

STAAR CONNECTION™

Diagnostic Series™

Reading Language Arts (RLA)

6
teacher



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Reading Language Arts (RLA) 6 teacher

Diagnostic Series™

XXIX/x/MMXXIV



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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KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Diagnostic Series™
Grade 6 Reading Language Arts (RLA)
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**State of Texas Assessments of Academic Readiness
Grade 6 Reading Language Arts (RLA) Assessment
Texas Essential Knowledge and Skills**

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

**Reporting Category 1
Reading**

The student will understand and analyze a variety of texts from various genres.

- (2) **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 the meaning, syllabication, pronunciation, word origin, and part of speech; ***[Strand 1] Supporting Standard***
 - (B) use context such as definition, analogy, and examples to clarify the meaning of words; ***[Strand 1] Readiness Standard***
 - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *mis/mit, bene, man, vac, scrib/script, and jur/jus*. ***[Strand 1] Supporting Standard***
- (5) **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; ***[Strand 2] Important Standard Not Included in Assessed Curriculum***
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information; ***[Strand 2] Important Standard Not Included in Assessed Curriculum***

- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; ***[Strand 2] Supporting Standard***
 - (E) make connections to personal experiences, ideas in other texts, and society; ***[Strand 2] Readiness Standard***
 - (F) make inferences and use evidence to support understanding; ***[Strand 2] Readiness Standard***
 - (G) evaluate details read to determine key ideas; ***[Strand 2] Readiness Standard***
 - (H) synthesize information to create new understanding. ***[Strand 2] Readiness Standard***
- (6) **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
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; ***[Strand 3] Important Standard Not Included in Assessed Curriculum***
 - (C) use text evidence to support an appropriate response; ***[Strand 3] Readiness Standard***
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order. ***[Strand 3] Readiness Standard***
- (7) **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 multiple themes within and across texts using text evidence; ***[Strand 4] Supporting Standard***
 - (B) analyze how the characters' internal and external responses develop the plot; ***[Strand 4] Readiness Standard***
 - (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; ***[Strand 4] Readiness Standard***

- (D) analyze how the setting, including historical and cultural settings, influences character and plot development. ***[Strand 4] Supporting Standard***
- (8) **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 literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; ***[Strand 4] Supporting Standard***
- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; ***[Strand 4] Supporting Standard***
- (C) analyze how playwrights develop characters through dialogue and staging; ***[Strand 4] Supporting Standard***
- (D) analyze characteristics and structural elements of informational text, including
- (i) the controlling idea or thesis with supporting evidence; ***[Strand 4] Readiness Standard***
- (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; ***[Strand 4] Supporting Standard***
- (iii) organizational patterns such as definition, classification, advantage, and disadvantage; ***[Strand 4] Supporting Standard***
- (E) analyze characteristics and structures of argumentative text by
- (i) identifying the claim; ***[Strand 4] Readiness Standard***
- (ii) explaining how the author uses various types of evidence to support the argument; ***[Strand 4] Readiness Standard***
- (iii) identifying the intended audience or reader; ***[Strand 4] Supporting Standard***

- (F) analyze characteristics of multimodal and digital texts.
[Strand 4] Important Standard Not Included in Assessed Curriculum
- (9) **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;
[Strand 5] Readiness Standard
- (B) analyze how the use of text structure contributes to the author's purpose; ***[Strand 5] Supporting Standard***
- (C) analyze the author's use of print and graphic features to achieve specific purposes; ***[Strand 5] Supporting Standard***
- (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
[Strand 5] Supporting Standard
- (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; ***[Strand 5] Supporting Standard***
- (F) analyze how the author's use of language contributes to mood and voice; ***[Strand 5] Supporting Standard***
- (G) explain the differences between rhetorical devices and logical fallacies. ***[Strand 5] Supporting Standard***

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Informational
- Argumentative
- Persuasive

Reporting Category 2

Writing

Revising and Editing

The student will revise and edit a variety of texts from various genres.

