

STAAR CONNECTION™

Diagnostic Series™

Reading

K

teacher



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Reading
K
teacher

Diagnostic Series™

XXVI/iv/MMXVII
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 *STAAR CONNECTION 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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STAAR CONNECTION™
Diagnostic Series™
Kindergarten Reading
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**State of Texas Assessment of Academic Readiness
Kindergarten Reading Assessment
Texas Essential Knowledge and Skills**

- (1) **Reading/Beginning Reading Skills/Print Awareness.** Students understand how English is written and printed. Students are expected to:
- (A) recognize that spoken words can be represented by print for communication;
 - (B) identify upper- and lower-case letters;
 - (C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
 - (D) recognize the difference between a letter and a printed word;
 - (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
 - (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
 - (G) identify different parts of a book (e.g., front and back covers, title page).
- (2) **Reading/Beginning Reading Skills/Phonological Awareness.** Students display phonological awareness. Students are expected to:
- (A) identify a sentence made up of a group of words;
 - (B) identify syllables in spoken words;
 - (C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
 - (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
 - (E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
 - (F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);

- (G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);
 - (H) isolate the initial sound in one-syllable spoken words; and
 - (I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ .../o/ .../g/).
- (3) **Reading/Beginning Reading Skills/Phonics.** Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
- (A) identify the common sounds that letters represent;
 - (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
 - (C) recognize that new words are created when letters are changed, added, or deleted; and
 - (D) identify and read at least 25 high-frequency words from a commonly used list.
- (4) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (A) predict what might happen next in text based on the cover, title, and illustrations; and
 - (B) ask and respond to questions about texts read aloud.
- (5) **Reading/Vocabulary Development.** Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
- (A) identify and use words that name actions, directions, positions, sequences, and locations;
 - (B) recognize that compound words are made up of shorter words;
 - (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
 - (D) use a picture dictionary to find words.

- (6) **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) identify elements of a story including setting, character, and key events;
 - (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
 - (C) recognize sensory details; and
 - (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.
- (7) **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 respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- (8) **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) retell a main event from a story read aloud; and
 - (B) describe characters in a story and the reasons for their actions.
- (9) **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. Students are expected to identify the topic of an informational text heard.
- (10) **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) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;

- (B) retell important facts in a text, heard or read;
 - (C) discuss the ways authors group information in text; and
 - (D) use titles and illustrations to make predictions about text.
- (11) **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) follow pictorial directions (e.g., recipes, science experiments); and
 - (B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
- (12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:
- (A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
 - (B) identify techniques used in media (e.g., sound, movement).
- (13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:
- (A) plan a first draft by generating ideas for writing through class discussion;
 - (B) develop drafts by sequencing the action or details in the story;
 - (C) revise drafts by adding details or sentences;
 - (D) edit drafts by leaving spaces between letters and words; and
 - (E) share writing with others.

(14) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and

(B) write short poems.

(15) **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 dictate or write information for lists, captions, or invitations.

(16) **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) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):

(i) past and future tenses when speaking;

(ii) nouns (singular/plural);

(iii) descriptive words;

(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and

(v) pronouns (e.g., I, me);

(B) speak in complete sentences to communicate; and

(C) use complete simple sentences.

- (17) **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) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
 - (B) capitalize the first letter in a sentence; and
 - (C) use punctuation at the end of a sentence.
- (18) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:
- (A) use phonological knowledge to match sounds to letters;
 - (B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
 - (C) write one's own name.
- (19) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:
- (A) ask questions about topics of class-wide interest; and
 - (B) decide what sources or people in the classroom, school, library, or home can answer these questions.
- (20) **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:
- (A) gather evidence from provided text sources; and
 - (B) use pictures in conjunction with writing when documenting research.

