

# STAAR CONNECTION™ Developmental Series™

Writing  
**4**  
teacher



**KAMICO®**  
Instructional Media, Inc.

# STAAR CONNECTION™

Writing  
**4**  
teacher

## Developmental Series™

XVI/iii/MMXIX  
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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**Grade 4 Writing  
Reporting Categories and Related TEKS**

**Reporting Category 1: Composition**

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

(15) **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 categorizing ideas and organizing them into paragraphs; *Readiness Standard*

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; *Readiness Standard*

(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. *Readiness Standard*

(18) **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) create brief compositions *Readiness Standard* that

(i) establish a central idea in a topic sentence;

(ii) include supporting sentences with simple facts, details, and explanations;

(iii) contain a concluding statement.

Reporting Category 1 Activities (Activities all fall under multiple TEKS.)	TE	SE
Activity 1 (prewriting) – Prewriting Questions . . . . .	17	7
Activity 2 (prewriting) – Visual Brainstorming . . . . .	19	10
Activity 3 (prewriting) – Clusters . . . . .	21	11

	<b>TE</b>	<b>SE</b>
Activity 4 (prewriting) – Neighborhooding . . . . .	24	14
Activity 5 (prewriting) – Freewriting . . . . .	28	16
Activity 6 (prewriting) – Visualization . . . . .	30	17
Activity 7 (prewriting) – Writing Journals . . . . .	33	19
Activity 8 (prewriting) – Considering Concepts . . . . .	35	21
Activity 9 (prewriting) – Concept Spin . . . . .	39	
Activity 10 (prewriting) – Journalists' Questions . . . . .	41	31
Activity 11 (prewriting) – Pentads and Cubes . . . . .	43	34
Activity 12 (prewriting) – Tagmemics . . . . .	46	41
Activity 13 (prewriting) – Semantic Feature Analysis . . . . .	49	43
Activity 14 (prewriting) – Time Lines and Flowcharts . . . . .	52	44
Activity 15 (prewriting) – Trees and Outlines . . . . .	55	50
Activity 16 (prewriting) – Comparing and Contrasting . . . . .	57	54
Activity 17 (prewriting) – Text Structure . . . . .	60	60
Activity 18 (prewriting) – A Likely Story . . . . .	64	70
Activity (drafting) – Writing Drafts . . . . .	67	74
Activity (editing) Marked for Success . . . . .	70	75
<b>Reporting Category 1 Assessments</b>		
Assessment 1 . . . . .	75	79
Assessment 2 . . . . .	76	80
Assessment 3 . . . . .	77	81
Assessment 4 . . . . .	78	82
Assessment 5 . . . . .	79	83
Assessment 6 . . . . .	80	84
Assessment 7 . . . . .	81	85

	<b>TE</b>	<b>SE</b>
Assessment 8 . . . . .	82	86
Assessment 9 . . . . .	83	87
Assessment 10 . . . . .	84	88
Assessment 11 . . . . .	85	89
Assessment 12 . . . . .	86	90
Assessment 13 . . . . .	87	91
Assessment 14 . . . . .	88	92
Assessment 15 . . . . .	89	93

**Reporting Category 2: Revision**

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

(15) **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 for coherence, organization, use of simple and compound sentences, and audience. **Readiness Standard**

Activity 1 (coherence) – Wordy Crossword . . . . .	90	94
Activity 2 (coherence) – Sentence Mix-Up . . . . .	92	97
Activity 3 (coherence) – Which Who Is What? . . . . .	94	98
Activity (organization) – Orbiting Organization . . . . .	96	105
Activity (compound sentences) – Compound Combos . . . . .	98	110
Activity (audience) – Whom Are You Talking To? . . . . .	100	112

(18) **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) create brief compositions that

(i) establish a central idea in a topic sentence;

