7	B	3	20B
8	F	3	20Aii
Cross-Curricular Alignments			
	Science TEKS		
Revising Section	10A		
Editing Section	9B, 9C		