

STAAR CONNECTION™

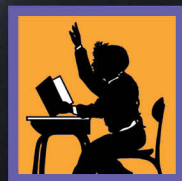
Diagnostic Series™

Writing

5

teacher

v2



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Writing
5
teacher

Diagnostic Series™

XVIII/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 5 Writing
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State of Texas Assessments of Academic Readiness
Grade 5 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.

- (15) **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 choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
 - (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; and
 - (D) edit drafts for grammar, mechanics, and spelling.
- (18) **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 multi-paragraph essays to convey information about the topic that:
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs.

Reporting Category 2:

Revision

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

- (15) **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 to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
- (18) **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 multi-paragraph essays to convey information about the topic that:
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs.

Reporting Category 3:

Editing

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

- (15) **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.

(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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs and active voice);
 - (ii) collective nouns (e.g., class, public);
 - (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if); and
 - (viii) transitional words (e.g., also, therefore);
- (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.

(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

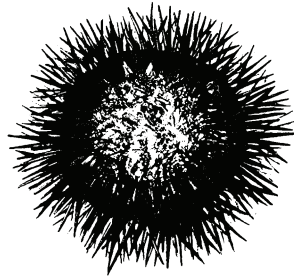
- (A) use capitalization for:
 - (i) abbreviations;
 - (ii) initials and acronyms; and
 - (iii) organizations.

- (B) recognize and use punctuation marks including:
 - (i) commas in compound sentences; and
 - (ii) proper punctuation and spacing for quotations;
 - (C) use proper mechanics including italics and underlining for titles and emphasis.
- (22) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to
- (A) spell words with more advanced orthographic patterns rules:
 - (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);
 - (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
 - (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
 - (B) spell words with:
 - (i) Greek Roots (e.g., tele, photo, graph, meter);
 - (ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);
 - (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
 - (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);
 - (C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
 - (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

Name _____ Date _____

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

Paul wrote about the black sea urchin. Read Paul's paper, and think about how it should be revised. Then answer the questions that follow.



Creature of the Sea

(1) The black sea urchin lives in coral reefs. (2) It looks like a small, prickly ball. (3) It moves around in the darkness with its black spiny arms. (4) It travels slowly through the water without being seen by predators. (5) The body of the black sea urchin has a hard shell.

(6) The black sea urchin prowls the reef as it hunts for food. (7) It finds algae and sponges that it eats with its special mouth. (8) Its mouth is located on the bottom of its body. (9) The mouth of a sea urchin is called "Aristotle's lantern." (10) It is shaped like a ring with bones, muscles, and sharp teeth. (11) These parts help the black sea urchin chew its food.

(12) People began to realize the importance of the black sea urchin in 1983. (13) That is when large numbers of black sea urchins caught a terrible disease that killed 97 percent of them. (14) With fewer urchins, algae grew out of control, which hurt the coral reefs and the animals that lived in them.

(15) People did not know anything about this disease, but they realized the reef communities could not survive without the black sea urchin. (16) Scientists worked to save the urchins. (17) As a result of their hard work, black sea urchin populations are increasing, and reefs are becoming healthier.

- 1 Paul wants to add a sentence to the beginning of the paragraph that contains sentences 1 through 5. What is the **best** introductory sentence to add to the beginning of this selection?
- A The black sea urchin is a unique and important animal.
 - B Not all sea urchins are black.
 - C Scientists study the habits of many creatures that live in the oceans.
 - D Sand dollars are closely related to sea urchins, and the two animals have many things in common.
- 2 What is the **best** way to combine sentences 3 and 4?
- F It moves around in the darkness with its black spiny arms, it travels slowly, it travels through the water, and it travels without being seen by predators.
 - G It moves around in the darkness with its black spiny arms, when it travels slowly through the water without being seen by predators.
 - H It moves around in the darkness with its black spiny arms, traveling slowly through the water without being seen by predators.
 - J It moves around in the darkness with its black spiny arms, even though it travels slowly through the water without being seen by predators.

3 Paul wants to add another supporting sentence to the end of the paragraph containing sentences 1 through 5. Which would be the **best** supporting sentence for this paragraph?

- A** Hedgehogs, which also have sharp spines, were once called "urchins," too.
- B** Sea urchins can also be green, purple, or red.
- C** Some people in Europe like to eat raw sea urchins with lemon.
- D** The hard shell, along with the sea urchin's sharp spines, keep the sea urchin safe from predators.