**Supporting Standard**

Activity – Mapping It Out . . . . .	109
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	<b>TE</b>	<b>SE</b>
(ii) include supporting sentences with simple facts, details, and explanations; <b>Supporting Standard</b>		
Activity 1 – Clean Sweep . . . . .	121	116
Activity 2 – It's a Completion! . . . . .	133	118
(iii) contain a concluding statement. <b>Supporting Standard</b>		
Activity – Building Bridges . . . . .	134	121
<b>Reporting Category 2 Assessments</b>		
Assessment 1 . . . . .	140	128
Assessment 2 . . . . .	144	132
Assessment 3 . . . . .	148	136
Assessment 4 . . . . .	152	140
Assessment 5 . . . . .	156	144
Assessment 6 . . . . .	160	148
Assessment 7 . . . . .	164	152
Assessment 8 . . . . .	168	156
Assessment 9 . . . . .	172	160
Assessment 10 . . . . .	176	164
Assessment 11 . . . . .	180	168
Assessment 12 . . . . .	184	172
Assessment 13 . . . . .	188	176
Assessment 14 . . . . .	192	180
Assessment 15 . . . . .	196	184
 <b>Reporting Category 3: Editing</b>		
<b>The student will demonstrate an ability to edit a variety of texts.</b>		
(15) <b>Writing/Writing Process.</b> 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 [using a teacher-developed rubric]. <b>Readiness Standard</b>		
Activity – What's the Matter Here? . . . . .	199	187

(20) **[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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

**Readiness Standard**

	<b>TE</b>	<b>SE</b>
(i) verbs (irregular verbs); <b>Supporting Standard</b> Activity – What's the Matter Here? . . . . .	199	187
(ii) nouns (singular/plural, common/proper); <b>Supporting Standard</b> Activity – What's the Matter Here? . . . . .	199	187
(iii) adjectives (e.g., descriptive, including purpose: <i>sleeping bag, frying pan</i> ) and their comparative and superlative forms (e.g., <i>fast, faster, fastest</i> ); <b>Supporting Standard</b> Activity – What's the Matter Here? . . . . .	199	187
(iv) adverbs (e.g., frequency: <i>usually, sometimes</i> ; intensity: <i>almost, a lot</i> ); <b>Supporting Standard</b> Activity – What's the Matter Here? . . . . .	199	187
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; <b>Supporting Standard</b> Activity – Preposition Prowess . . . . .	222	190
(vi) reflexive pronouns (e.g., <i>myself, ourselves</i> ); <b>Supporting Standard</b> Activity – What's the Matter Here? . . . . .	199	187
(vii) correlative conjunctions (e.g., <i>either/or, neither/nor</i> ); <b>Supporting Standard</b> Activity – Meet-and-Greet-and-Complete . . . . .	224	191
(viii) use time-order transition words and transitions that indicate a conclusion; <b>Supporting Standard</b> Activity – Transition Recognition . . . . .	229	192



	<b>TE</b>	<b>SE</b>
(B) use the complete subject and the complete predicate in a sentence; <b>Readiness Standard</b>		
Activity 1 – Weed 'Em Out! . . . . .	234	204
Activity 2 – Make-a-Sentence . . . . .	258	207
(C) use complete simple and compound sentences with correct subject-verb agreement. <b>Supporting Standard</b>		
Activity – What's the Matter Here? . . . . .	199	187
<b>(21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to		
(B) use capitalization <b>Readiness Standard</b> for		
(i) historical events and documents; <b>Supporting Standard</b>		
Activity 1 – Three-in-a-Row . . . . .	259	210
Activity 2 – Up and Down . . . . .	269	
Activity 3 – Capitalization Toss . . . . .	287	237
(ii) titles of books, stories, and essays; <b>Supporting Standard</b>		
Activity 1 – Three-in-a-Row . . . . .	259	210
Activity 2 – Up and Down . . . . .	269	
Activity 3 – Capitalization Toss . . . . .	287	237
(iii) languages, races, and nationalities; <b>Supporting Standard</b>		
Activity 1 – Three-in-a-Row . . . . .	259	210
Activity 2 – Up and Down . . . . .	269	
Activity 3 – Capitalization Toss . . . . .	287	237
(C) recognize and use punctuation marks <b>Readiness Standard</b> including		
(i) commas in compound sentences; <b>Supporting Standard</b>		
Activity 1 – Punctuation Chain . . . . .	291	
Activity 2 – Beanbag Punctuation . . . . .	300	240
(ii) quotation marks. <b>Supporting Standard</b>		
Activity 1 – Punctuation Chain . . . . .	291	
Activity 2 – Beanbag Punctuation . . . . .	300	240

(22) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell words with more advanced orthographic patterns rules:

**Readiness Standard**

(i) plural rules (e.g., words ending in *f* as in *leaf, leaves*; adding *-es*); **Supporting Standard** TE SE

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(ii) irregular plurals (e.g., *man/men, foot/feet, child/children*); **Supporting Standard**

