

# STAAR CONNECTION™

## Diagnostic Series™

Reading  
**4**  
teacher



**KAMICO®**  
Instructional Media, Inc.

# STAAR CONNECTION™

Reading

4

Teacher Edition

# Diagnostic Series™

XIX/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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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Diagnostic Series™**  
**Grade 4 Reading**  
**Table of Contents**

Reporting Categories and Related TEKS . . . . .	7
Assessment 1 . . . . .	11
Assessment 2 . . . . .	22
Assessment 3 . . . . .	27
Assessment 4 . . . . .	34
Assessment 5 . . . . .	44
Assessment 6 . . . . .	52
Assessment 7 . . . . .	60
Assessment 8 . . . . .	65
Assessment 9 . . . . .	75
Assessment 10 . . . . .	82
Assessment 11 . . . . .	89
Assessment 12 . . . . .	95
Assessment 13 . . . . .	104
Assessment 14 . . . . .	110
Assessment 15 . . . . .	118
Answer Key . . . . .	123
Student Bubble Answer Sheet . . . . .	129
Bubble Answer Key . . . . .	131
TEKS Reading Alignment Chart and Cross-Curricular Alignments (Social Studies, Science, Health, and Art) . . . . .	133
Student Progress Chart . . . . .	141
Letter to Parents . . . . .	142
Test-Taking Tips . . . . .	143
Strategies for Reducing Your Students' Test Anxiety . . . . .	144
KAMICO® Product Information . . . . .	145

**State of Texas Assessments of Academic Readiness  
Grade 4 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 the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; ***Readiness Standard***

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. ***Readiness 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 similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.  
***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 literary and informational texts with similar ideas 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
- (A) summarize and explain the lesson or message of a work of fiction as well as its theme; ***Supporting Standard***
  - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical 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 the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). ***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. Students are expected to
- (A) describe the structural elements particular to dramatic literature. ***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) sequence and summarize the plot's main events and explain their influence on future events; ***Readiness Standard***
  - (B) describe the interaction of characters including their relationship and the changes they undergo; ***Readiness Standard***

(C) identify whether the narrator or speaker of a story is first or third person. **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) identify the author's use of similes and metaphors to produce imagery. **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. **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 text, maintaining meaning and logical order. **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. **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; **Readiness Standard**
  - (B) distinguish fact from opinion in a text and explain how to verify what is a fact; **Supporting Standard**
  - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; **Readiness Standard**
  - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. **Readiness 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) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); **Supporting Standard**
  - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). **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. **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**
  - (E) summarize information in text, maintaining meaning and logical order. **Readiness Standard**



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

### An Early Plan to Settle Texas

- 1 In 1821, Mexico owned the land now called Texas. Native Americans lived there. So did a few European, Mexican, and American settlers. Much of the land was empty, though. Mexican leaders wanted people to settle the area so that Mexico could benefit from the land's resources. They knew Texas could be good for farming and ranching. Yet, many Native Americans, especially the Comanches, did not want the settlers. They raided settlements and fought settlers. These raids threatened the Mexicans' goal of having people settle in the area. Mexican leaders needed a plan to make sure people came to build farms and ranches. They knew many people in America were eager to move west to build their homes. Mexican leaders needed a way to lure them to Texas.
- 2 Mexican leaders came up with an idea. They came up with the empresario system. Under this system, Mexico gave a large piece of land, or colony, to a person called an *empresario*. The empresario was to find people to settle the colony. He found families and groups of men who wanted land to farm. He also looked for people who wanted to start ranches to raise cows or goats. In return for his hard work, the empresario would get to keep a large piece of land. Empresarios looked for settlers in interior Mexico, Europe, and the United States.
- 3 Under this plan, a family man could get 177 acres of land to farm. He could get 4,428 acres of land to raise cows or goats. A single man could get about 45 acres to farm and a little more than 1,100 acres for grazing his cows or goats. The empresario had six years to bring in people to settle the land. He would get 23,000 acres of land for every one hundred families who moved to his colony.
- 4 Even though the empresario owned only the land that he was given, he was in charge of the land in the entire colony. He was in charge of selling people land. He was in charge of making sure colonists built farms or ranches. He was also in charge of settling arguments.
- 5 One famous early Texan was empresario Stephen F. Austin. Under the empresario system, Spain granted Austin's father, Moses, a large piece of land in present-day Texas. Moses died in 1821. Then, Stephen took over. By this time, Mexico had won independence from Spain. Austin helped settlers move to the Austin Colony. There were no trains to Texas, so their only transportation was by horse or boat or on foot. Still, hundreds of settlers came to the Austin colony for the cheap and fertile land. He found land for almost three hundred families and partnerships. These early settlers are today known as the "Old Three Hundred."

