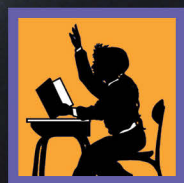


# STAAR CONNECTION™

## Diagnostic Series™

Writing  
**2**  
teacher  
v2



**KAMICO®**  
**Instructional Media, Inc.**

# STAAR CONNECTION™

Writing  
**2**  
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 2 Writing**  
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**State of Texas Assessment of Academic Readiness  
Grade 2 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 words, phrases, or sentences; 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 words, phrases, or sentences.
- (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.
- (21) **[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: old, wonderful; articles: a, an, the);
    - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
    - (v) prepositions and prepositional phrases;
    - (vi) pronouns (e.g., he, him); and
    - (vii) time-order transition words;
  - (B) use complete sentences with correct subject-verb agreement; and
  - (C) distinguish among declarative and interrogative sentences.

- (22) **[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
- (B) use capitalization for
    - (i) proper nouns;
    - (ii) months and days of the week; and
    - (iii) the salutation and closing of a letter; and
  - (C) recognize and use punctuation marks, including
    - (i) ending punctuation in sentences;
    - (ii) apostrophes and contractions; and
    - (iii) apostrophes and possessives.
- (23) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to
- (A) use phonological knowledge to match sounds to letters to construct unknown words;
  - (B) spell words with common orthographic patterns and rules:
    - (i) complex consonants (e.g., hard and soft *c* and *g*, *ck*);
    - (ii) r-controlled vowels;
    - (iii) long vowels (e.g., *VCe-hope*); and
    - (iv) vowel digraphs (e.g., *oo-book*, *fool*, *ee-feet*), diphthongs (e.g., *ou-out*, *ow-cow*, *oi-coil*, *oy-toy*);
  - (C) spell high-frequency words from a commonly used list;
  - (D) spell base words with inflectional endings (e.g., *-ing* and *-ed*);
  - (E) spell simple contractions (e.g., *isn't*, *aren't*, *can't*); and
  - (F) use resources to find correct spellings.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

*Emma wrote about national parks. Read Emma's paper. Think about how it should be revised. Then answer the questions that follow.*

### **These Parks Are No Walk in the Park**

(1) Listen to the word *park*. (2) Does it make you think of a place that is good for a picnic? (3) Do you picture a place with gardens and playgrounds? (4) Some parks are not like this. (5) These parks do not have very nice weather. (6) They do not have pretty gardens. (7) They can even be dangerous. (8) Three of these parks are Death Valley, Congaree, and Badlands.

(9) Pretend you go back in time. (10) You tell a pioneer that Death Valley will one day be a park. (11) He or she might just laugh out loud. (12) Death Valley National Park is in the middle of a desert. (13) It is the driest place in the United States. (14) It is also hotter than any other place in the nation. (15) As you can see, this park is no picnic.

(16) Congaree National Park was formed to save an old forest. (17) Some of this forest is in a large swamp. (18) Alligators swim in the waters. (19) So do big snakes. (20) Hungry mosquitoes swarm in



clouds. (21) Thick, slimy mud covers the ground. (22) Before it became a park, Congaree was a place that most people stayed away from.

(23) The name Badlands National Park says it all. (24) This park is in South Dakota. (25) It looks like a rocky wasteland to some. (26) In the summer, the temperature can reach 100 degrees. (27) In winter, the temperature can fall below zero. (28) Steep canyon walls and tall hills make it hard to get around. (29) Some of the park even has bombs in it! (30) The bombs are left over from the 1940s. (31) This was when the park was used as a target range by the air force.

(32) Though these parks may not seem like very good places to visit, each has its own charm and natural beauty. (33) Each is home to many animals. (34) Also, the history of each place is neat. (35) If you prepare well for a visit to these parks, you can have a good time.

1 Emma wants to add a topic sentence to the third paragraph (sentences 16-22). Which of these sentences would be the **best** topic sentence for this paragraph?

A Have you ever seen an alligator or a snake?

B I once visited South Carolina, which is home to Congaree National Park.

C Some parks, like Everglades National Park, have swamps in them.

D Like Death Valley, Congaree National Park is also a different kind of park.

2 Emma wants to add a final sentence to this paper. She wants to make her ending better. What is the **best** final sentence to add to the end of this paper?

F A visit to Death Valley, Congaree, and Badlands can be difficult, but it can be fun, too.