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(iii) double consonants in middle of words; **Supporting Standard**

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(iv) other ways to spell sh (e.g., *-sion, -tion, -cian*); **Supporting Standard**

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(v) silent letters (e.g., *knee, wring*); **Supporting Standard**

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(B) spell base words and roots with affixes (e.g., *-ion, -ment, -ly, dis-, pre-*); **Supporting Standard**

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(C) spell commonly used homophones (e.g., *there, they're, their; two, too, to*); **Supporting Standard**

Activity 1 – Spelling Relays . . . . . 303  
 Activity 2 – See It, Say It, Spell It, Write It . . 305 241

(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings.	<b>TE</b>	<b>SE</b>
<b>Supporting Standard</b>		
Activity 1 – Spelling Relays . . . . .	303	
Activity 2 – See It, Say It, Spell It, Write It . . .	305	241
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Assessment 3 . . . . .	321	255
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Assessment 5 . . . . .	329	263
Assessment 6 . . . . .	333	267
Assessment 7 . . . . .	337	271
Assessment 8 . . . . .	341	275
Assessment 9 . . . . .	345	279
Assessment 10 . . . . .	349	283
Assessment 11 . . . . .	353	287
Assessment 12 . . . . .	357	291
Assessment 13 . . . . .	361	295
Assessment 14 . . . . .	365	299
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## TEKS 2/18Aiii

*Create brief compositions that contain a concluding statement.*

### ACTIVITY Building Bridges

#### Materials

*Building Bridges* activity sheet 1 for classroom display and in student edition

*Building Bridges* activity sheet 2 (student edition)

*Building Bridges* activity sheet 3 (student edition)

Reading selections (e.g., textbook, website)(enrichment)

#### Procedure

Remind students that it is important for one paragraph to transition into another in writing. Essays are not composed of random paragraphs over the same topic. Rather, one paragraph sets readers' expectations for what is to come in the next paragraph. These expectations are often established in a paragraph's concluding statement. The function of a concluding statement is two-fold: it should succinctly summarize what the paragraph is about and provide a smooth transition into the main idea of the following paragraph.

Discuss with the students the importance of a paragraph's concluding statement. Explain how a concluding sentence is like a bridge: it connects the main idea of the current paragraph to the main idea of the next paragraph. By understanding the function of the concluding statement, a writer can make it easier for his or her readers to know what important ideas have been presented and what ideas are coming in the next paragraph.

Display the *Building Bridges* activity sheet 1 to students as they turn to the activity sheet in their student editions. As a class, read the selection on the activity sheet. Point out to students that the selection is missing concluding sentences for several paragraphs. Discuss how adding concluding sentences in the blank spaces could improve the transition between paragraphs. Discuss possible concluding statements to write in the blanks. As a class, determine the best suggestion, or create a new statement by combining students' suggestions. Write the statement in the blank. Repeat this process for the remaining blanks on activity sheet 1.

Students turn to the *Building Bridges* activity sheet 2 and *Building Bridges* activity sheet 3 in their student editions. Students complete these activity sheets on their own, generating concluding statements for the blank spaces. When all students have finished, discuss their answers as a class, pointing out effective concluding statements and concluding statements that could be improved.

## Answer Key

The following are suggested concluding statements. Other statements may be acceptable.

### Activity Sheet 1

first blank: *Despite all of this security, the robbers still thought they had a good chance to steal the gold.*

second blank: *Everything was ready for the crooks to put their plan into action.*

third blank: *Even though they managed to get the gold, trouble lay ahead for the thieves.*

### Activity Sheet 2

first blank: *This use of the word brass led to another meaning of the word.*

second blank: *There are still other uses for this word that have to do with metal.*

third blank: *This meaning of brass is not the only slang use of the word.*

### Activity Sheet 3

first blank: *Her hard work had paid off, but Karen was just getting started.*

second blank: *Before long, people began to recognize her for her great dancing skills.*

third blank: *These awards show just how successful Karen had become.*


## Enrichment

Distribute a reading selection to students. This can be from a class textbook, class reading selection (e.g., a novel), website, or other source. As a class, evaluate the concluding sentences in several selected paragraphs for how well they serve the authors' needs. Discuss the authors' choices regarding each concluding statement. Invite students to suggest alternative or improved concluding statements for those found in the sample texts.

