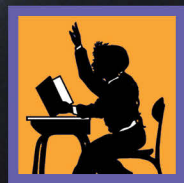


STAAR CONNECTION™

Diagnostic Series™

Writing
3
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
3
teacher

Diagnostic Series™

XXIII/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 3 Writing
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**State of Texas Assessment of Academic Readiness
Grade 3 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 categorizing ideas and organizing them into paragraphs;
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; and
 - (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
- (20) **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) create brief compositions that
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement.

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 for coherence, organization, use of simple and compound sentences, and audience.
- (20) **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) create brief compositions that
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement.

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, mechanics, and spelling using a teacher-developed rubric.

- (22) **[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) use and understand the function of 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: *wooden, rectangular*; limiting: *this, that*; articles: *a, an, the*);
 - (iv) adverbs (e.g., time: *before, next*; manner: *carefully, beautifully*);
 - (v) prepositions and prepositional phrases;
 - (vi) possessive pronouns (e.g., *his, hers, theirs*);
 - (vii) coordinating conjunctions (e.g., *and, or, but*); and
 - (viii) time-order transition words and transitions that indicate a conclusion;
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (23) **[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) geographical names and places;
 - (ii) historical periods; and
 - (iii) official titles of people;

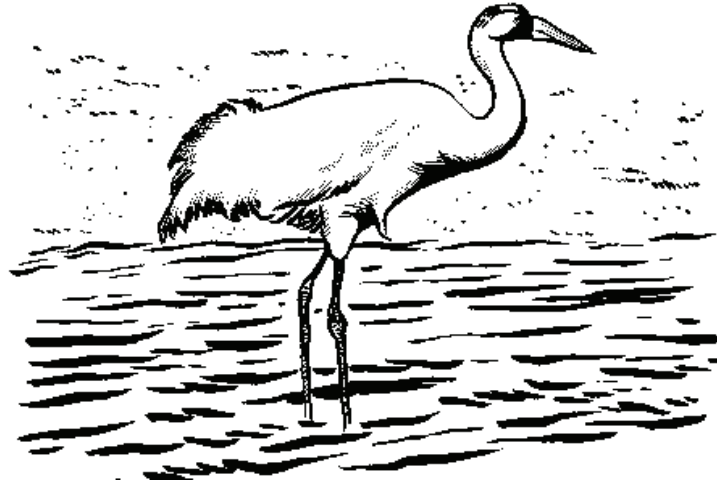
- (C) recognize and use punctuation marks including
 - (i) apostrophes in contractions and possessives; and
 - (ii) commas in series and dates.

- (24) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to:
 - (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
 - (B) spell words with more advanced orthographic patterns and rules:
 - (i) consonant doubling when adding an ending;
 - (ii) dropping final "e" when endings are added (e.g., *-ing, -ed*);
 - (iii) changing *y* to *i* before adding an ending;
 - (iv) double consonants in middle of words;
 - (v) complex consonants (e.g., *scr-, -dge, -tch*); and
 - (vi) abstract vowels (e.g., *ou* as in *could, touch, through, bought*);
 - (C) spell high-frequency and compound words from a commonly used list;
 - (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
 - (E) spell single syllable homophones (e.g., *bear/bare; week/weak; road/rode*); and
 - (F) spell complex contractions (e.g., *should've, won't*).

Name _____ Date _____

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

Makenna wrote about a special bird that faces a serious danger. Read Makenna's paper, and think about how it should be revised. Then answer the questions that follow.



The Wonderful Whooping Crane

(1) The state bird of Texas is the mockingbird. (2) Yet, Texas is home to another important bird. (3) This bird is the whooping crane, or "whooper." (4) Whooping cranes are very impressive. (5) They are the tallest birds in North America. (6) They also migrate, which means they fly a long way from their summer home in Canada to their winter home on the Texas coast. (7) Though these birds are big and strong, they are in danger of disappearing forever. (8) In 1941, there were only twenty-one of these birds left in the wild. (9) Today, there are more than three hundred. (10) However, whoopers still face threats. (11) They still need our protection.

(12) One reason there are few whooping cranes left is because of habitat loss. (13) This means that the birds have lost their homes. (14) These cranes once nested in the middle of the United States, which is where they nested. (15) Much of that land was turned into farms, though. (16) After a while, there were no good places left for the whoopers to lay eggs. (17) Few whoopers were born to replace the ones that died. (18) Today, wild whoopers nest in a national park in Canada. (19) People used to shoot the big birds for sport. (20) They also shot them for meat. (21) The birds are easy to shoot. (22) They are big and slow. (23) The birds are also hunted by their natural enemies. (24) These animals eat whooper eggs. (25) They eat baby whoopers, too. (26) Today, there are laws to help save these birds. (27) Their summer homes in Canada have been protected. (28) Their winter homes in Texas have been, too. (29) They will be left natural to give whoopers a good home. (30) There are also laws that stop people from hunting whoopers. (31) Slowly, their numbers are increasing.

-
- 1 What is the **best** way to combine sentences 10 and 11?
- A However, whoopers still face threats, so they still need our protection.
 - B However, whoopers still face threats and our protection.
 - C However, whoopers still face threats, but they still need our protection.
 - D However, whoopers still face threats, or they still need our protection.

