

STAAR CONNECTION™

Diagnostic Series™

Writing

6

teacher

v4



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
6
teacher

Diagnostic Series™

XIV/ix/MMXX
Version 4



KAMICO®
Instructional Media, Inc.

© 2020 KAMICO® Instructional Media, Inc.
P.O. Box 1143
Salado, Texas 76571
Telephone: 254.947.7283 Fax: 254.947.7284
E-mail: kmichael@kamico.com Website: www.kamico.com

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.

© 2020 KAMICO® Instructional Media, Inc. All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from KAMICO® Instructional Media, Inc., with the exception found below.

Reproduction of these materials for use by an individual teacher in his or her classroom and not for commercial sale is permissible. REPRODUCTION OF THESE MATERIALS FOR AN ENTIRE GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM IS STRICTLY PROHIBITED.

© 2020
KAMICO® Instructional Media, Inc.
P.O. Box 1143
Salado, Texas 76571
Telephone: 254.947.7283 Fax: 254.947.7284

KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Diagnostic Series™
Grade 6 Writing
Table of Contents

Texas Essential Knowledge and Skills	7
Assessment 1	9
Assessment 2	18
Assessment 3	27
Assessment 4	36
Assessment 5	45
Assessment 6	54
Assessment 7	63
Assessment 8	72
Assessment 9	82
Assessment 10	91
Assessment 11	101
Assessment 12	110
Assessment 13	120
Assessment 14	129
Assessment 15	138
Assessment 16	148
Assessment 17	158
Assessment 18	168
Assessment 19	178
Assessment 20	188
Expository Writing Rubric	197
Answer Key	201
Student Bubble Answer Sheet	211
Bubble Answer Key	215
TEKS Writing Alignment Chart and Cross-Curricular Alignments (Social Studies, Science, Health, and Math)	219
Student Progress Chart	229
Letter to Parents	230
Test-Taking Tips	231
Strategies for Reducing Your Students' Test Anxiety	232
KAMICO® Product Information	233

**State of Texas Assessment of Academic Readiness
Grade 6 Writing Assessment
Texas Essential Knowledge and Skills**

Strand 6

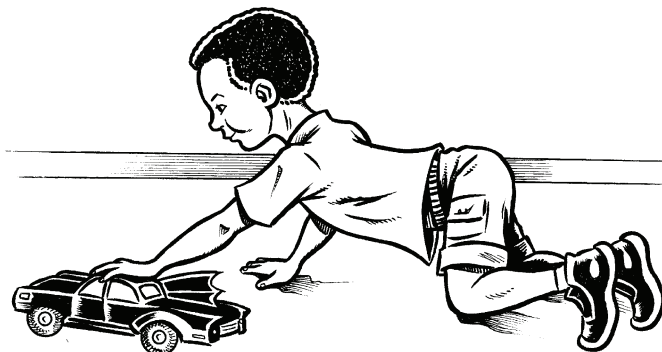
- (10) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to
- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
 - (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; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
 - (D) edit drafts using standard English conventions, including
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tenses;
 - (iii) conjunctive adverbs;
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
 - (v) pronouns, including relative;
 - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

- (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
 - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
 - (ix) correct spelling, including commonly confused terms such as *its/it's*, *affect/effect*, *there/their/they're*, and *to/two/too*.
- (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.

Name _____ Date _____

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

Lynzie read about Isaac Newton's laws of motion. She wrote this paper to tell about what she learned. Read Lynzie's paper, and think about how it should be revised. Then answer the questions that follow.



Newton's Laws of Motion

- (1) It is impossible to go through a day without experiencing motion.
- (2) Things are constantly moving all around us, so it is important to understand the way that motion works. (3) British scientist Isaac Newton discovered some of the fundamental principles that govern movement. (4) They were first published in 1687. (5) They are known as Newton's laws of motion.
- (6) Newton's first law of motion explains that the velocity of an object will remain the same unless another force affects the object. (7) (Think of velocity as an object's speed and the direction in which it moves. (8) A train moving north at twenty-five miles an hour has a speed of twenty-five miles an hour but a velocity of twenty-five miles an hour north.) (9) Thus, an object that is not moving will sit still until a force causes it to move. (10) An object that is moving will not change

its speed or direction unless an outside force acts upon it. (11) If you roll a toy car across a smooth floor, it will come to a stop. (12) This is because the force of gravity acts upon it. (13) If the toy car were free from all outside forces, it would continue to move in a straight line.

(14) The second law of motion explains that an unbalanced force acting on an object causes the object to accelerate in the direction of the force. (15) Think again to the toy car. (16) If you push the car toward a wall, the force from your hand is directed toward the wall. (17) Therefore, the car will accelerate toward the wall, in the direction of the force. (18) If the car had a string tied to it and you pulled it along behind you, the car would still move in the direction of the force, even though the force this time is a pull force and not a push force. (19) Newton's second law of motion means that an object will move in the direction of the force.