## Activity Components Provided in Student Edition

Name \_\_\_\_\_

TEKS 2/18A/J



**Building Bridges Activity Sheet 1**

**The Great Gold Robbery**

Until the first big train robbery happened in 1855 in England, people thought robbing a moving train was impossible. The thieves who proved them wrong were Edward Agar and William Pierce. In the 1855 robbery, these men used a sneaky plan to steal thousands of dollars of gold.

In the 1850s, the South Eastern Railway in England regularly shipped millions of dollars worth of gold from London to the coast, where the gold continued on to Europe. The gold was very hard to get to. It was divided up among three boxes. The lid to each box had a wax seal that showed if it had been opened. The boxes were inside iron safes that each had a double lock. To open a safe, a person needed two keys. The safes themselves were inside a train's luggage car, and the car's doors were locked. A guard watched the safes. At different stops along the way, the boxes of gold were put on a scale to make sure that they weighed the same amount as they had at the last stop.

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TEKS 2/18A/J

Though stealing this gold seemed impossible, Pierce and Agar had figured out a way. Before the gold shipped, they got one of the safe keys from a railroad worker. They pressed the key in wax and used the wax imprint to make a copy of the key. Then, Pierce decided to ship some of his own gold to himself on the train to see how the process was done. When he picked his gold up at the station, he saw where the other key was kept. He and Agar went back later, took the key when no one was looking, and made an imprint of that key, too.

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The day of the theft, Pierce and Agar boarded the gold train dressed as gentlemen. They carried large suitcases. The suitcases held heavy lead balls. As the train began to move, Agar met with a guard, who had agreed to help the thieves. The guard let Agar into the room with the gold boxes. Agar used his keys to open the boxes. He took the gold out and replaced it with the lead balls. That way, the safes would weigh the same when they were put on a scale. It would take longer for people to know the gold was gone, giving the thieves more time to get away. Agar put the gold into the suitcases. Then, he locked the safes back. He revealed them with wax so that no one could tell he had opened them. At the next stop, he and Pierce casually carried their bags of gold off the train. They had stolen about £12,000, which today would equal over \$1.3 million!

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TEKS 2/18A/J

They almost got away with it, but soon things began to unravel. First, Agar was arrested for a different crime. Then, he told on Pierce, who was also arrested. Before long, the police had rounded up everyone who had helped with the robbery. However, much of the gold was never found. Today, this crime is still known as "The Great Gold Robbery." The crooks' cleverness has inspired movies and books for over one hundred years.


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Name \_\_\_\_\_ TEKS 2/18AII



**Building Bridges Activity Sheet 2**  
**A Word That Means More Than One Thing**

Many words in our language mean more than one thing. These words are called homographs. One of these words is brass. This word can mean a hard metal substance, a section of musical instruments in a band, a group's highest officials, or confidence.

Often the word brass is used to talk about a solid metal substance. This kind of brass is made when the metals copper and zinc are melted, mixed, and hardened. Brass is used to make things like tools and parts for ships and tanks.

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Brass can also mean the group of instruments in a band that are made from the hard metal called brass. Brass instruments have a mouthpiece at one end that a person blows into. Sound comes out of a hole at the instruments' other end. Tubes, french horns, and bugles are all a part of a band's brass section.

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TEKS 2/18AII

Sometimes the word brass is used as a slang word to mean the top officers in the army or other parts of the armed forces. This use came from the brass medals that the officers often wear. In this way, brass can also be used to mean the top people in any kind of group, such as a business, school, or police department. The head officers of the navy or the president and vice president of a company are people who might be called the brass.

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Another slang meaning of the word brass is "a lot of confidence—maybe too much confidence." If someone has brass, then they may be brave to the point of foolishness. They may think they have the skills and qualities to deal with a situation. That does not mean they can deal with the situation, though. If a friend tries a dangerous stunt on her bike and does not wear a helmet, that friend has brass. She thinks she will not fall or get hurt. However, she is not being very careful or wise.


Homographs make English a hard language to learn. Learning words such as brass that have different meanings can be a challenge. Yet, it can also be fun. What words with more than one meaning do you know?

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Name \_\_\_\_\_ TEKS 2/18AII



**Building Bridges Activity Sheet 3**  
**Canada's Famous Ballerina**

Karen Kain is a famous ballerina. Many think she is one of the best ballerinas of all time. As a child, Karen dreamed of being a dancer. She worked very hard and made her dream come true.