G Hawaii has a national park with a volcano that oozes red hot lava.

H Some people like to go to a park to play ball or to relax in the sun.

J My town has a park called Cedar Street Park.

- 3 Emma wants to add the sentence below to her paper.

*In fact, once, in 1913, the temperature in Death Valley reached 134 degrees!*

What is the **best** place to add this sentence?

- A after sentence 8
- B after sentence 14
- C after sentence 26
- D after sentence 32

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

*Penny wrote this story about a boy at school during a storm. She would like you to read her story and look for any edits she needs to make. When you finish reading, answer the questions that follow.*

### **Henry and the Tornado**

(1) The sky was cloudy when Henry woke up. (2) His mom said bad weather was coming. (3) Henry was not scared, though.

(4) When he walked into his class, he smiled at all his pals.

(5) All morning, the kids talked about the weather. (6) First came the wind. (7) Then came the rain. (8) Next came the hail. (9) Still, Henry was not afraid. (10) He told his friends everything would be all right.

(11) After lunch, the bell rang three times. (12) Then it rang three more times. (13) Henry and the rest of Mrs. Clark's class knew what the bells meant. (14) They knew it was a tornado alarm.

(15) Calmly, the students lined up. (16) Mrs Clark led them into the hall. (17) The students lined up against the wall in the hall.

(18) They sat down. (19) A loud clap of thunder boomed outside.

(20) Many students were scared.

(21) "What if a tornado comes?" Jennie asked.

(22) "Will we be safe?" asked Dre.

(23) Then, Henry spoke. (24) "Don't be scared. (25) There may not even be a tornado out there. (26) Even if there is one, I bet it won't come here. (27) Even if it comes here, we will be safe.

(28) That is why we are in the hall. (29) This is the safest place in the school." (30) The kids felt better. (31) "Now, what you should be scared of," said Henry, "is the ghost of Brown Mountain."

(32) Then Henry started to tell the kids a ghost story. (33) Henry was good at telling stories. (34) The story helped the kids forget about the tornado.

(35) After a few minutes, the bell rang again. (36) That meant the danger had passed. (37) It was okay for everyone to go back to class. (38) The tornado had missed the school. (39) All the kids were safe. (40) Of course, Henry knew they would be. (41) He was very brave. (42) He had helped everyone stay calm during a scary time.

4 What change, if any, should be made in sentence 2?

F change *His* to **He's**

G change *said* to **says**

H change *comeing* to **coming**

J make no change

5 What change, if any, should be made in sentence 11?

A change *lunch* to **Lunch**

B change *ringed* to **rang**

C change *three* to **thre**

D make no change

6 What change should be made in sentence 16?

F add a period after *Mrs*

G change *led* to **leaded**

H change *them* to **they**

J change the period after *hall* to a question mark

7 What change, if any, should be made in sentence 22?

- A change *Will* to **Wi'll**
- B change *we* to **us**
- C add quotation marks after *safe?*
- D make no change

8 What change should be made in sentence 31?

- F add a period after *what*
- G change *said* to **sayed**
- H change *ghost* to **gost**
- J change *brown mountain* to **Brown Mountain**

**READ** the information in the box.

A teacher once said, "We all make mistakes. That's why pencils have erasers!"

**THINK** about how mistakes help people to do things better.

**WRITE** about how people can learn from a mistake.

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 2 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 2 social studies, science, or health TEKS. The following tables show which TEKS are reinforced within this book.

<b>Assessment 1</b>			
Question Number	Answer	Reporting Category	TEKS
1	D	2	19A
2	F	2	19A
3	B	2	19A
4	H	3	23D
5	B	3	21Ai
6	F	3	22Ci
7	C	3	22C
8	J	3	22Bi
<b>Cross-Curricular Alignments</b>			
	<b>Social Studies TEKS</b>		
Revising Section	1B, 6C, 8C		

<b>Assessment 2</b>			
Question Number	Answer	Reporting Category	TEKS
1	A	2	19A
2	H	2	17C
3	B	2	17C
4	J	3	22Bi
5	B	3	22Cii
6	G	3	21B
7	A	3	22C
8	F	3	23E
<b>Cross-Curricular Alignments</b>			
	<b>Social Studies TEKS</b>		
Writing Prompt	13A		
Revising Section	4A, 4B, 17A		