

# STAAR CONNECTION™

## Diagnostic Series™

Writing

**3**

teacher

v4



**KAMICO®**  
**Instructional Media, Inc.**

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Writing  
**3**  
teacher

## Diagnostic Series™

XXIX/vi/MMXX  
Version 4



**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 3 Writing**  
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**State of Texas Assessment of Academic Readiness  
Grade 3 Writing Assessment  
Texas Essential Knowledge and Skills**

**Strand 1**

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to

- (B) demonstrate and apply spelling knowledge by
  - (i) spelling multisyllabic words with closed syllables; open syllables; *V**C**e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables;
  - (ii) spelling homophones;
  - (iii) spelling compound words, contractions, and abbreviations;
  - (iv) spelling multisyllabic words with multiple sound-spelling patterns;
  - (v) spelling words using knowledge of syllable division patterns such as *VCCV*, *VCV*, and *VCCCV*;
  - (vi) spelling words using knowledge of prefixes; and
  - (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

**Strand 6**

(11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

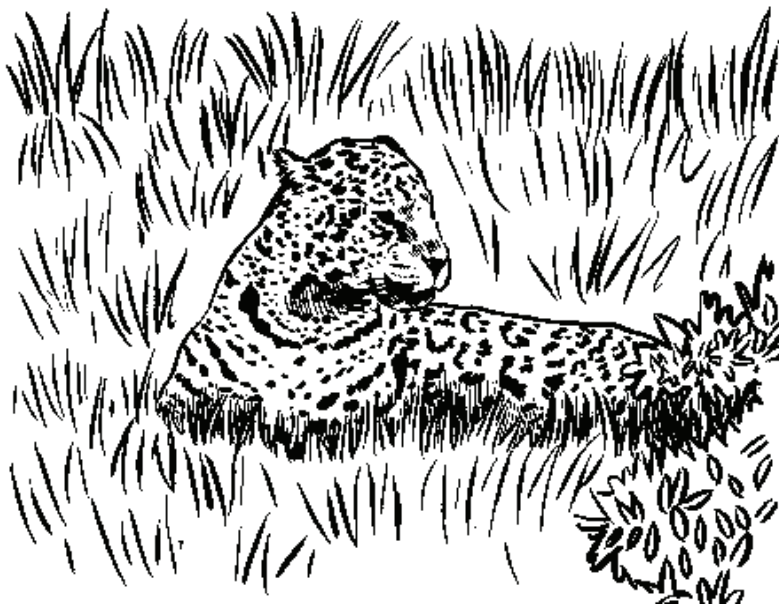
- (B) develop drafts into a focused, structured, and coherent piece of writing by
  - (i) organizing with purposeful structure, including an introduction and a conclusion; and
  - (ii) developing an engaging idea with relevant details;
- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard English conventions, including
  - (i) complete simple and compound sentences with subject-verb agreement;
  - (ii) past, present, and future verb tense;
  - (iii) singular, plural, common, and proper nouns;
  - (iv) adjectives, including their comparative and superlative forms;
  - (v) adverbs that convey time and adverbs that convey manner;
  - (vi) prepositions and prepositional phrases;
  - (vii) pronouns, including subjective, objective, and possessive cases;
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
  - (ix) capitalization of official titles of people, holidays, and geographical names and places;
  - (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
  - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

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

Read the selection, and choose the best answer to each question. Then fill in the answer on your answer document.

*Laney wrote about different kinds of wild cats that have been found in Texas. Read Laney's paper, and think about how it should be revised. Then answer the questions that follow.*



### Texas Cats

- (1) There are six types of wild cats that are native to the United States.
- (2) Almost all are native to Texas. (3) Some of these cats are common. (4) Some of them may be gone forever. (5) Three Texas wild cats are bobcats, jaguars, and cougars. (6) Each of these cats has had problems with people who live in Texas.
- (7) Bobcats are named for their stumpy, or "bobbed," tails. (8) People have hunted them so they could use the cats' fur to make clothes. (9) Yet, bobcats populations have grown even though the cats have been hunted. (10) Bobcats adapt well and reproduce fast. (11) Today, they can be found across the state.



(12) The same cannot be said for jaguars. (13) It may be hard to believe, but jaguars were once found across East and South Texas. (14) Now there may be no more jaguars left in Texas. (15) If there are any left at all, they live hidden in the Rio Grande Valley. (16) One reason they are hard to find now is that people have hunted them. (17) They were afraid the jaguars would hurt them. (18) They were also afraid the big cats would hurt their cattle. (19) Jaguars also lost their wilderness homes. (20) Much Texas wilderness has been cleared away. (21) It has been cleared to make way for farms and towns. (22) Today, the government is trying to bring more jaguars back within the Texas border. (23) Jaguarondi are a strange-looking wild cat also found along the Rio Grande.

(24) Cougars live in the rocky, desert areas of West Texas, which is where they live. (25) They are also called panthers, mountain lions, and pumas. (26) Cougars have caused big problems for people. (27) People have blamed them for killing cattle. (28) They also blame them for eating game animals. (29) So, people killed many cougars. (30) Their numbers were once very low. (31) Now, though, they are rising.

(32) Texas is well known for its wildlife. (33) Yet, many people do not know that Texas is home to many wild cats. (34) These include bobcats, cougars, and maybe even jaguars! (35) With luck, one day, you may be able to safely see one of these amazing animals in its natural home.

