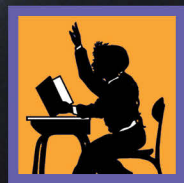


STAAR CONNECTION™

Diagnostic Series™

Writing
7
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
7
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 7 Writing
Table of Contents

Reporting Categories and Related TEKS	7
Assessment 1	11
Assessment 2	22
Assessment 3	32
Assessment 4	42
Assessment 5	52
Assessment 6	61
Assessment 7	71
Assessment 8	82
Assessment 9	92
Assessment 10	103
Assessment 11	113
Assessment 12	124
Assessment 13	134
Assessment 14	144
Assessment 15	154
Assessment 16	163
Assessment 17	174
Assessment 18	184
Assessment 19	193
Assessment 20	204
Expository Writing Rubric	214
Answer Key	218
Student Bubble Answer Sheet	228
Bubble Answer Key	232
TEKS Writing Alignment Chart and Cross-Curricular Alignments (Social Studies and Science)	236
Student Progress Chart	247
Letter to Parents	248
Test-Taking Tips	249
Strategies for Reducing Your Students' Test Anxiety	250
KAMICO® Product Information	251

**State of Texas Assessments of Academic Readiness
Grade 7 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, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

- (14) **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; ***Readiness Standard***
 - (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; ***Readiness Standard***
 - (D) edit drafts for grammar, mechanics, and spelling. ***Readiness Standard***
- (17) **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 a multi-paragraph essay to convey information about a topic that ***Readiness Standard***
 - (i) presents effective introductions and concluding paragraphs;
 - (ii) contains a clearly stated purpose or controlling idea;
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
 - (iv) accurately synthesizes ideas from several sources; and
 - (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.

Reporting Category 2:

Revision

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

- (14) **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 ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed. **Readiness Standard**
- (17) **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 a multi-paragraph essay to convey information about a topic that
 - (i) presents effective introductions and concluding paragraphs; **Supporting Standard**
 - (ii) contains a clearly stated purpose or controlling idea; **Supporting Standard**
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; **Supporting Standard**
 - (iv) accurately synthesizes ideas from several sources; **Supporting Standard**
 - (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs. **Supporting Standard**
- (18) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that
- (A) establishes a clear thesis or position; **Supporting Standard**
 - (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. **Supporting Standard**

Reporting Category 3:

Editing

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

(14) **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.

Readiness Standard

(19) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:

Readiness Standard

(i) verbs (perfect and progressive tenses) and participles;
Supporting Standard

(ii) appositive phrases; ***Supporting Standard***

(iii) adverbial and adjectival phrases and clauses;
Supporting Standard

(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
Supporting Standard

(v) prepositions and prepositional phrases and their influence on subject-verb agreement; ***Supporting Standard***

(vi) relative pronouns (e.g., whose, that, which);
Supporting Standard

(vii) subordinating conjunctions (e.g., because, since);
Supporting Standard

(viii) transitions for sentence to sentence or paragraph to paragraph coherence; ***Supporting Standard***

- (B) write complex sentences and differentiate between main versus subordinate clauses; **Supporting Standard**
- (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
Readiness Standard

(20) **[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 conventions of capitalization; **Readiness Standard**
- (B) recognize and use punctuation marks including **Readiness Standard**
 - (i) commas after introductory words, phrases, and clauses;
Supporting Standard
 - (ii) semicolons, colons, and hyphens. **Supporting Standard**