- (10) **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
- (B) develop drafts into a focused, structured, and coherent piece of writing by
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; ***[Strand 6] Readiness Standard***
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details; ***[Strand 6] Readiness Standard***
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; ***[Strand 6] Readiness Standard***
 - (D) edit drafts using standard English conventions, including ***[Strand 6] Supporting Standard***
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ***[Strand 6] Readiness Standard***
 - (ii) consistent, appropriate use of verb tenses; ***[Strand 6] Readiness Standard***
 - (iii) conjunctive adverbs; ***[Strand 6] Supporting Standard***
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; ***[Strand 6] Supporting Standard***
 - (v) pronouns, including relative; ***[Strand 6] Supporting Standard***

- (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as *either/or* and *neither/nor*; ***[Strand 6] Supporting Standard***
- (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; ***[Strand 6] Supporting Standard***
- (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; ***[Strand 6] Supporting Standard***
- (ix) correct spelling, including commonly confused terms such as *its/it's*, *affect/effect*, *there/their/they're*, and *to/two/too*. ***[Strand 6] Readiness Standard***

Extended Constructed Response

The student will compose a variety of written texts with a clear central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (6) **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
 - (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres. ***[Strand 3] Readiness Standard***
- (11) **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 multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; ***[Strand 6] Readiness Standard***
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; ***[Strand 6] Readiness Standard***
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. ***[Strand 6] Readiness Standard***

Name _____ Date _____

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

Science Explorer's Magazine

Projects Section: Explore, Invent, Grow!



by Al Fasentari

Do you ever go out on a clear night to look at the stars? Maybe you have kept track of a constellation as it changed position over the months. It may interest you to know that people have been watching the heavens and tracking the movement of stars and planets since prehistoric times.

Even early humans realized that by watching the sky they could improve their lives. By studying the stars, they could tell when seasons would change and therefore know when to plant and harvest crops and when to expect floods or other destructive weather. Many ancient cultures, such as the Egyptians, Romans, Chinese, Greeks, Babylonians, and Mayas, paid close attention to the movements of objects in the sky. Their observatories have been found all over the world in places like Stonehenge in England and Machu Picchu in Peru. Records and artifacts show these peoples predicted eclipses, knew the

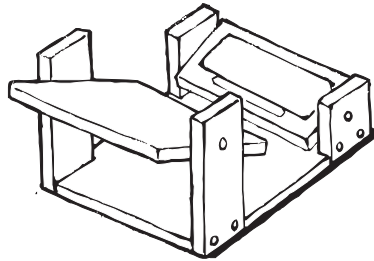
difference between stars and planets, and recorded unusual events. Believe it or not, today some of these records are still used by scientists. People's fascination with the stars, it seems, is as old as human culture.

Our interest in the nighttime sky is as strong as ever today. Astronomy has grown to include dozens of specialty fields. Complex and expensive high-powered telescopes have been built that allow scientists to peer deep into the far reaches of space.

You do not need to be a scientist, however, or have expensive equipment to see something wonderful in the nighttime sky. All you need for some great stargazing are good observation skills, a little time and effort, and the following two project ideas. What are you waiting for? Don't be the last kid on your block to make these two great projects!