6 Austin was only one of about twenty empresarios. Other empresarios were Lorenzo de Zavala, David G. Burnett, and Green DeWitt. Unlike Austin, many failed to bring in enough families to meet the six-year goal set by the government. When these land agents did not meet the goal, their land went back to the government. The empresario then no longer owned the land that had been given to him.

7 You can learn more about the empresario system at your library or online at websites like this one.

Home   Contact Us   Back to Main Texas History Page   search here   🔍

### The Empresario System in Early Texas (1821-1830)

[History of the Empresario System](#)  
[List of Empresarios](#)  
[Mexican Colonization Laws](#)  
[The Old Three Hundred](#)  
[Maps](#)  
[Archives](#)  
[Genealogy](#)

**Click on a colony on the map to learn more about it.**

- 8 Mexico ended this system in 1830. Mexican officials began to worry that too many Americans lived in the area. By that time, there were nearly twice as many Americans living in the area as Mexicans. Americans who had moved to Mexico had to accept Mexican citizenship. They had to agree to become Roman Catholics. However, many settlers did not really accept this new faith. They still thought of themselves as Americans. The Mexicans doubted the Americans' loyalty to Mexico.
- 9 Mexico's suspicions were right. In 1836, Texans declared independence from Mexico. Texas became a republic. Austin was one of those who helped early Texans break away from Mexico. He earned the name "Father of Texas." Empresarios Burnett and de Zavala served as politicians in the early days of the Republic of Texas. The empresarios were vital to the early development of Texas. They were key figures whose efforts helped shape Texas into the great state it is today.

## Building Rancho de Jones

1 My name is Robert Jones. I started my ranch in the Austin Colony five years ago with my wife, Jenny, and my two sons, David and Jeremiah. Before we came here, we dreamed of a place where we could own vast amounts of land. We wanted enough land to farm, ranch, and grow wealthy from our hard work. At last, our dream has come true. We had been comfortable in Missouri and were well-respected planters. Yet, I believed our opportunities there were limited. Then, Stephen F. Austin, empresario of the Austin Colony, promised us more than four thousand acres of land if we built a ranch in Mexico. All we had to pay was \$200 within five years. That was not a small sum, but it was a good deal. We agreed to his terms.

2 Jenny was skeptical. "It will be dangerous, Robert, and there are great risks," she had said one night.

3 "I know, Dear, but I believe they are risks we must accept for the sake of ourselves and our children. What better gift can we give our children than prosperity?" After a time, she cast aside her fears. She would be my steadfast partner on this great adventure.

4 We could not have asked for more beautiful land. There is plenty of water, pasture for grazing, and forest for timber. The southern border runs along the beautiful, wild Colorado River. Our eastern neighbors are the Andersons. On the western side live the Gilberts. Both families are gracious and helpful neighbors. The northern part of our land is bound by a steep, rocky area we call the "Cliffs."

5 The soil is fertile. Three years ago, we planted two hundred fruit trees. We will harvest peaches, apples, apricots, and pears once the trees mature. Jenny and Jeremiah tend the garden. Last season, we grew tomatoes, onions, potatoes, squash, and melons. Nothing can describe the joy that first season at seeing the tiny seedlings sprout from the ground. No vegetables ever tasted sweeter. Those plants prove how far we have come in carving out a home from the wilderness.

