

# STAAR CONNECTION™

## Diagnostic Series™

Reading

**3**

teacher

v2



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

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Reading  
**3**  
teacher

## Diagnostic Series™

XIV/ii/MMXX  
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 3 Reading**  
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**State of Texas Assessments of Academic Readiness**  
**Grade 3 Reading 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
- (C) alphabetize a series of words to the third letter.
- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
  - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
  - (C) identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; and
  - (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

**Strand 2**

- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;

- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding; and
- (G) evaluate details read to determine key ideas.

### Strand 3

- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to
  - (C) use text evidence to support an appropriate response; and
  - (D) retell and paraphrase texts in ways that maintain meaning and logical order.

### Strand 4

- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
  - (A) infer the theme of a work, distinguishing theme from topic;
  - (B) explain the relationships among the major and minor characters;
  - (C) analyze plot elements, including the sequence of events, the conflict, and the resolution;
  - (D) explain the influence of the setting on the plot.

- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
  - (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
  - (C) discuss elements of drama such as characters, dialogue, setting, and acts;
  - (D) recognize characteristics and structures of informational text, including
    - (i) the central idea with supporting evidence;
    - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
    - (iii) organizational patterns such as cause and effect and problem and solution;
  - (E) recognize characteristics and structures of argumentative text by
    - (i) identifying the claim;
    - (ii) distinguishing facts from opinion; and
    - (iii) identifying the intended audience or reader; and
  - (F) recognize characteristics of multimodal and digital texts.

## Strand 5

- (10) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to
- (A) explain the author's purpose and message within a text;
  - (B) explain how the use of text structure contributes to the author's purpose;
  - (C) explain the author's use of print and graphic features to achieve specific purposes;
  - (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieve specific purposes;
  - (E) identify the use of literary devices, including first- or third-person point of view;
  - (F) discuss how the author's use of language contributes to voice; and
  - (G) identify and explain the use of hyperbole.



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

## **Camping Tips:**

### **How to Have a Safe and Fun Campout**

published by the Forest County Tourism Council

#### **A Great Vacation Idea**

1 Family trips are often a real treat. Many families do not have the money to travel very often. Hotels and restaurants can be quite expensive. Fun parks and events can cost a lot, too. Many people go camping for vacation. Camping is a way to spend time with family without spending a lot of money.

2 Camping is popular for many reasons. Camping is a good way to enjoy nature. Living in a campsite for a few days allows a person to see many pretty parts of nature. Campers can relax away from the loud noises of the city. Camping also gives people the chance to exercise. Campers can hike, canoe, climb, and swim.

#### **What Do You Need?**

3 If you like fun, then you should consider going camping. However, before going, check to make sure that you have all the supplies you will need. When you pack clothes for the trip, think about the weather where you are going. Take clothes that are best for the season of the year. Take good socks and comfortable shoes. Do not forget a rain jacket with a hood. Also, use this checklist to pack essentials.

#### **Camping Gear**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> tent          | <input type="checkbox"/> cooking items   | <input type="checkbox"/> good shoes          |
| <input type="checkbox"/> flashlight    | <input type="checkbox"/> first-aid kit   | <input type="checkbox"/> camping saw         |
| <input type="checkbox"/> sleeping bag* | <input type="checkbox"/> plenty of water | <input type="checkbox"/> small shovel        |
| <input type="checkbox"/> matches       | <input type="checkbox"/> map and compass | <input type="checkbox"/> personal toiletries |
| <input type="checkbox"/> knife         | <input type="checkbox"/> rain gear       | <input type="checkbox"/> sunscreen           |
| <input type="checkbox"/> food          | <input type="checkbox"/> whistle         | <input type="checkbox"/> clothes             |

\* You may also want to take a pad to put under your sleeping bag. A pad will make the hard ground feel a little bit softer.

4

Check these items well. Make sure they work properly. Ask yourself the following questions. When you can answer yes to every question, then you are ready to go!

<b>Y</b>	<b>N</b>	
___	___	If you are going to a cold place, is your sleeping bag soft and warm?
___	___	Is your tent free of holes that could let in rain or bugs?
___	___	Are the batteries in your flashlight new or fully charged?
___	___	Have you packed your matches so they will stay dry? Try a plastic bag.
___	___	Do all the people in your group know how to use a map and a compass in case one of them gets lost?
___	___	Does your first-aid kit have bandages and medicine? You can get cuts, scrapes, burns, or insect bites. Does your kit have medicine for headaches, stomach aches, rashes, and allergies?

### **How to Pick the Right Spot?**

5

Once you arrive at your camp with everything you need, you should choose your campsite very carefully. Taking the time to pick a good campsite will make your trip safer and more enjoyable.