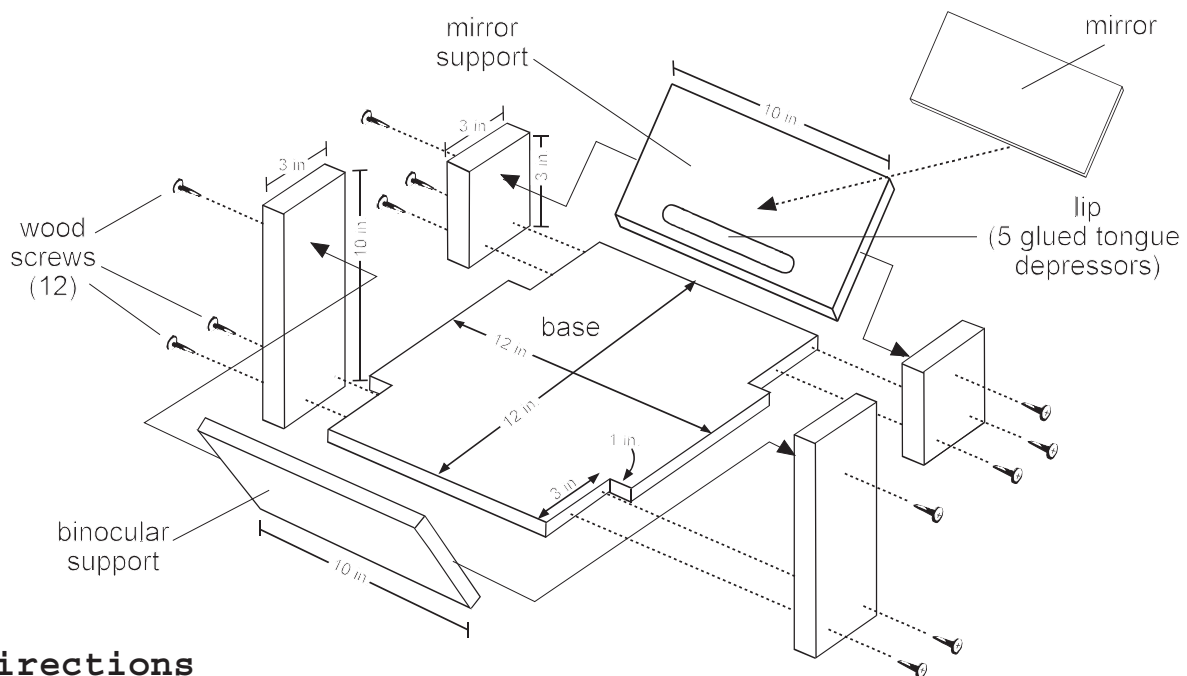
The Binocular Box

Do you want to watch the stars but you do not have a big, fancy telescope? If you have a pair of binoculars, you can make a platform called a binocular box. This box allows the binoculars to function much like a telescope without your having to spend a fortune for the pleasure.



Materials

To make a binocular box, you need several pieces of wood, a handful of screws, some tools, and a slender, rectangular mirror. The best mirror to use is a large side rearview mirror from a car. Do not use a plate glass or a conventional mirror. Below is an exploded view of the box and its parts.



Directions

To use the box, reflect in the mirror the image you wish to view. Place the binoculars on their support, and focus them on the image. If the image is doubled, turn the mirror over. You now have a telescope-quality image with almost none of the expense of a telescope.

VERY IMPORTANT: Never look at the sun through the binoculars! You will severely damage your eyes. You might even go blind.

Making Your Own Planetarium Projectors

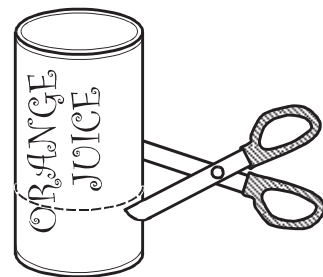
Materials

A planetarium is a building in which a projector is used in a darkened room to display images of the nighttime sky. The instructions below will allow you to construct a planetarium in your own bedroom. This will help you recognize actual constellations in the sky.

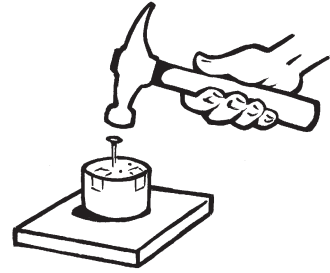
To construct your own planetarium "projectors," you need several large cardboard frozen-juice-concentrate cans that are empty and washed. Each should still have one of its circular metal ends. You also need the following: strong scissors, tracing paper, pencils, tape, a hammer, several nails with wide heads, a small scrap piece of wood, a flashlight, a dishcloth, and rubber bands. You need a library book that depicts many different constellations, and last but not least, you need Internet information about which constellations are currently visible where you live. You will re-create these constellations so that you can go outside and identify them in the sky.

Directions

- 1 Cut the cardboard "sides" of the frozen-juice-concentrate can so that they are only about one or two inches high. Position one end of one frozen-juice-concentrate can on the tracing paper, and trace around it. Repeat this step until you have as many circles on the paper as you have cans.
- 2 Using the library book and the information you have collected from the Internet, locate pictures of several constellations that are currently visible in the nighttime sky where you live. If the picture of a constellation can fit in a circle drawn on the tracing paper, place the circle over the picture and trace the stars within the circle. If the circle drawn on the tracing paper is too small for a picture of a constellation, simply draw the stars of the constellation freehand within a circle.
- 3 Cut out each circle, and tape each circle to the bottom of one of the cans.



- 4 Put one of the cans on top of the piece of wood. Hold a nail in place over one of the drawn stars, and use the hammer to tap the nail down and make a hole in the bottom of the can. Make a hole for each of the other stars, and repeat the process for each frozen-juice-concentrate can. (You may need an adult assistant for this step.)