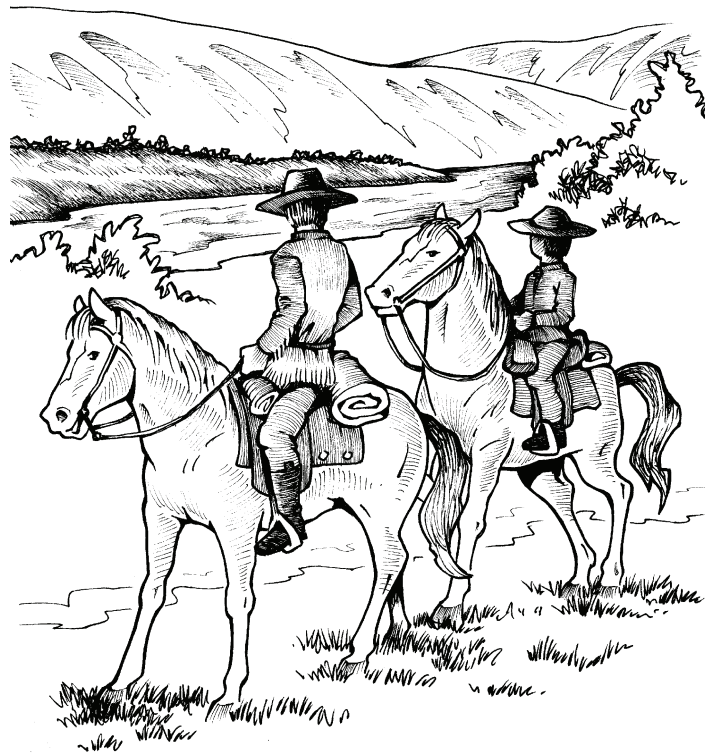
6 Those first years were not easy, however. Now, we save seeds from our vegetables. We harvest and dry them in the sunshine so we can use them the next year. We started doing this only after learning a hard lesson. We used to order our seeds from back East, but the seeds were too expensive. Our debts were rising, not falling. Two years ago we were able to stop buying seeds. Now, we save money and have a big harvest each year.

7 In fact, in late summer, Jenny cans our vegetables so we can eat them during winter. Once they are cooked, she puts them in jars and caps them tightly. They stay good for more than a year. Last year, our crop was so big that we sold many of our canned vegetables and made a fair amount of money. Slowly, we have climbed out of debt and have begun enjoying the prosperity we had hoped for.

8 David and I take care of the livestock. We brought forty-two head of cattle with us when we came from Missouri. Now, we have 212 head in our herd. Next year, we plan to sell about half of our cattle to the Andersons. The money that we make will pay off all our debts to the seed stores and to Mr. Austin.

9 David and I ride almost every day to make sure the cattle are safe from coyotes. Last month, we drove off a large pack of coyotes that was threatening our herd. We chased them across the Colorado and twelve miles south of there. Coyotes, wolves, and even bears are but a few of the threats here in the Austin Colony. We must stay vigilant against these beasts who would greedily snatch away the things we have worked so hard for.

10 Not a day goes by that we do not count our blessings. The difficult move from Missouri has proven to be one of the wisest decisions we have ever made. Perhaps best of all, we have worked and suffered together as a family, and as a result, our love for one another has grown even stronger.



**Use "An Early Plan to Settle Texas" to answer questions 1 through 3.**

- 1** Look at the web page. To find out more about the first settlers who lived in the Austin Colony, it would be best to —
- A** click on the Zavala Colony on the map.
  - B** click on the button labeled "The Old Three Hundred."
  - C** type "United States history" in the search box.
  - D** click on the button labeled "List of Empresarios."
- 2** The word transportation in paragraph 5 comes from Latin. This word means —
- F** a way of sending something from one person to another.
  - G** a way of changing one language into another.
  - H** a way of changing things from one thing to another.
  - J** a way of moving people from one place to another.

3 Look at the web.



What belongs in the blank oval?

- A The empresario received land from the Mexican government.
- B The empresario settled arguments between colonists.
- C The land the empresario sold was cheap and good for growing crops.
- D The Mexican government ended the empresario system in 1830.

Use "Building Rancho de Jones" to answer questions 4 through 6.

- 4 Look at the dictionary entry for the word sake.