Born in 1951, Karen grew up in Ontario, Canada. From the age of eight, she knew she wanted to be a ballerina. Karen took ballet lessons, and she did very well with them. She then tried out for a special ballet school and was accepted. Even though the school was far from her home, Karen wanted to be a ballerina so much that she went there. She worked hard at the school for seven years and finished her studies in 1969. By then, Karen had become such a good ballerina that the National Ballet of Canada asked her to dance with them.

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TEKS 2/18AII

Karen kept working hard. She achieved great success as one of the National Ballet's main ballerinas. Karen played major parts in many famous ballets, including *Swan Lake* and *The Nutcracker*. She performed with the most famous ballet companies of Europe. Her career took her to Russia, England, France, Germany, and Austria. She became well known all over the world for her skill as a dancer.

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For her talent and hard work, Karen received a number of awards and honors. She has been given honorary degrees from five universities. She was made an officer in the French Order of Arts and Letters. She has had movies made about her and a school named after her. She was even made a member of the Order of Canada, her nation's highest honor.

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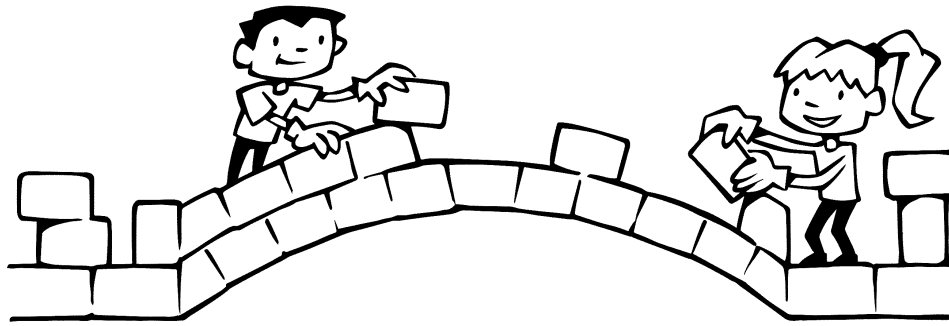
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After almost thirty years with the National Ballet, Karen finally retired from it in 1997. Today she is still working hard at what she loves. Karen continues to dance, and she teaches ballet to others. Today, she is the artistic director for the National Ballet of Canada. She remains one of the world's best-known ballerinas.

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## Building Bridges Activity Sheet 1

### The Great Gold Robbery

Until the first big train robbery happened in 1855 in England, people thought robbing a moving train was impossible. The thieves who proved them wrong were Edward Agar and William Pierce. In the 1855 robbery, these men used a sneaky plan to steal thousands of dollars of gold.

In the 1850s, the South Eastern Railway in England regularly shipped millions of dollars worth of gold from London to the coast, where the gold continued on to Europe. The gold was very hard to get to. It was divided up among three boxes. The lid to each box had a wax seal that showed if it had been opened. The boxes were inside iron safes that each had a double lock. To open a safe, a person needed two keys. The safes themselves were inside a train's luggage car, and the car's doors were locked. A guard watched the safes. At different stops along the way, the boxes of gold were put on a scale to make sure that they weighed the same amount as they had at the last stop. \_\_\_\_\_

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Though stealing this gold seemed impossible, Pierce and Agar had figured out a way. Before the gold shipped, they got one of the safe keys from a railroad worker. They pressed the key in wax and used the wax imprint to make a copy of the key. Then, Pierce decided to ship some of his own gold to himself on the train to see how the process was done. When he picked his gold up at the station, he saw where the other key was kept. He and Agar went back later, took the key when no one was looking, and made an imprint of that key, too.

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The day of the theft, Pierce and Agar boarded the gold train dressed as gentlemen. They carried large suitcases. The suitcases held heavy lead balls. As the train began to move, Agar met with a guard, who had agreed to help the thieves. The guard let Agar into the room with the gold boxes. Agar used his keys to open the boxes. He took the gold out and replaced it with the lead balls. That way, the safes would weigh the same when they were put on a scale. It would take longer for people to know the gold was gone, giving the thieves more time to get away. Agar put the gold into the suitcases. Then, he locked the safes back. He resealed them with wax so that no one could tell he had opened them. At the next stop, he and Pierce casually carried their bags of gold off the train. They had stolen about £12,000, which today would equal over \$1.3 million!