- 1 Laney wants to replace sentence 7 with a better topic sentence. Which of these sentences would be the **BEST** replacement for sentence 7?
- A Bobcats can be found in Texas, but a cat similar to the bobcat, called a lynx, lives in Canada.
  - B Bobcats do most of their hunting around dawn and dusk, resting during the middle of the day and during the night.
  - C Even though bobcats have been widely hunted in Texas, they are still the most common Texas wild cat.
  - D The bobcat is a character in many Native American myths and legends.
- 2 What is the **BEST** way to combine sentences 20 and 21?
- F Much Texas wilderness has been cleared away to make way for farms and towns.
  - G Much Texas wilderness has been cleared away, and much Texas wilderness has been cleared to make way for farms and towns.
  - H Much Texas wilderness has been cleared away, so it has been cleared to make way for farms and towns.
  - J Much Texas wilderness, farms, and towns have been cleared away.
- 3 What is the **BEST** way to rewrite the ideas in sentence 24?
- A Being where they live, the rocky, desert areas of West Texas cougars is where cougars live.
  - B Cougars live in the rocky, desert areas of West Texas.
  - C Cougars live in the rocky, desert areas of West Texas, and this is where they live.
  - D Cougars live in the rocky areas of West Texas, and cougars live in the desert areas of West Texas.

- 4 What is the **BEST** way to combine sentences 30 and 31?
- F Their numbers were once very low, but now, they are rising.
  - G Their numbers were once very low, so now, they are rising.
  - H Their numbers were once very low and rising.
  - J Rising, their numbers were once very low.
- 5 Laney wants to add a final sentence to this paper to make her conclusion stronger. What is the **BEST** final sentence to add to the end of this paper?
- A Many animals live in Texas, and these animals have interesting lives.
  - B This is the end of my paper on Texas wild cats, so I hope you liked it very much.
  - C Ocelots are small wild cats with spotted coats that can also be found in some parts of Texas.
  - D Although these cats can cause problems for people, they play an important part in the Texas wilderness.
- 6 Laney wants to remove a sentence that does not belong in paragraph 3. Which sentence should she remove?
- F sentence 14
  - G sentence 18
  - H sentence 23
  - J sentence 29

**Read the selection, and choose the best answer to each question. Then fill in the answer on your answer document.**

*Carlos wrote this paper about a group that his uncle volunteers for. 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.*

### **The United Way**

(1) My uncle Miguel works for the United Way. (2) The United Way is a group of people that helps others. (3) It helps people improve the places where they live. (4) My uncle works with the United Way to get people the care they need to stay well. (5) The United Way helps people in other ways, too. (6) Its workers tutor students and train people to do jobs.

(7) My uncle works with the United Way to help people get to the doctor. (8) Some people don't have no car to drive to their doctor's office. (9) My uncle helps them get there. (10) He gives them rides in his car. (11) He says that the people he helps are always happy to have him drive them. (12) If they did not have his help, they might not go to the doctor as often as they should.

(13) The United Way also has tutors who help students learn many subjects. (14) There are two United Way math tutors. (15) Who come to my school. (16) They help students with homework after school once a week. (17) The tutors help teach math, reading, and science.

(18) The United Way also offers job training to people where I live. (19) My cousin got help from the United Way when he decided to become a plumber. (20) For three months, he worked for an United Way program that taught him what

he needed to know. (21) He now has a job for a plumbing company and he says he couldn't have gotten it without help from the United Way.

(22) The United Way helps people in many ways. (23) It is important to get people to the doctor. (24) going to the doctor helps people stay well. (25) Helping students learn is important, too, since some children need a little extra guidance. (26) Also, the United Way teaches people things they might need to learn to get a new job. (27) This helps the community by providing people with skills for the jobs they want.

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7 What change, if any, should be made to sentence 2?

- A change *is* to **are**
- B change *groop* to **group**
- C change the period after *others* to a question mark
- D make no change

8 What change should be made to sentence 8?

- F add a comma after *people*
- G change *don't have no* to **don't have a**
- H change *their* to **they're**
- J change *doctor's* to **Doctor's**

- 9 What is the correct way to write sentences 14 and 15?
- A There are two United Way math tutors who come to my school.
  - B There are two United Way math tutors, they come to my school.
  - C There are two United Way math tutors. Coming to my school.
  - D Sentences 14 and 15 are correct in the paper.
- 10 What change should be made to sentence 20?
- F change ***worked*** to ***workt***
  - G change ***an*** to ***a***
  - H add a comma after ***him***
  - J change ***what*** to ***What***
- 11 What change, if any, should be made to sentence 21?
- A add a comma after ***company***
  - B change ***couldn't*** to ***coudn't***
  - C change ***it*** to ***them***
  - D make no change
- 12 What change, if any, should be made to sentence 24?
- F change ***going*** to ***Going***
  - G change ***to*** to ***two***
  - H add a comma after ***doctor***
  - J make no change

**READ** the information in the box below.

President Franklin Roosevelt once said, "Forests are the lungs of our land."

**THINK** about how forests are important to our environment.

**WRITE** about why it is important to protect trees and forests.

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

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.



**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 3 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 3 social studies, science, or health TEKS. The following tables show which TEKS are reinforced within this book.

<b>Assessment 2</b>			
<b>Question Number</b>	<b>Answer</b>	<b>Strand</b>	<b>TEKS</b>
1	C	6	11Bii
2	F	6	11C
3	B	6	11C
4	F	6	11C
5	D	6	11Bi
6	H	6	11Bii
7	B	1	2Bi
8	G	6	11Div
9	A	6	11Di
10	G	6	11Div
11	A	6	11Dx
12	F	6	11Dix
<b>Cross-Curricular Alignments</b>			
	<b>Social Studies TEKS</b>	<b>Science TEKS</b>	
Writing Prompt		7C, 9A, 10A	
Revising Section		9A, 9C	
Editing Section	11C, 12B, 12C		