1. Your sleeping spot should be flat so that your tent will be level. You do not want to slide in your sleep. If you must pitch your tent on a slope, put your head at the higher end when you sleep.
2. Do not camp on the edge of a cliff. Winds can blow your tent away. Do not camp in a low valley (ditch). A flood can wash you away.
3. Try to camp in a safe, level place.
4. Select an open area for your campsite. In an open area, you will be bothered by fewer animals. Also, an open area is safer for making a fire.

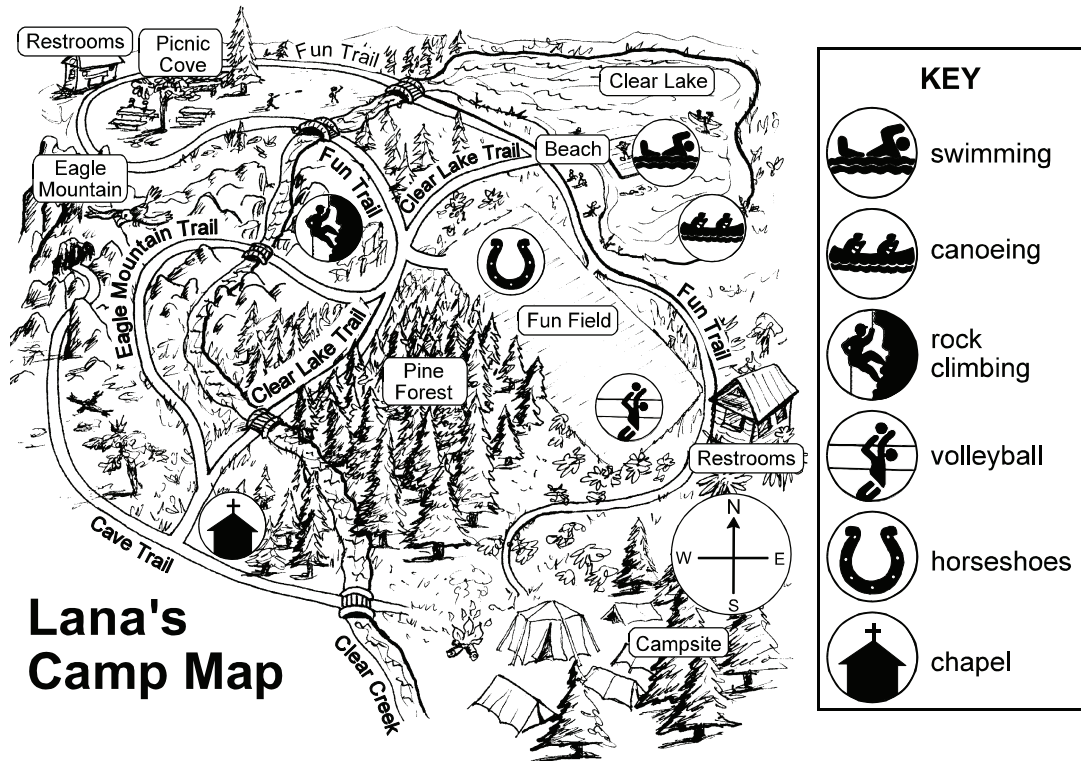
## Important Dos and Don'ts

6

There are a few more steps that you should take in order to be safe. These camping tips will help keep you safe.

- ★ **NEVER** leave a campfire burning. Keep plenty of water or buckets of sand near the fire. **ALWAYS** pour water on the fire to make sure it is out. A fire should be completely out before you leave camp.
- ★ **NEVER** wander away from camp alone. **ALWAYS** go with two or more people. **ALWAYS** carry a map and compass. Also, each person should have a whistle. If you get lost, blow the whistle so people can hear you. Use your map and compass to return to a main spot in the area.

Look at the map used by a girl named Lana and her family during their camping trip. Lana used her compass and this map to find her way around the area.



## What Are You Waiting For?

7

Camping is a fun and cheap way to enjoy a vacation. Camping gives you the chance to see nature. It lets you relax, exercise, and have fun. In order to be safe and comfortable, though, you need to take the right equipment. Always be careful. Remembering these rules and suggestions will lead to an enjoyable trip.

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P.O. Box 342  
Dogwood, TX  
[www.forestcotc.org](http://www.forestcotc.org)

- 1 Why was this selection most likely written?
- A to describe some of the most beautiful places to go camping
  - B to show the reader how to use a map and a compass
  - C to tell an exciting story about a girl named Lana and her camping trip
  - D to explain things to take on a camping trip and ways to be safe while camping
- 2 Which sentence best shows that loud noises can help people find someone who is lost?
- F *Use your map and compass to return to a main spot in the area.*
  - G *If you get lost, blow the whistle so people can hear you.*
  - H **NEVER** *wander away from camp alone.*
  - J *Campers can relax away from the loud noises of the city.*
- 3 The subheadings in the article —
- A make it easier to tell the difference among different kinds of family trips.
  - B show important questions that the reader is expected to answer.
  - C provide important information about camping rules.
  - D give readers an idea what the next section will be about.

