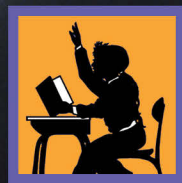


STAAR CONNECTION™

Diagnostic Series™

Writing
8
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
8
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 8 Writing
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**State of Texas Assessment of Academic Readiness
Grade 8 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;
 - (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; and
 - (D) edit drafts for grammar, mechanics, and spelling.
- (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;
 - (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.
- (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;
 - (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.
- (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; and
 - (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

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.
- (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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (perfect and progressive tenses) and participles;
 - (ii) appositive phrases;
 - (iii) adverbial and adjectival phrases and clauses;
 - (iv) relative pronouns (e.g., whose, that, which); and
 - (v) subordinating conjunctions (e.g., because, since);
 - (B) write complex sentences and differentiate between main versus subordinate clauses; and
 - (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.
- (20) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to
- (A) use conventions of capitalization; and
 - (B) use correct punctuation marks, including
 - (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and
 - (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.

- (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.

Name _____ Date _____

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

Callie read about animals' eyes. She wrote this paper to tell about what she learned. Read Callie's paper, and think about how it should be revised. Then answer the questions that follow.

Jeepers Creepers, Where'd You Get Those Peepers?

(1) The human eye is an incredible piece of machinery. (2) It is a complex organ that utilizes lenses, blood vessels, and even electricity to allow people to see. (3) However, the human eye is not the most superior eye in the animal kingdom—not by a long shot. (4) Several animals have highly specialized eyes capable of much more than humans' eyes. (5) For example, the chameleon has the ability to move its eyes in two directions simultaneously. (6) The four-eyed fish can see above and below the waterline at the same time. (7) The horned lizard can even project blood from its eyes to fend off enemies.

(8) The chameleon is well known for its ability to change its body color to match its surroundings. (9) It is also remarkable for its eyes. (10) A chameleon's eyes are surrounded by scaly cone-shaped lids, which can move independently. (11) This ability allows the chameleon to focus in different directions, permitting it to look at two different objects at once. (12) So, for example, it can see in front of itself with one eye and behind itself with the other eye at the same time. (13) This attribute helps the chameleon hunt for its favorite food: insects. (14) When a chameleon identifies its prey, both of its eyes can suddenly point in

the same direction to provide better depth perception and a clearer picture of the chameleon's target.

(15) Contrary to its name, the four-eyed fish does not actually have four eyes; it possesses only two. (16) However, each of its eyes is divided into two components, a top section and a bottom section. (17) The eyes are positioned on top of the four-eyed fish's head. (18) The four-eyed fish swims and floats near the water's surface, with the top part of its eyes sticking out above the waterline. (19) Using its bizarre eyes, the four-eyed fish can see above itself and in front of itself simultaneously. (20) This helps the fish spot insects—its favorite food—that are floating on the water's surface.

(21) Horned lizards also have famous eyes, but not because of the way they see. (22) Sometimes referred to as "horned toads" or "horned frogs," these animals are neither toads nor frogs, but are actually small, spiky lizards. (23) They have many natural enemies ranging from bobcats to coyotes. (24) To help send these enemies running, horned lizards have a unique defense mechanism. (25) They can squirt a thin stream of blood from the corners of their eyes. (26) The blood not only confuses something, but it also has a horrible taste, should it happen to land in an animal's mouth. (27) This defense mechanism is often sufficient to discourage an attack.

(28) Eyes are an amazing tool in the animal kingdom. (29) Some animals have enormous eyes to help them see in low light, while others have very powerful eyes that allow them to see small objects from long distances. (30) Chameleons can

move their eyes independently to target quick-moving insects. (31) Four-eyed fish have two two-part eyes to help them find prey floating on the water. (32) Horned lizards can even shoot blood from their eyes.

- 1 Which sentence should be added after sentence 7 to create a stronger introduction to this paper?
- A These strange eyes show how each animal has adapted to its environment.
 - B Being able to see helps animals find the food they need to survive.
 - C Each of these three animals is small enough to be picked up and held.
 - D Many animals have highly specialized noses and ears as well.
- 2 What is the **best** way to combine sentences 8 and 9?
- F The chameleon is well known for its ability to change its body color to match its surroundings, but it is also remarkable for its eyes.
 - G The chameleon is well known for its ability to change its body color to match its surroundings, or it is also remarkable for its eyes.
 - H Well known for its ability to change its body color to match its surroundings, the chameleon's eyes are also remarkable.
 - J The chameleon is well known, able to change its body color, match its surroundings, and is also remarkable for its eyes.

- 3 Callie wants to add the following sentence to the third paragraph (sentences 15-20).

Four-eyed fish are also good at seeing in different directions at the same time, but they go about it in a slightly different way.

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

- A before sentence 15
 - B before sentence 16
 - C before sentence 19
 - D before sentence 20
- 4 Callie wants to add the following detail to the fourth paragraph (sentences 21-27).

They can aim this stream at an attacker up to five feet away.

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

- F after sentence 22
- G after sentence 23
- H after sentence 24
- J after sentence 25

- 5 The meaning of sentence 26 can be improved by changing *something* to —
- A what is around
 - B that thing
 - C one of them
 - D the predator
- 6 Which sentence could be added after sentence 32 to strengthen the conclusion of this paper?
- F Four-eyed fish are just one example of animals surviving in their environment.
 - G Blood has many uses in the animal kingdom.
 - H In contrast some animals, like bats, rely very little on their eyes to live in their environment.
 - J There are many ways that eyes can help animals survive in their environment.

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

Louis has been reading about the Civil War. He wrote this paper about a hero from the Civil War. Proofread Louis's paper, and look for any mistakes he has made. When you finish reading, answer the questions that follow.