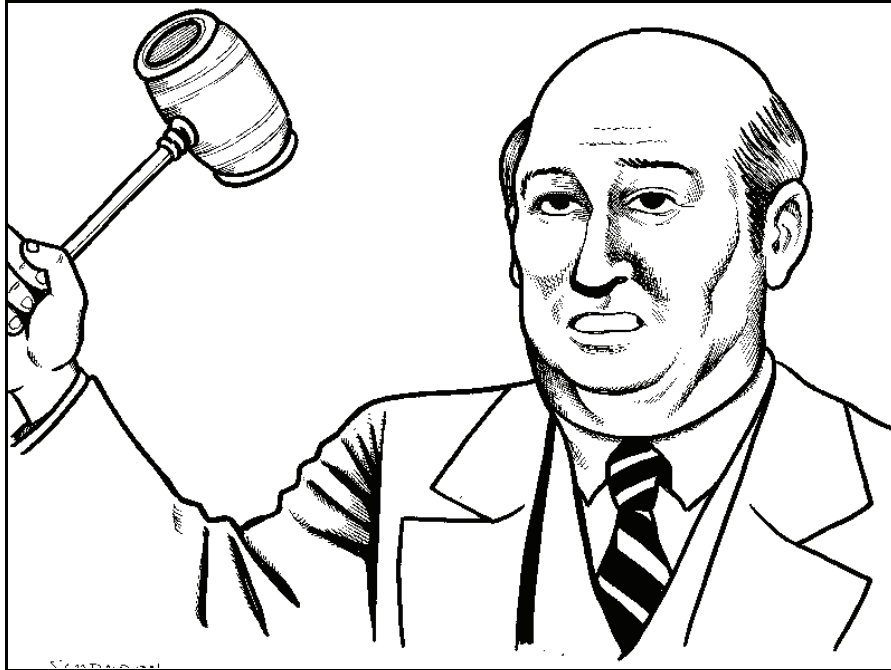
(21) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. Students are expected to

- (A) spell correctly, including using various resources to determine and check correct spellings. **Readiness Standard**

Name _____ Date _____

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

Julia read about Sam Rayburn in her Texas history class. She wrote this paper to tell about what she learned. Read Julia's paper, and think about how it should be revised. Then answer the questions that follow.



Speaker Rayburn, a Leader from Texas

(1) Born in Tennessee in 1882, Rayburn and his family moved to Texas when he was only four years old. (2) Only a few years after arriving in Texas, he knew he wanted to help people by becoming a lawyer and a political leader. (3) Rayburn served in the Texas House of Representatives before being elected to the U.S. Congress in 1913. (4) Sam Rayburn served in Congress for decades. (5) He helped pass major laws for our nation, became the longest-serving Speaker of the House of Representatives, and established a legacy for leaders to follow.

(6) Rayburn helped create many of our country's laws. (7) Two of these laws still have an impact today: the Truth in Securities Act and the Rural Electrification Act. (8) In the 1930s, he helped pass a law called the Truth in Securities Act. (9) This law formed the Securities and Exchange Commission (SEC). (10) The SEC helps regulate investments and protects investors. (11) Later, he worked to pass the Rural Electrification Act. (12) Rayburn knew how important it was that people in rural areas have access to electricity, growing up on a small East Texas farm. (13) He worked with a colleague from the Senate to pass the law to help bring electric power to people who lived in rural areas. (14) These two laws still help people decades after Rayburn helped pass them.

(15) In 1940, Rayburn was chosen Speaker of the House of Representatives. (16) As the leader of the House, the Speaker fills one of the most powerful roles in our government. (17) While serving as Speaker, he became a friend and mentor to future president Lyndon Johnson. (18) Rayburn served in this post longer than any other Speaker, more than seventeen years. (19) During his time, he used his power to influence many important events in U.S. history. (20) For example, as Speaker during World War II, Rayburn helped garner support for the Manhattan Project, which brought scientists together to create the atomic bomb. (21) Through his work to support the Manhattan Project, Rayburn was instrumental in bringing about the end of World War II.

(22) Many people looked up to Speaker Rayburn because he set an example as a leader. (23) He served in Congress under eight different presidents, showing

his ability to adapt with changing times while holding true to his core principles.

(24) He worked with political allies and opponents alike to create legislation and policies to help all Americans. (25) He is remembered for always paying his own expenses, including his travel expenses for official congressional business. (26) He regularly invited the people he served to come visit his home in Bonham, Texas, to talk about their concerns. (27) Throughout his life, he set an example that many people should follow.

(28) Sam Rayburn was one of the most important Texas political leaders in the past century. (29) He helped form many of the laws that still affect Americans today. (30) He led Congress as Speaker of the House for over seventeen years. (31) Rayburn also established a legacy of leadership that allowed many public servants to follow his example.