(20) The third law of motion states that when a force is applied to an object, an equal force is applied to the object in the opposing direction. (21) In other words, every action has an equal but opposite reaction. (22) When you push your hand against the toy car to send it across the floor, the toy car is actually pushing back on your hand with an equal amount of force. (23) Newton's third law of motion explains how objects exert equal force on each other.

(24) Scientists have used Newton's laws of motion for hundreds of years. (25) These simple laws have helped great thinkers develop complex theories that describe the world around us. (26) The next time you notice something moving, think of how Newton's laws apply to it.

- 1 What is the **BEST** way to combine sentences 4 and 5?
- A They were first published in 1687 even though they are known as Newton's laws of motion.
 - B First published in 1687, they are known as Newton's laws of motion.
 - C They were first published in 1687 if they are known as Newton's laws of motion.
 - D They were first known and published as Newton's laws of motion in 1687.
- 2 Which sentence could be added after sentence 5 to strengthen the introduction to this story?
- F Isaac Newton was born on Christmas Day in 1642 in Woolsthorpe-by-Colsterworth, England.
 - G Newton developed three laws of motion to explain the relationship between force and the motion of objects.
 - H Other famous scientists who have studied motion include Albert Eienstein and Galileo Galilei.
 - J The first law is sometimes called the law of inertia.

- 3 What is the **BEST** way to combine sentences 7 and 8?
- A (When you think of velocity as an object's speed and the direction in which it moves, a train moving north at twenty-five miles an hour has a speed of twenty-five miles an hour but a velocity of twenty-five miles an hour north.)
 - B (Think of velocity as an object's speed and the direction in which it moves, so a train moving north at twenty-five miles an hour has a speed of twenty-five miles an hour but a velocity of twenty-five miles an hour north.)
 - C (Think of velocity as an object's speed and the direction in which it moves, if a train moving north at twenty-five miles an hour has a speed of twenty-five miles an hour but a velocity of twenty-five miles an hour north.)
 - D (Think of velocity as an object's speed and the direction in which it moves, although a train moving north at twenty-five miles an hour has a speed of twenty-five miles an hour but a velocity of twenty-five miles an hour north.)
- 4 Lynzie would like to add the following sentence to the fourth paragraph (sentences 20-23).

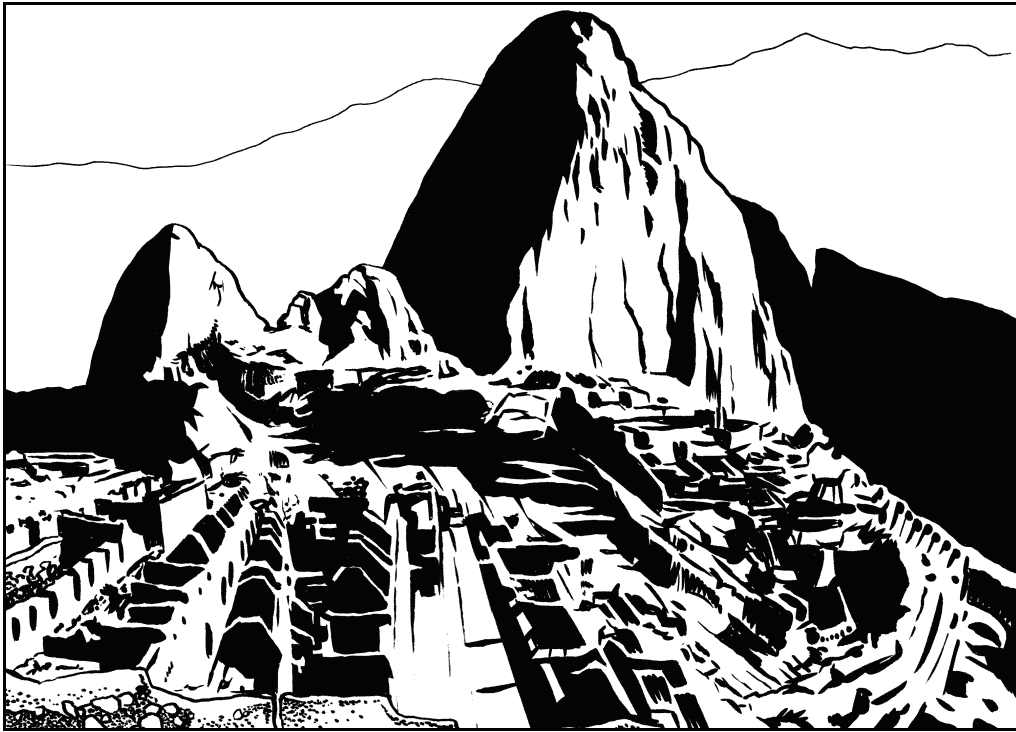
Similarly, when the toy car crashes into the wall across the room, the wall pushes back on the toy car with a force equal to that with which the car struck the wall.

What is the **BEST** place to insert this sentence?