4 What is the **best** way to combine sentences 7 and 8?

- F** It finds algae and sponges that it eats with its special mouth, so its mouth is located on the bottom of the its body.
- G** It finds algae and sponges that it eats with its special mouth, located on the bottom of its body.
- H** It finds algae and sponges that it eats with its special mouth, a special mouth that is located on the bottom of its body.
- J** Since it finds algae and sponges that it eats with its special mouth, its mouth is located on the bottom of its body.

- 5 What is the **best** way to combine sentences 9, 10, and 11?
- A The mouth of a sea urchin, which is called "Aristotle's lantern," is shaped like a ring with bones, muscles, and sharp teeth that help the black sea urchin chew its food.
 - B The mouth of a sea urchin is called Aristotle's lantern, is shaped like a ring with bones, a ring with muscles, and a ring with sharp teeth, and helps the black sea urchin chew its food.
 - C The mouth of a sea urchin is called "Aristotle's lantern," but it is shaped like a ring with bones, muscles, and sharp teeth because these parts help the black sea urchin chew its food.
 - D The mouth of a sea urchin is called "Aristotle's lantern," shaped like a ring with bones, muscles, and sharp teeth, helping the black sea urchin, chewing its food.
- 6 Paul would like to add the following sentence to his paper.

They raised healthy baby sea urchins in a lab and then released them in coral reefs.

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

- F after sentence 12
- G after sentence 13
- H after sentence 16
- J after sentence 17

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

Marcus wrote this paper about Paul Revere. He would like you to read his paper and look for any edits he needs to make. When you finish reading, answer the questions that follow.

Paul Revere, American Hero

(1) Paul Revere is one of our best known patriots. (2) He is remembered for the heroic things he did around the time of the American Revolution. (3) Revere protested British taxes on colonists, and he also warned colonists about the coming British army before the Battles of Lexington and Concord.

(4) Revere had problems with the British over taxes. (5) He was a silversmith in Boston Massachusetts. (6) In the fall of 1765, Great Britain still had control over the american colonies, including Massachusetts. (7) At this time, the British began taxing many items that colonists bought. (8) They added taxes to newspapers, tea, and glass. (9) Some of these taxes hurt Revere's business. (10) So, Paul Revere joined a secret club that was against the British. (11) This group was called the Sons of Liberty.

(12) The Sons of Liberty wanted to show the British that they did not like the taxes, especially the one on tea. (13) They disguised themselves. (14) Then, they climbed aboard British ships where tea was stored. (15) They dumped the tea into Boston harbor. (16) This event became known as the Boston Tea Party. (17) Revere rode his horse to New York and Philadelphia to spread the word of what had happened.

(18) Revere made another ride. (19) It is known as Paul Revere's midnight ride. (20) This time, he warned colonists about the coming British army. (21) Revere warned the colonists so that they could get ready to fight the British soldiers. (22) This was the start of the American Revolution. (23) Today, everyone have Paul Revere and other heroes to thank for working for our freedom.

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

- A change ***He*** to **Him**
- B change ***in*** to **inn**
- C insert comma after ***Boston***
- D make no change

8 What change, if any, should be made in sentence 6?

- F delete the comma after ***1765***
- G change ***had*** to **have**
- H change ***american*** to **American**
- J make no change

9 What change, if any, should be made in sentence 15?

- A change ***They*** to **Thems**
- B change ***tea*** to **tee**
- C change ***Boston harbor*** to **Boston Harbor**
- D make no change

- 10 Which of these should be added to the beginning of sentence 17?
- F Afterwards,
 - G Now,
 - H Sometimes,
 - J Second,
- 11 Marcus wants to tell readers when Paul Revere made his famous midnight ride. Which of these should he add to the beginning of sentence 18 to tell readers when Paul Revere made his midnight ride?
- A In April 1775,
 - B In Massachusetts,
 - C According to history books,
 - D Upon a trusted horse,
- 12 What change, if any, should be made in sentence 23?
- F change *have* to **has**
 - G add an apostrophe after *heroes*
 - H change *our* to **ours**
 - J make no change

READ the information in the box below.

A. A. Milne, creator of Winnie the Pooh, wrote,
"The things that make me different are the
things that make me."

THINK about the value of being different.

WRITE about why it is important for people to be different from one another.

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 5 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 5 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	A	2	18Ai
2	H	2	15C
3	D	2	18Aii
4	G	2	15C
5	A	2	15C
6	H	2	15C
7	C	3	21B
8	H	3	21A
9	C	3	21A
10	F	3	20Aviii
11	A	3	20Av
12	F	3	20Avi
Cross-Curricular Alignments			
	Social Studies TEKS	Science TEKS	
Revising Section		9A, 9B, 9C	
Editing Section	2A, 2B		