-
- 1** Which sentence could be added before sentence 1 to create a stronger introduction to this paper?
- A** Texas has had more than its share of talented, skillful political leaders, but few of these compare to Sam Rayburn.
 - B** Henry Clay was a very influential Speaker of the House, who served three separate terms in the post.
 - C** Sam Rayburn, Jim Wright, and John Nance Garner are the three Texans who have served as Speaker of the U.S. House of Representatives.
 - D** Today, there is a congressional office building in Washington, D.C., named after Sam Rayburn.

2 What is the **best** way to combine sentences 4 and 5?

- F Sam Rayburn served in Congress for decades, although he helped pass important laws for our nation, become the longest-serving Speaker of the House of Representatives, and established a legacy for leaders to follow.
- G Sam Rayburn served in Congress for decades, so helping pass important laws for our nation and becoming the longest-serving Speaker of the House of Representatives, Sam Rayburn established a legacy for leaders to follow.
- H Sam Rayburn served in Congress for decades, helping pass important laws for our nation, becoming the longest-serving Speaker of the House of Representatives, and establishing a legacy for leaders to follow.
- J Sam Rayburn served, helped, became and established important laws for our nation, the longest-serving Speaker of the House of Representatives, and a legacy for leaders to follow.

3 What is the **best** way to revise sentence 12?

- A Rayburn knew how important it was that people in rural areas have access to electricity and grow up on a small East Texas farm.
- B Growing up on a small East Texas farm, Rayburn knew how important it was that people in rural areas have access to electricity.
- C Knowing how important it was that people in rural areas have access to electricity, Rayburn grew up on a small East Texas farm.
- D Rayburn and people in rural areas knew how important it was, had access to electricity, and grew up on a small East Texas farm.

- 4 Which sentence in the third paragraph (sentences 15-21) should be deleted?
- F sentence 15
 - G sentence 17
 - H sentence 20
 - J sentence 21
- 5 Julia would like to add the following sentence to the fourth paragraph (sentences 22-27).

He did not think that the American people, who provided his pay, should have to pay for these things.

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

- A after sentence 22
 - B after sentence 23
 - C after sentence 25
 - D after sentence 27
- 6 Which of these sentence should be added to the end of the last paragraph (sentences 28-31) to help conclude this paper?
- F Today, Sam Rayburn Reservoir, a lake named after the Speaker, is a popular fishing spot for many Texans.
 - G Sam Rayburn died of cancer in 1961 at the age of seventy-nine.
 - H That is the end of this paper on Sam Rayburn, a former Speaker of the U.S. House of Representatives.
 - J Sam Rayburn is a Texan we should all know about and look up to as an example of a true leader.

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

Marisol has been reading about long-distance cycling. She wrote this story about a girl who goes on a long distance bike ride with her father. Proofread Marisol's paper, and look for any mistakes she has made. When you finish reading, answer the questions that follow.



A Challenging Cycling Trip

(1) Chandra had ridden with her dad for weeks, getting her legs ready for this long cycling trip through the Texas Hill Country. (2) However, she had no idea there would be *this* many hills. (3) As she struggled up yet another long, winding road, she asked herself, "Why did I want to do this?"

(4) "Are you doing all right?" Chandra's dad asked as he slowed down in front of her.

(5) They had ridden more than one hundred miles since they started.

(6) Along the way, camping at state parks, sleeping in two small hammocks strung between trees. (7) The summer nights had been warm, but they were not so hot

that she and her dad could not sleep comfortably. (8) At this point, however, she wanted the trip to end.

(9) She answered grumpily, "Yes I'm just really tired today." (10) She stopped pedaling and stood, straddling her bike. (11) "How much farther is it until we can stop for the night?"

(12) Her dad smiled at her, reached into his backpack, and handed her an energy bar.

(13) "According to the map, Blanco State Park is only a few miles away," her dad said. (14) "We should be there in about an hour."

(15) Chandra munched on her bar, thinking how long that hour would take. (16) The sun was sinking on the horizon, and it would be close to dark when they arrived. (17) The temperature had stayed below 100 degrees, so at least it was not blazingly hot.

(18) "Come on," her dad said. (19) "Drink some water, and let's get to the state park. (20) I'll cook dinner tonight, and I have another little surprise waiting for you."