- 5 Fold the dishcloth in half twice, and place it over the end of the flashlight that the beam comes from. Then wrap rubber bands around the handle of the flashlight and the ends of the dishcloth to keep the cloth in place. (The dishcloth will keep light from scattering around the room.)



- 6 Now you are ready for the constellation show! After sundown, turn out all the lights. Place the open end of one of the frozen-juice-concentrate cans over the end of the flashlight. Direct the flashlight at the ceiling, and turn it on. You should see a constellation displayed. Have fun displaying each of your constellations.

After you have viewed all your constellations in your bedroom planetarium, head outdoors to see if you can locate each constellation in the night sky.

1 What does the exploded view of the binocular box add to the reader's understanding of the selection?

TEKS 5/1/9C

- (A) The diagram lets the reader know how to build a binocular box without having to read step-by-step instructions.
 - (B) The diagram helps the reader know what kind of wood and what type of mirror to use for the binocular box.
 - (C) The diagram shows the reader how to position the binocular box in order to be able to best see the stars and planets.
 - (D) The diagram reveals how stars seen with a binocular box look just as clear as those seen through a telescope.
-

2 Read this sentence from the selection.

TEKS 5/1/9G

Don't be the last kid on your block to make these two great projects!

What type of persuasive technique is this an example of?

- (A) Flag waving, using images associated with the United States to get readers to do something
- (B) A testimonial, using a famous person to support an idea in order to get readers to support it too
- (C) An appeal to tradition, urging readers to do something because it has always been done
- (D) A bandwagon appeal, urging readers to do something because everyone else is doing it

3 Read the following sentence from the selection.

TEKS 1/1/2A

Astronomy has grown to include dozens of specialty fields.

Below is a glossary entry from a science book.

astronomy (uh•STRON•uh•mee) the study of space, including the stars and planets (page 276) *My brother studied astronomy in college and could tell me the names of all the stars above our house.*

What can the reader learn from the glossary entry?

Select **TWO** correct answers.

- How to say the word *astronomy* aloud
- What part of speech the word *astronomy* is
- The page on which the word *astronomy* can be found in the science book
- What language the word *astronomy* comes from
- Synonyms of the word *astronomy*

TEKS 2/1/5E

4 How are the binocular box and the planetarium projector similar?

- (A) Both let people see real stars close up.
- (B) Both are meant to be used outdoors.
- (C) Both require nails and a hammer to build.
- (D) Both are meant to be used in the dark.

- 5 Based on the information in the selection, which of the following relationships is most similar to the relationship below?

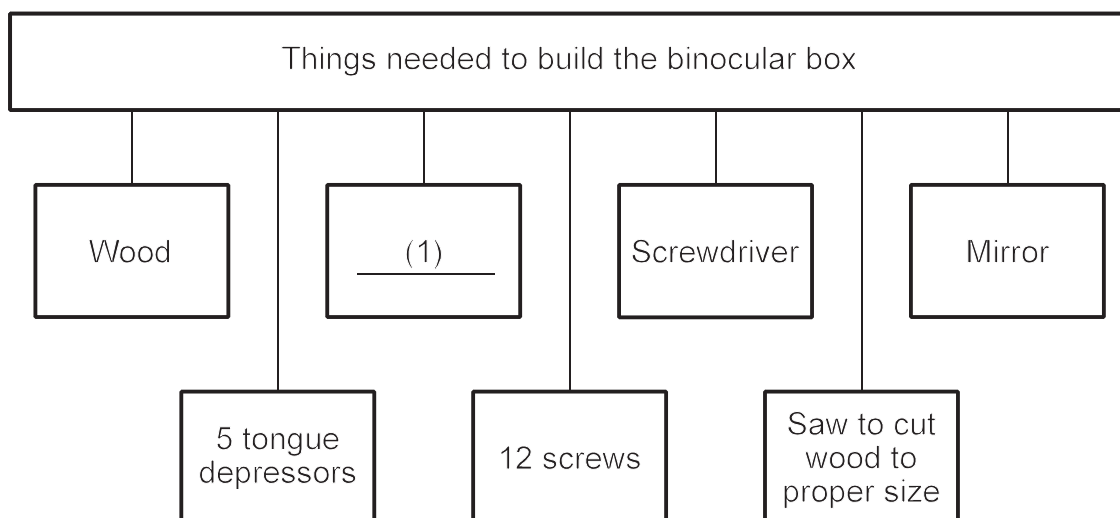
stars : constellation

TEKS 1/1/2B

- (A) Texas : state
- (B) nation : country
- (C) states : the United States
- (D) the United States : president

- 6 Record your answer in the space provided.