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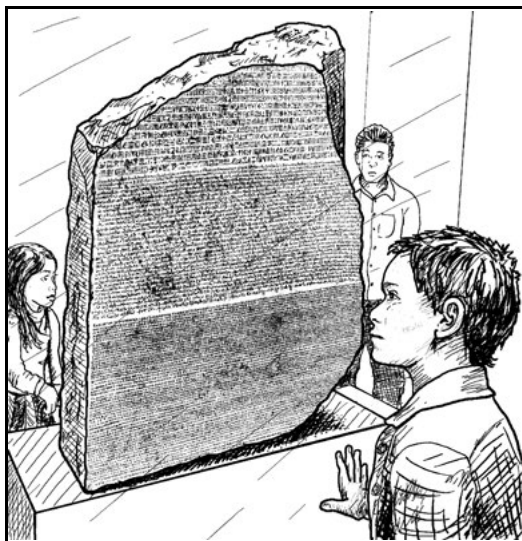
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They almost got away with it, but soon things began to unravel. First, Agar was arrested for a different crime. Then, he told on Pierce, who was also arrested. Before long, the police had rounded up everyone who had helped with the robbery. However, much of the gold was never found. Today, this crime is still known as "The Great Gold Robbery." The crooks' cleverness has inspired movies and books for over one hundred years.

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

*Regina wrote the following paper about an important discovery that was made in the past. Read Regina's paper, and look for any revisions she should make. Then answer the questions that follow.*



## The Rosetta Stone

(1) In ancient Egypt, people wrote in pictures rather than letters. (2) This writing is called hieroglyphics. (3) It covers the walls inside some of Egypt's pyramids. (4) Over time, new ways of writing were used. (5) People forgot how to understand these pictures. (6) Thus, for thousands of years, no one knew how to read hieroglyphics. (7) In 1799, though, a stone was found that showed people how to read them. (8) This stone is called the Rosetta Stone.

(9) The stone was found in Egypt, and it was found by some French soldiers. (10) It was discovered near a city called Rosetta. (11) Long ago, a person had carved three kinds of writing onto the stone. (12) The first kind was hieroglyphics.

(13) The second kind was another type of Egyptian writing called demotic.

(14) The third kind of writing on the stone was Greek, a language many people knew. (15) The country of Greece is in Europe.

(16) People were excited about the stone. (17) They were sure all three kinds of writing said the same thing. (18) That meant the Greek writing could be used to figure out what the hieroglyphics meant. (19) Many people studied the stone.

(20) For example, in 1822, a Frenchman figured out how to read the hieroglyphics.

(21) Knowing what the stone's hieroglyphics meant let people read other pieces of Egyptian writing. (22) These pieces of writing told about Egypt's past.

(23) People were able to learn what life was like in Egypt long ago.

(24) The Rosetta Stone solved many problems with the writing of ancient Egyptians. (25) It also helped people learn about the history of Egypt. (26) It was a very important find.

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1 Which sentence does **NOT** belong in this paper?

- A Sentence 4
- B Sentence 15
- C Sentence 18
- D Sentence 26

2 What is the **BEST** way to revise sentence 9?

- F The stone was found in Egypt by some French soldiers.
  - G The stone was found, and it was found in Egypt by some French soldiers.
  - H Finding the stone in Egypt, some French soldiers found it there.
  - J The stone that was found in Egypt was found by some French soldiers.
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3 What is the most effective way to combine sentences 16 and 17?

- A People were excited about the stone because they were sure all three kinds of writing said the same thing.
  - B People were excited about the stone since they were sure all three kinds of writing said the same thing, so they were excited about it.
  - C People, being excited, were excited about the stone, and they were sure all three kinds of writing said the same thing.
  - D People were excited about the stone and sure were excited, and all three kinds of writing said the same thing.
- 

4 Regina needs to use a more appropriate transition at the beginning of sentence 20. Which of the following should replace ***For example?***

- F Once
- G Therefore
- H At last
- J Until then

- 5 Regina would like to add a topic sentence to the beginning of the fourth paragraph (sentences 21-23). Which of the following would be the **BEST** topic sentence to add just before sentence 21?
- A Other people used hieroglyphics as well, such as the Aztecs and the Mayas.
  - B The Rosetta Stone opened up a whole new world to people wanting to learn about Egypt's history.
  - C The Rosetta Stone is now displayed in the British Museum in London where people can see it.
  - D Egyptian hieroglyphics show people, animals, shapes, and tools.

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