- (21) **Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively by facing speakers and asking questions to clarify information; and
 - (B) follow oral directions that involve a short related sequence of actions.
- (22) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
- (23) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

Name _____ Date _____

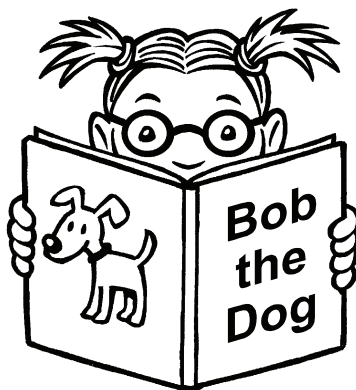
1 In many fairy tales, the bad guy is a —

A frog.

B wolf.

C turtle.

2 Which girl holds the book the right way?
Circle the picture.



3 Look at this page from a book.



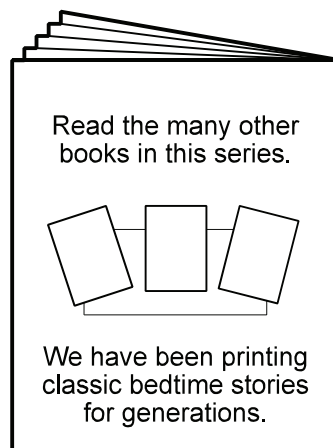
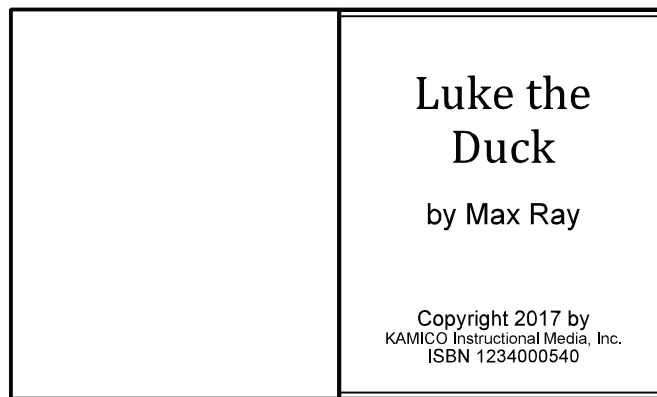
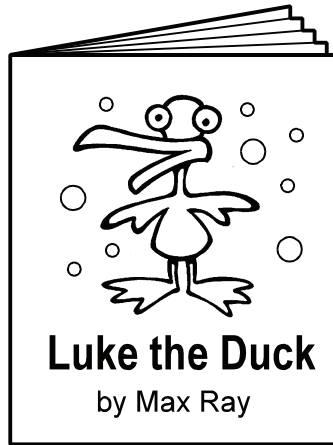
Which word on the page is read first?

A We

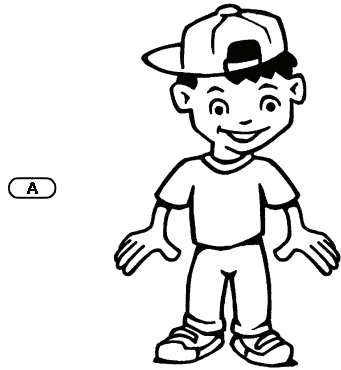
B in

C fun

4 Circle the front cover of a book.



5 Which answer is a sentence?



B My name is Sam.

C 413

6 he look black funny that
ran with our in brown
want away help they run
white was into little three
she for four make there

7 I have a hat.

8 I hit the ball with a bat.

9 The box is red.

10

h

ig



f

ed

b

at

STAAR CONNECTION™
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Kindergarten Reading
Answer Key/TEKS Alignment

Assessment 1 – Part A			
Question Number	Correct Answer	Correct Answer Detail	TEKS
1	B	wolf.	6D
2			1F
3	A	We	1F
4			1G
5	B	<u>My name is Sam.</u>	2A
Assessment 1 – Part B			
6		verbal answer	3D
7		I have a <u>hat</u> .	1C
8		I hit the ball with a <u>bat</u> .	1C
9		The <u>box</u> is red.	1C
10		h ig f ed b at	2F