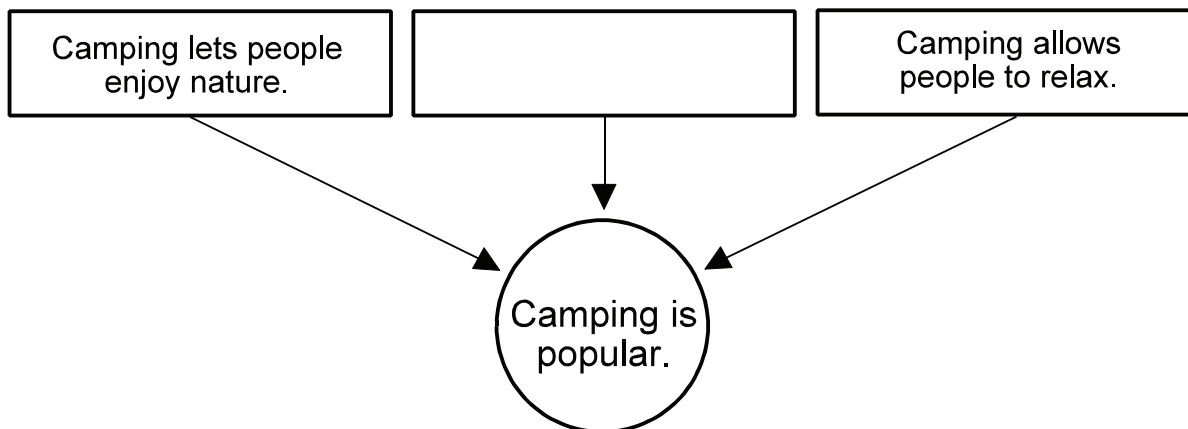
4 Read the first sentence of the summary below.

<p>Summary of "Camping Tips: How to Have a Safe and Fun Campout"</p> <p><u>Camping can be a fun way to spend a vacation.</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>
--

Which of the following best completes the summary?

- F** When camping, you should take the right supplies, pick a good campsite, and remember to be careful. Then you can have fun while being comfortable and safe.
- G** When you go camping, you should bring a tent, a flashlight, a compass, and a map. You should also bring plenty of water, matches, a first-aid kit, and a sleeping bag.
- H** Before you go camping, you should do things. There are also things you should do once you get to the place where you will camp.
- J** When you go camping, pick a good spot to put up your tent. Your tent should be on flat, open ground.

- 5 Look at the diagram. It shows several causes and their effect.



According to "Camping Tips: How to Have a Safe and Fun Campout," which belongs in the empty box?

- A Camping matches must be kept dry.
  - B Camping gives people a chance to visit hotels and restaurants.
  - C Camping gives people a chance to exercise.
  - D Camping requires good shoes and socks.
- 6 Read these sentences from paragraph 2 of the selection.

*Campers can relax away from the loud noises of the city. Camping also gives people the chance to exercise. Campers can hike, canoe, climb, and swim.*

Which of the following shows words from these sentences in alphabetical order?

- F *Campers, away, from, city, also, chance, exercise, canoe, climb, and*
- G *also, and, away, Campers, canoe, chance, climb, city, exercise, from*
- H *also, and, away, Campers, canoe, chance, city, climb, exercise, from*
- J *also, and, away, canoe, Campers, chance, city, climb, exercise, from*

7 Read this sentence from paragraph 1.

*Hotels and restaurants can be quite expensive.*

Which words in paragraph 1 help the reader know what the word expensive means?

- A *a real treat*
  - B *travel very often*
  - C *cost a lot*
  - D *camping for vacation*
- 8 In the section called "Important Dos and Don'ts," how did the writer show that it is very important to put water on a fire before leaving camp?
- F The writer included pictures of a dangerous fire burning out of control.
  - G The writer used exclamation points at the ends of sentences.
  - H The writer put important words in dark print and capital letters.
  - J The writer used a graph to show the harm caused by fires.

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



**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 3 Reading**  
**TEKS Reading 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, many assessments in this reading book reinforce at least one grade 3 social studies or science TEKS.

<b>Assessment 5</b>			
<b>Question Number</b>	<b>Answer</b>	<b>Strand</b>	<b>TEKS</b>
1	D	5	10A
2	G	3	7C
3	D	4	9Dii
4	F	3	7D
5	C	4	9Diii
6	H	1	2C
7	C	1	3B
8	H	4	9Dii