(21) "Great," she thought, "it's probably another hill that I must climb before I can go to bed."

(22) They rode for an hour in silence, up and down three more hills. (23) She thought about the trip and all the cool stuff they had seen, but she was ready to finish and head back to Houston, to her soft, comfortable bed and her two best friends Katherine and Whitney. (24) She missed them terribly.

(25) As the day moved toward evening, they finally rounded a bend into the state park, rolling to a stop in front of the ranger's station. (26) Her dad checked in, and Chandra overheard the ranger say, "Hello, Mr. Thompson, the rest of your party has already checked in. (27) If you head over to campsite forty three, you'll find them."

(28) As they climbed back on their bikes, Chandra asked, "Dad, what did he mean by 'the rest of our party?'"

(29) Her dad smiled, with a slight twinkle in his eyes, and said, "You'll find out soon."

(30) As they neared the campsite, Chandra saw her mom standing beside the family's RV, a smile on her face as she waved. (31) Standing beside her, Katherine and Whitney grinned, knowing that they had surprised her.

(32) Tears of exhaustion and happiness filled Chandra's eyes as she jumped off her bicycle and ran to her friends and her mom, hugging them.

(33) "We missed you, and we wanted to welcome you to your last stop," Whitney said.

(34) Chandra began telling them about the trip, about seeing all the deer, the two roadrunners crossing the road, the javelinas in the middle of the night.

(35) Suddenly, she surprised herself by realizing that even though the trip had been challenging, she had had a great time. (36) She looked over at her dad, who smiled knowingly. (37) She mouthed a thank-you to him, and he simply nodded.

- 7 What is the **best** way to revise sentence 6?
- A Along the way, they camped at state parks, sleeping in two small hammocks strung between trees.
 - B Along the way, camping at state parks. Sleeping in two small hammocks strung between trees.
 - C Along the way, they camped at state parks. Sleeping in two small hammocks strung between trees.
 - D Sentence 6 is correct in the paper.
- 8 What change, if any, should be made in sentence 9?
- F change *grumpily* to **grumpy**
 - G change **Yes** to **yes**
 - H add a comma after **Yes**
 - J no change should be made
- 9 What change should be made in sentence 13?
- A delete the comma after *map*
 - B change *blanco state park* to **Blanco State Park**
 - C change *away* to **aweigh**
 - D change *dad* to **Dad**

10 What change, if any, should be made in sentence 23?

- F change *thought* to **thicked**
- G change *Houston* to **houston**
- H add a comma after *friends*
- J make no change

11 What change, if any, should be made in sentence 27?

- A change *forty three* to **forty-three**
- B change *you'll* to **youll**
- C change *them* to **they**
- D no change needs to be made

12 What change, if any, should be made in sentence 35?

- F delete the comma after *Suddenly*
- G change *hers* to **herself**
- H change *challenging* to **challengeing**
- J make no change

READ the information in the box below.

Through trial and error, the first farmers discovered the best soils for growing their crops. Primitive doctors experimented to learn which herbs helped heal their patients. Early astronomers were able to make predictions about the patterns of the stars, moon, and sun. As time passed, people developed the scientific method to help them make even more important discoveries. This was the beginning of modern science.

THINK carefully about the following statement.

Humans have always used experimentation and science to learn about the world around them.

WRITE an essay explaining why the study of science is important in helping us understand our world.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

STAAR CONNECTION™
Diagnostic Series™ Grade 7 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 7 social studies or science TEKS. The following tables show which TEKS are reinforced within this book.

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.

Assessment 1				
Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard
1	A	2	17Ai	Supporting
2	H	2	14C	Readiness
3	B	2	14C	Readiness
4	G	2	17Aiii	Supporting
5	C	2	17Aiii	Supporting
6	J	2	17Ai	Supporting
7	A	3	19C	Readiness
8	H	3	20Bi	Supporting
9	B	3	20A	Readiness
10	H	3	20B	Readiness
11	A	3	20Bii	Supporting
12	G	3	19A	Readiness
Cross-Curricular Alignments				
		Social Studies TEKS	Science TEKS	
Writing Prompt		20C, 20D	3D	
Revising Section		18A, 18B		