- F after sentence 20
- G after sentence 21
- H after sentence 22
- J after sentence 23

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

Robbie read about lost cities around the world and then wrote this paper to share what he learned. Proofread Robbie's paper, and look for any mistakes he has made. When you finish reading, answer the questions that follow.



Finding Lost Cities

(1) Across the world, there is places known as "lost cities." (2) Though these cities were once bustling, vibrant places, they were abandoned, left to be covered in desert sand or jungle vines. (3) Their locations became forgotten and their once-beautiful temples, sacred tombs, houses, and shops slowly crumbled into dust. (4) Sometimes, a lost city is found again by adventurous explorers. (5) Yet, every time one of these places is found, the finding seems to raise more questions than it answers. (6) Two important lost cities that have been found are Ur and Machu Picchu.

(7) Found in present-day Iraq Ur is one of the oldest city sites in the world. (8) Although it was one of the largest cities in the world five thousand years ago, by around 500 BC, it was abandoned. (9) Beginning in the nineteenth century, explorers came to Ur to see what they could learn about the people who once lived there. (10) In the 1920s and 1930s, Leonard Wooley, a British archeologist, found a vast royal burial ground at Ur. (11) The tombs he found were the final resting place for Ur's kings and queens. (12) They were also the final resting place for the royal servants. (13) The leaders of Ur believed that their servants should be buried with them. (14) The bodies of the servants were found with cups lying near them. (15) Woosley suspected that the servants drank poison, lay down, and stayed with their masters for eternity. (16) This was a shocking find in this ancient city.

(17) Halfway around the world from Ur, an American explorer, Hiram Bingham, made another important find. (18) In 1911, he found Machu Picchu, a lost Inca city high in the Andes Mountains, not far from Cuzco Peru. (19) Bingham had heard stories of a lost Inca city and spent a lot time searching for it. (20) Finally, he caught a break; an eleven-year-old boy knew of the site and led him to the lost city. (21) Bingham went through thick jungle up a steep mountainside. (22) When he reached the top, he saw a city that had been lost to the world for over four hundred years. (23) The vast ruins consisted of at least two hundred buildings. (24) No one knows for sure why Machu Picchu was built. (25) Was it a prison, a royal estate, a place for agricultural experiments, or a holy site for religious rituals? (26) Bingham's discovery raised many exciting questions about

this ancient civilization. (27) Today, scholars around the world agreed that Machu Picchu is one of the world's most important places. (28) In 1983, the United Nations Educational, Scientific, and Cultural Organization, or unesco, recognized Machu Picchu's importance by declaring it a World Heritage Site.

(29) There are many other lost cities throughout the world that have been rediscovered. (30) Petra, Troy, and Mesa Verde are just three other examples.

(31) These places lie in remote locations and hold many secrets. (32) Many more sites may lie waiting to be rediscovered so their secrets can be revealed.

5 What change, if any, should be made to sentence 1?

- A change ***There*** to ***They're***
- B change ***is*** to ***are***
- C change ***known*** to ***knowed***
- D no change needs to be made

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

- F add a comma after ***Iraq***
- G change ***is*** to ***were***
- H change ***oldest*** to ***old***
- J make no change

- 7 What change should be made to sentence 8?
- A add quotation marks around *largest cities*
 - B change *thousand years* to *thousand-years*
 - C delete the comma after *ago*
 - D change *BC* to *B.C.*
- 8 What change, if any, should be made to sentence 18?
- F change *a* to *an*
 - G change *Andes Mountains* to *Andes mountains*
 - H add a comma after *Cuzco*
 - J no change needs to be made
- 9 What change, if any, should be made to sentence 27?
- A add a comma after *scholars*
 - B change *agreed* to *agree*
 - C change *most important* to *importantest*
 - D make no change
- 10 What change should be made to sentence 28?
- F *United Nations Educational, Scientific, and Cultural Organization* to *united nations educational, scientific, and cultural organization*
 - G change *unesco* to *UNESCO*
 - H change *Machu Picchu's* to *Machu Picchus'*
 - J add parentheses around *World Heritage Site*

READ the information in the box below.

There is an old saying that states, "Be not afraid of growing slowly. Be only afraid of standing still."

THINK carefully about the following statement.

People sometimes feel that change can be scary and difficult.

WRITE an essay explaining why it is important to be willing to change.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- 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 6 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 6 social studies, science, health, or math TEKS. The following tables show which TEKS are reinforced within this book.

Assessment 4			
Question Number	Answer	Strand	TEKS
1	B	6	10C
2	G	6	10Bi
3	B	6	10C
4	H	6	10C
5	B	6	10Dii
6	F	6	10Dviii
7	D	6	10Dviii
8	H	6	10Dviii
9	B	6	10Dii
10	G	6	10Dvii
Cross-Curricular Alignments			
		Social Studies TEKS	Science TEKS
Revising Section			8B
Editing Section		2B, 4C, 20B	