- 2 What is the **best** way to rewrite the ideas in sentence 14?
- F These cranes once nested in the middle of the United States, and that is where they nested.
 - G These cranes once nested in the middle of the United States.
 - H Nesting in the middle of the United States, these cranes once nested there.
 - J Even though these cranes once nested in the middle of the United States, that is where they nested.
- 3 Makenna wants to add a topic sentence to the third paragraph (sentences 19-25). Which of these sentences would be the **best** topic sentence for this paragraph?
- A Scientists helped young whoopers by feeding them with whooping crane puppets and by using small planes to teach them how to migrate.
 - B Whoopers were also hunted by people and by their natural predators.
 - C In the United States, many people hunt birds like doves and ducks.
 - D Whooping cranes have a crown of red feathers on their heads.
- 4 What is the **best** way to combine sentences 27 and 28?
- F Their summer homes, their winter homes, Canada, and Texas have been protected.
 - G Unless their summer homes in Canada have been protected, their winter homes in Texas have been.
 - H Although their summer homes in Canada have been protected, their winter homes in Texas have been, too.
 - J Their summer homes in Canada and their winter homes in Texas have been protected.

- 5 Makenna wants to insert the following sentence into her paper.

These animals include bobcats, snakes, and eagles.

Where is the **best** place to insert this sentence?

- A after sentence 2
 - B after sentence 16
 - C after sentence 23
 - D after sentence 30
- 6 Makenna wants to add a final sentence to this paper to make her conclusion stronger. What is the **best** final sentence to add to the end of this paper?
- F Whooping cranes get their name from the loud whooping noise that they make.
 - G Whooping cranes eat plant roots, crabs, frogs, lizards, and other small animals.
 - H Besides whooping cranes, there are other types of cranes that live in the United States, such as sandhill cranes.
 - J Hopefully, with our protection, these beautiful birds will keep doing well and calling Texas home.

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

Steven wrote this story about some boys going on a campout. He would like you to read his story and look for any edits he needs to make. When you finish reading, answer the questions that follow.

The Special Ingredients

(1) This year, Kevin and Stan were dreading the campout. (2) Every year, their youth group camped at the lake. (3) They always had a great time hiking, fishing, and playing with their friends. (4) However, there was always a big chili cook-off on Saturday night. (5) Every year, they cooked really yummy chili, but every year Donnie Kline's chili seemed to win. (6) To make matters worse, Donnie was a sore winner.

(7) "Maybe next year, kids!" he would say, even though he was only one year older than Kevin and Stan. (8) Sometimes, he would look at their chili and say, "Ugh, is that chili or swamp slime?"

(9) The good news was that, this year, Donnie would not be entering the chili cook-off. (10) The bad news was that he was now the judge.

(11) On Saturday night, when Kevin and Stan were cooking chili, Donnie walked by, smelled their pot, and said, "what's your special ingredient, old dirty gym socks?" (12) Then, he walked away laughing.

(13) That gave Stan an idea. (14) "Hey, Kevin," he said, "we're probably not going to win this thing with Donnie as a judge, so why don't we have a little fun." (15) Then he told his plan. (16) Over the next hour, the boys added special ingredients to their chili. (17) They dumped in minced broccoli. (18) They scooped

in mashed bananas. (19) They squeezed in chocolate syrup. (20) Let's see what the judge thinks when he tries a big spoonful of our 'special ingredients,'" Kevin said as he winked at Stan.

(21) That night, all the contestants lined up behind their chili. (22) Donnie walked from bowl to bowl with his spoon, looking smug as ever. (23) When he got to Kevin and Stan's bowl, the boys tried hard to hide their giggles.

(24) Donnie tasted the food in the boys' bowl. (25) His face went blank. (26) He looked puzzled. (27) Next, he . . . took another bite!

(28) "I hate to say it, but you guys have made some really good chili," Donnie said as he placed the blue ribbon on the boys table. (29) "Congratulations!" he said. (30) Kevin and Stan shared a wink.

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

- A change *was* to *were*
- B change *always* to *allways*
- C change *saturday* to *Saturday*
- D make no change

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

- F change *would* to *wood*
- G change *thogh* to *though*
- H change *Kevin and Stan* to *kevin and stan*
- J make no change

- 9 What change should be made in sentence 11?
- A change ***night*** to **knight**
 - B delete the comma after ***said***
 - C change ***what's*** to **What's**
 - D change the question mark after ***socks*** to a period
- 10 What change should be made in sentence 20?
- F add quotation marks before ***Let's***
 - G change ***judge*** to **Judge**
 - H change ***he*** to **him**
 - J change the period after ***Stan*** to a question mark
- 11 Which of these should be added to the beginning of sentence 26?
- A Then,
 - B Finally,
 - C Now,
 - D Third,
- 12 What change, if any, should be made in sentence 28?
- F delete the comma after ***it***
 - G change ***said*** to **will say**
 - H change ***boys*** to **boys'**
 - J make no change

READ the information in the box below.

A famous historian once said, "History teaches us so much about the past."

THINK about how understanding history helps us know more about our own time.

WRITE about an event from history that you have learned in class.

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 3 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 3 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	17C
2	G	2	17C
3	B	2	20Ai
4	J	2	17C
5	C	2	20Aii
6	J	2	20Aiii
7	C	3	23B
8	G	3	24Bvi
9	C	3	23B
10	F	3	23C
11	A	3	22Aviii
12	H	3	23Ci
Cross-Curricular Alignments			
	Social Studies TEKS	Science TEKS	
Writing Prompt	1A, 3A		
Revising Section		9A, 9C	