The Amazing Escape of Robert Smalls

(1) Robert Smalls made his mark as a fearless ship's pilot for the Union navy during the Civil War. (2) However, Smalls did not begin the conflict as a soldier; when the Civil War started, he was a slave. (3) During the war, Smalls's bravery and skill distinguished him as one of the greatest heroes of the war.

(4) Robert Smalls was born a slave in Beaufort South Carolina, in a cabin behind his owner's mansion. (5) Living on the South Carolina coast, Smalls grew up with a passionate love of the sea, and he developed many important skills.

(6) For example, he learned how to pilot a ship, and he learned how to navigate the

treacherous channels and inlets of the South Carolina coastline. (7) Smalls was so skilled that his owner leased him out to perform work in Charleston, South Carolina. (8) Smalls did contract jobs in Charleston, and the money he earned went to his owner back in Beaufort. (9) Smalls was in Charleston when the Civil War started at nearby fort Sumter.

(10) When the Civil War erupted, Charleston Harbor was the scene of much fighting. (11) The Union navy quickly stationed several ships just outside Charleston Harbor to try to prevent Confederate vessels from approaching or departing Charleston. (12) The Confederate army conscripted Smalls to work for them as the pilot of a steamer called the *Planter*. (13) Smalls used his knowledge of the harbor to pilot the *Planter*, moving cannons, gunpowder, and other supplies from place to place in the harbor. (14) He even advised Confederate officers on strategic locations for placing sea mines to protect the harbor from the Union ships. (15) Smalls, however, did not appreciate being compelled to work for the Confederacy. (16) The Confederates were fighting to keep him enslaved. (17) Smalls longed for freedom, so he devised a plan to escape.

(18) In the early morning of May 13 1862, Smalls put his plan into action. (19) The *Planter's* captain and white crew were spending the night onshore, leaving Smalls and eight other slaves on the steamer. (20) At approximately 3:00 in the morning, Smalls dressed up like the *Planter's* captain and maneuvered the ship away from its dock. (21) He stopped at a nearby dock, where he picked up his wife and children and the families of other crewmen. (22) Next he headed

out of the harbor toward the Union gunboats. (23) Smalls used the secret Confederate signals to communicate with other ships' crews so they would not suspect anything. (24) He made it safely out of the harbor, but then he faced a new danger: he needed to avoid being attacked by the Union navy. (25) As soon as he was out of range of the Confederate cannons, he raised a white flag of surrender up the *Planter's* mast. (26) The plan worked. (27) Union soldiers boarded the ship, and Smalls and his crew were free.

(28) Robert Smalls's adventures did not end there. (29) He used his knowledge of the harbor's defenses to help the Union plan attacks on Charleston. (30) He provided them the Confederate codebook to help the Union decipher Confederate codes. (31) He worked as a pilot for Union vessels during the remainder of the conflict. (32) He even traveled to Washington, D.C., to convince Abraham Lincoln to let African Americans serve in the Union army.

(33) After the war, Smalls tried to help others any way he could. (34) He returned to Beaufort and used the reward money for the *Planter* to purchase his master's mansion, where he spent the remainder of his life. (35) He served in the US House of Representatives, working for equal rights for freed slaves. (36) Smalls was a great man, a fearless hero who risked everything for what he believed in.

- 7 What is the correct way to revise sentence 2?
- A However, Smalls did not begin. The conflict as a soldier; when the Civil War started, he was a slave.
 - B However, Smalls did not begin the conflict as a soldier; the Civil War started, he was a slave.
 - C However, Smalls not beginning the conflict as a soldier; when the Civil War started, a slave.
 - D Sentence 2 is correct in the paper.
- 8 What change should be made in sentence 4?
- F change *born* to **borned**
 - G change *slave* to **Slave**
 - H insert a comma after *Beaufort*
 - J change *owner's* to **owners**
- 9 What change, if any, should be made in sentence 9?
- A change *was* to **were**
 - B change *when* to **wen**
 - C change *fort Sumter* to **Fort Sumter**
 - D make no change

10 What change, if any, should be made in sentence 18?

F insert a comma after **13**

G change **put** to **puts**

H change **his** to **he**

J no change is needed

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

A insert a comma after **Next**

B changed **headed** to **heads**

C change **Union** to **union**

D make no change

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

F change **He** to **he**

G insert a comma after **served**

H change **US** to **U.S.**

J no change should be made

READ the following quotation.

Napoleon Bonaparte, the emperor of France, once was thought to have said, "A picture is worth a thousand words."

THINK carefully about the following statement.

Images from paintings, drawings, and photographs can tell a story without written words.

WRITE an essay explaining how pictures can tell a story without using words.

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 8 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 8 social studies, science, or art TEKS. The following tables show which TEKS are reinforced within this book.

| Assessment 1 | | | |
|------------------------------------|---------------|----------------------------|---------------------|
| Question Number | Answer | Reporting Category | TEKS |
| 1 | A | 2 | 17Ai |
| 2 | F | 2 | 14C |
| 3 | A | 2 | 14C |
| 4 | J | 2 | 14C |
| 5 | D | 2 | 14C |
| 6 | J | 2 | 17Ai |
| 7 | D | 3 | 14D |
| 8 | H | 3 | 20Bi |
| 9 | C | 3 | 20A |
| 10 | F | 3 | 20B |
| 11 | A | 3 | 20Bi |
| 12 | H | 3 | 20B |
| Cross-Curricular Alignments | | | |
| | | Social Studies TEKS | Science TEKS |
| Revising Section | | | 11A |
| Editing Section | | 7B, 8A, 22B | |