**sake**<sup>1</sup> \ 'sayk\ *noun* 1. a purpose or reason  
2. something good or helpful; an advantage

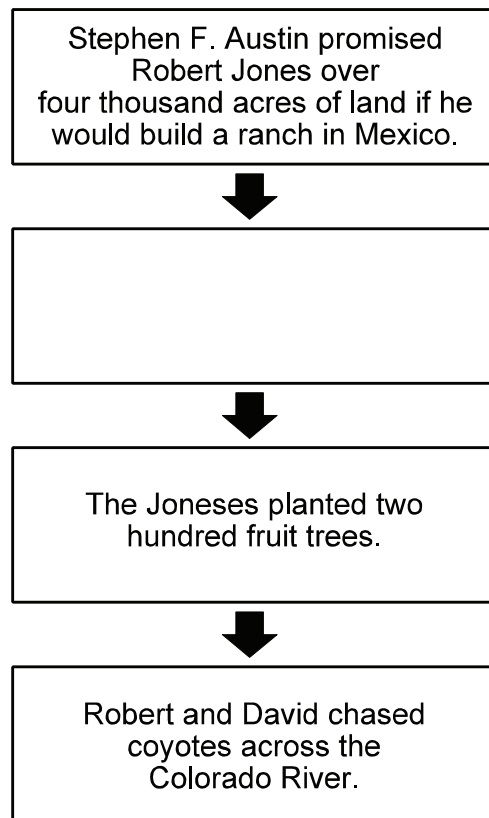
**sake**<sup>2</sup> \ 'sah-kee\ *noun* a type of rice wine  
from Japan

The word sake found in paragraph 3 rhymes with the word —

- F weak.
- G break.
- H look.
- J rocky.



- 5 Look at the diagram. It shows the order of some events described in the story.



Which of the following best completes the diagram?

- A The Joneses moved from Missouri to the Austin Colony.
  - B The Joneses sold cattle to the Andersons.
  - C The Joneses stopped buying seeds from stores back East.
  - D The Joneses made money selling canned vegetables.
- 6 This story is written in the —
- F first-person point of view of Robert.
  - G first-person point of view of David.
  - H first-person point of view of Jenny.
  - J third-person point of view.

**Use "An Early Plan to Settle Texas" and "Building Rancho de Jones" to answer questions 7 and 8.**

- 7 After reading both selections, you can tell that, in the early 1800s, Americans were drawn to Texas by the offers of land. What statements in each selection show this?

	<b>"An Early Plan to Settle Texas"</b>	<b>"Building Rancho de Jones"</b>
<b>A</b>	<i>Americans who had moved to Mexico had to accept Mexican citizenship.</i>	<i>We brought forty-two head of cattle with us when we came from Missouri. Now, we have 212 head in our herd.</i>

	<b>"An Early Plan to Settle Texas"</b>	<b>"Building Rancho de Jones"</b>
<b>B</b>	<i>The empresario was to find people to settle the colony.</i>	<i>Coyotes, wolves, and even bears are but a few of the threats here in the Austin Colony.</i>

	<b>"An Early Plan to Settle Texas"</b>	<b>"Building Rancho de Jones"</b>
<b>C</b>	<i>Still, hundreds of settlers came to the Austin colony for the cheap and fertile land.</i>	<i>Before we came here, we dreamed of a place where we could own vast amounts of land. We wanted enough land to farm, ranch, and grow wealthy from our hard work. At last, our dream has come true.</i>

	<b>"An Early Plan to Settle Texas"</b>	<b>"Building Rancho de Jones"</b>
<b>D</b>	<i>In return for his hard work, the empresario would get to keep a large piece of land.</i>	<i>Three years ago, we planted two hundred fruit trees. We will harvest peaches, apples, apricots, and pears once the trees mature.</i>

- 8** How is colonization described differently in "An Early Plan to Settle Texas" and in "Building Rancho de Jones"?
- F** "An Early Plan to Settle Texas" does not tell what the empresarios did, but "Building Rancho de Jones" does.
  - G** "An Early Plan to Settle Texas" does not tell much about the settlers' struggles, but "Building Rancho de Jones" does.
  - H** "An Early Plan to Settle Texas" mentions Stephen F. Austin, but "Building Rancho de Jones" does not.
  - J** "An Early Plan to Settle Texas" does not tell about Mexican colonization laws, but "Building Rancho de Jones" does.

**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 4 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 4 social studies, science, health, and/or art 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.

<b>Assessment 1</b>				
Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard
1	B	3	14	Supporting
2	J	1	2A	Readiness
3	B	3	11A 11C	Readiness Readiness
4	G	1	2E	Readiness
5	A	2	6A Fig. 19D Fig. 19E	Readiness Supporting Supporting
6	F	2	6C	Supporting
7	C	1	Fig. 19F	Readiness
8	G	1	Fig. 19F	Readiness
<b>Cross-Curricular Alignments</b>				
Social Studies TEKS "An Early Plan to Settle Texas"			2E 8A 9A 12A	
Social Studies TEKS "Building Rancho de Jones"			2E 8A 9A 12A	