TEKS 4/1/8F

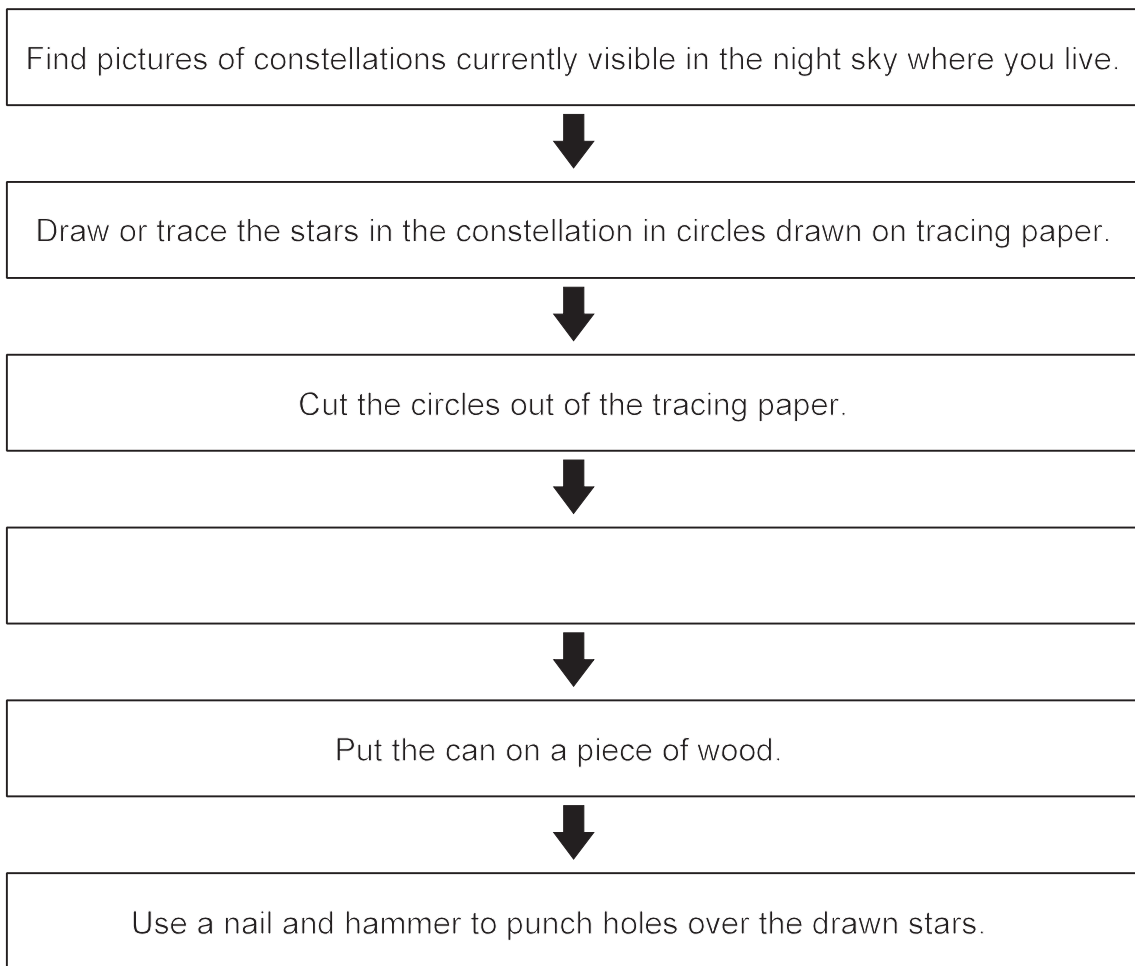


Complete the diagram.

1 _____

7 Look at the diagram.

TEKS 3/1/6D



What belongs in the blank?

- (A) Cut off the end of an empty, washed juice can.
- (B) Attach a dishcloth to a flashlight with rubber bands.
- (C) Tape a different circle to the bottom of each of the juice cans.
- (D) Turn out the lights, and turn the flashlight on.

- 8** Read "Stargazing." Based on the information in the selection, write a response to the following:

In writing this article, the author's purpose was to tell the reader how to complete two projects. Explain how the writer achieved this purpose.

Write a well-organized informational essay that uses specific evidence from the selections to support your answer.

Remember to —

TEKS 5/1/9B

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

TEKS 6/2/11B

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Record your response in the box provided.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE TEST BOOKLET.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE TEST BOOKLET.

Megan wrote about the curse of the pharaohs. Read Megan's paper, and look for revisions she needs to make. Then answer the questions that follow.



The Curse of the Pharaohs

(1) Examples of superstitions are all around. (2) For example, it is bad luck to walk a path that has been crossed by a black cat. (3) It is also bad luck to walk under a ladder, to go out on Friday the thirteenth, or to spill salt. (4) Don't even think about breaking a mirror or opening an umbrella indoors. (5) These superstitions have developed over hundreds of years and each has a unique source. (6) Newspapers can even create a superstition. (7) For instance in the 1920s, media all over the world announced a new superstition: don't disturb the tomb of an ancient mummy or you will be cursed for the rest of your short life.

(8) This superstition began with the famous discovery of the tomb of Egyptian pharaoh Tutankhamen. (9) British archeologist Howard Carter had searched for years for the tomb of Tutankhamen, or King Tut as he became known. (10) Carter's work in Egypt was funded by the wealthy George Herbert, Fifth Earl of Carnarvon. (11) In 1922, Carter finally found the hidden tomb buried under some mud houses in the desert. (12) Shortly afterwards, Carter, Lord Carnarvon, and a team of archeologists entered the tomb. (13) They found remarkable treasure, artifacts, and the mummy of King Tut. (14) Mummies have also been found in Peru, China, Chile, and Denmark.

(15) After the discovery, strange things began to happen. (16) In March 1923, Lord Carnarvon was bitten on the face by a mosquito. (17) He accidentally cut the bite while shaving. (18) The wound became infected, and Carnarvon died. (19) It was just four months after the tomb was opened. (20) Newspapers began to claim that Carnarvon had died because of mysterious forces from the tomb. (21) They claimed a curse protected the tomb and would cause bad things to happen to those who disturbed the tomb. (22) One story

stated that the lights went out in Cairo, Egypt, at the moment Carnarvon died. (23) His son stated that Carnarvon's dog in England howled and died at the exact moment Carnarvon died in Egypt. (24) The story of the curse of the pharaohs was born.

(25) After Carnarvon's death, any misfortune associated with the tomb was blamed on the curse. (26) In May 1923, American millionaire George Jay Gould died of pneumonia after visiting the tomb. (27) A radiologist perished on his way to the tomb before ever reaching it. (28) Both deaths were blamed on the curse. (29) An Egyptian prince in Europe had never even visited the tomb. (30) He murdered his wife and was said to have been driven to madness by the curse. (31) Then, in 1932, the first mummy movie was shown. (32) The legend of the curse was here to stay.

(33) Today, we know that there was not really a curse. (34) Most people associated with the tomb's discovery lived long happy lives. (35) For example, Howard Carter died at the age of sixty-five in 1939. (36) Carnarvon's daughter, Lady Evelyn, who entered the tomb with her father in 1923, lived until 1980.

TEKS 6/2/10C

- 9 Jordan wants to insert the following sentence into her paper.

It featured a scary mummy who comes to life after it is discovered in its Egyptian tomb.

Look at paragraph 4 (sentences 25 through 31). Select the **BEST** place to insert this sentence.

After Carnarvon's death, any misfortune associated with the tomb was blamed on the curse. (A) In May 1923, American millionaire George Jay Gould died of pneumonia after visiting the tomb. A radiologist perished on his way to the tomb before even reaching it. Both deaths were blamed on the curse. An Egyptian prince in Europe had never even visited the tomb. (B) He murdered his wife and was said to have been driven to madness by the curse. Then, in 1932, the first mummy movie was shown. (C) The legend of the curse was here to stay. (D)

- 10** Jordan wants to combine the ideas in sentences 29 and 30. In the box provided, write a new sentence that combines these ideas in a clear and effective way.

TEKS 6/2/10C

A large rectangular box with a black border, containing ten horizontal lines for writing a new sentence.

- 11 Which of these should be added after sentence 35 to strengthen the conclusion of this paper?

TEKS 6/2/10Bi

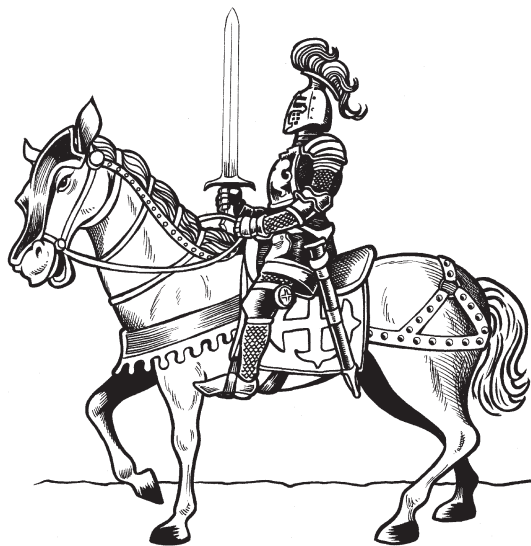
- (A) Today, most people think that the story of the curse was simply the result of imaginations running wild.
 - (B) Some other superstitions claim it is bad luck to cross table knives, to knock over a candle, or to put one's left foot down first when getting out of bed.
 - (C) Some stories even claimed that an Egyptian scholar who died in 1842 died as a result of the curse.
 - (D) Today, visitors to Egypt can tour the tomb of King Tut for a fee and many of the treasures found in his tomb can still be seen in museums.
-

TEKS 6/2/10Bii

- 12 Megan wants to remove a sentence that does **NOT** belong in this paper. Which sentence should she remove?

- (A) Sentence 7
- (B) Sentence 8
- (C) Sentence 14
- (D) Sentence 15

Mary is writing about becoming a knight. Read Mary's paper, and look for corrections she needs to make. Then answer the following questions.



A Knight in Shining Armor

(1) People all over the world love the romantic courageous figure of the medieval knight. (2) These warriors rode out in armor to fight their enemies with swords glistening in the sunlight. (3) Even hundreds of years later, people still tell stories of king Arthur's knights and their great bravery and legendary chivalry. (4) Stories of heroic knights are so common, in fact, that it might seem as if every man and boy who lived during the medieval period was a knight. (5) This is not true. (6) Becoming a knight was a very difficult process, one that was not even available to many people

(7) There were two paths to knighthood: one based on heritage and one based on service. (8) For many young men, the path to knighthood started with their family. (9) If a young man's father was a knight, the boy could become a knight. (10) However, if a young man was from an ordinary family, he could only become a knight if he showed bravery in battle. (11) Most knights were knights by virtue of their family. (12) Most were wealthy land owners, or the sons of wealthy land owners, who's family estates were given to them by the king. (13) The wealth they enjoyed from the king was in exchange for their service in battle in the king's name.

(14) For boys who took the heritage path to knighthood, training started early. (15) At the age of eight, a prospective knight was sent away from his family to live in the castle of a respected knight. (16) The boy learned knightly manners and practiced fighting with a heavy wooden sword. (17) He learned to hunt using hawks, a skill that taught him how to be alert to his surroundings. (18) He learned horsemanship by caring for horses and by learning to fight with a lance while riding. (19) The training of a young boy lasted for several years.

(20) When training was done, around the time the boy turned twenty or twenty-one, the boy took his oath of loyalty (a formal promise of unfailing allegiance to the king) in an official ceremony. (21) First, he journeyed to the castle chapel to spend the night in reflection and prayer. (22) The next morning, the young man kneeled before the king and pledged to serve him loyally for the duration of his life. (23) The king then tapped the knight-elect on each shoulder with the flat side of a sword, a ritual called *dubbing*. (24) Then the young man stood as a knight.

(25) After all this training, the young man was well-prepared to fight in the name and interests of the king. (26) He was ready to ride into battle and go on adventures. (27) His dreams of being a knight in shining armor had come true at last.

TEKS 6/2/10Dviii

- 13** Mary has made an error in sentence 1. Select the response that corrects this error.

People all over the world (A) love the Romantic courageous figure
(B) love the romantic corageous figure
(C) love the romantic, courageous figure
(D) loves the romantic courageous figure of the medieval knight.

TEKS 6/12/Dvii

- 14** Mary has made an error in sentence 3. Select the response that corrects this error.

Even hundreds of years later, people still (A) tell stories of King Arthur's
(B) tells stories of king Arthur's
(C) tell stories of king Arthurs'
(D) tell storys of king Arthur's knights and their great bravery and legendary chivalry.

15 What change, if any, should be made to sentence 6?

- (A) Change ***Becoming*** to ***Becomming***
- (B) Delete the comma after ***process***
- (C) Add a period after ***people***
- (D) Make no change

TEKS 6/2/Dviii

TEKS 6/2/10Dix

16 Mary has made an error in sentence 12. Select the response that corrects this error.

Most were wealthy land owners, or the sons of wealthy land owners,

- (A) who's family estates was given to them
- (B) who's family estates were given to themselves
- (C) who's Family Estates were given to them
- (D) whose family estates were given to them

by the king.

17 What change, if any, should be made to sentence 17?

TEKS 6/2/10D

- (A) Change *hawks* to **Hawks**
 - (B) Change *taught* to **teached**
 - (C) Change *alert* to **aleart**
 - (D) No change is needed
-

18 What change, if any, should be made to sentence 20?

TEKS 6/2/10Dviii

- (A) Change *twenty-one* to **twenty one**
- (B) Add a parenthesis before *a*
- (C) Change *official ceremony* to **Official Ceremony**
- (D) Make no change

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
IN THE TEST BOOKLET.



STAAR CONNECTION™
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Answer Key

Assessment 1

- 1 A** The diagram lets the reader know how to build a binocular box without having to read step-by-step instructions.
- 2 D** A bandwagon appeal, urging readers to do something because everyone else is doing it
- 3** ✓ How to say the word *astronomy* aloud
✓ The page on which the word *astronomy* can be found in the science book
- 4 D** Both are meant to be used in the dark.
- 5 C** states : the United States
- 6** Glue
- 7 C** Tape a different circle to the bottom of each of the juice cans.
- 8** A correct response could involve a student providing an extended response explaining that, to achieve the purpose, the author first provided background information and then explained the steps to take for each project in the order they should be done. Evidence could include referring to the sequential text structure. The author also provided visual aids to help the reader better understand each process.
- 9 C**
- 10** A correct response could be similar to the following: An Egyptian prince in Europe who had never even visited the tomb murdered his wife and was said to have been driven to madness by the curse.
- 11 A** Today, most people think that the story of the curse was simply the result of imaginations running wild.
- 12 C** Sentence 14
- 13 C** love the romantic, courageous figure
- 14 A** tell stories of King Arthur's
- 15 C** Add a period after **people**
- 16 D** whose family estates were given to them
- 17 D** No change is needed
- 18 B** Add a parenthesis before **a**

STAAR CONNECTION™
Diagnostic Series™ Grade 6 Reading Language Arts (RLA)
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 6 social studies, science, health, and/or art TEKS.

Assessment 1						
Question Number	Item Type	Answer	Strand	Reporting Category	TEKS	Readiness or Supporting
1	Multiple Choice	A	5	1	9C	Supporting
2	Multiple Choice	D	5	1	9G	Supporting
3	Multiselect	see text key	1	1	2A	Supporting
4	Multiple Choice	D	2	1	5E	Readiness
5	Multiple Choice	C	1	1	2B	Readiness
6	Text Entry	see text key	4	1	8F	—
7	Multiple Choice	C	3	1	6D	Readiness
8	Extended Constructed Response	see text key	5 6	1 2	9B 11B	Supporting Readiness
9	Multiple Choice	C	6	2	10C	Readiness
10	Short Constructed Response	see text key	6	2	10C	Readiness
11	Multiple Choice	A	6	2	10Bi	Readiness
12	Multiple Choice	C	6	2	10Bii	Readiness
13	Inline Choice	C	6	2	10Dviii	Supporting
14	Inline Choice	A	6	2	10Dvii	Supporting
15	Multiple Choice	C	6	2	10Dviii	Supporting
16	Inline Choice	D	6	2	10Dix	Readiness
17	Multiple Choice	D	6	2	10D	Supporting
18	Multiple Choice	B	6	2	10Dviii	Supporting
Cross-Curricular Alignments						
Social Studies TEKS					2B, 20B	
Science TEKS					11A	