

STAAR CONNECTION™

Diagnostic Series™

Writing
4
teacher
v5



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing 4 teacher

Diagnostic Series™

XVI/vii/MMXXVI
Version 5.1



KAMICO®

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.
CONNECTION® to the TEKS
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **CONNECTION® to the TEKS 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 **CONNECTION® to the TEKS Developmental Series™** consists of instructional activities and assessments over isolated TEKS to allow for the remediation and 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 contains assessments on isolated TEKS 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 **CONNECTION® to the TEKS Developmental Series™**.

KAMICO's **Game Gallery®** consists of over 300 board games in English and in Spanish. These games create a game-based learning environment to facilitate additional reinforcement of TEKS.

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 4 Writing
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**State of Texas Assessments of Academic Readiness
Grade 4 Writing Assessment
Eligible Texas Essential Knowledge and Skills**

Strand 1

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to
- (B) demonstrate and apply spelling knowledge by
- (i) spelling multisyllabic words with closed syllables; open syllables; *VCe* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables;
 - (ii) spelling homophones;
 - (iii) spelling multisyllabic words with multiple sound-spelling patterns;
 - (iv) spelling words using advanced knowledge of syllable division patterns;
 - (v) spelling words using knowledge of prefixes; and
 - (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

Strand 6

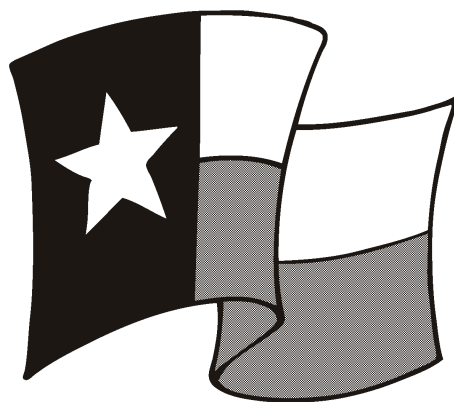
- (11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to
- (B) develop drafts into a focused, structured, and coherent piece of writing by
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea with relevant details;

- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and
- (D) edit drafts using standard English conventions, including
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) past tense of irregular verbs;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey frequency and adverbs that convey degree;
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns, including reflexive;
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
 - (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to
 - (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Name _____ Date _____

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

Lana wrote about Francita Alavez, an important person from Texas history. Read Lana's paper, and think about how it should be revised. Then answer the questions that follow.



The Angel of Goliad

(1) Although she is one of Texas's greatest heroes, many details of her life are unknown today. (2) We do not know when she was born. (3) We do not know where she is buried. (4) We do know, however, that the woman known as the "Angel of Goliad" risked her life to save dozens of brave men.

(5) The Angel of Goliad's story begins in 1836. (6) At that time, Texas was fighting a war to be free from Mexico. (7) Francita Alavez was the wife of a Mexican officer. (8) She went with her husband as he led Mexican troops against the Texans. (9) Many Texas soldiers taken as prisoners were not treated well. (10) Francita saw how poorly they were treated. (11) She thought this was unfair.

(12) Francita did everything she could to make life better for these prisoners.

(13) Once, she looked around and saw that some Texas prisoners' hands were tied up really, really tight with ropes. (14) The men were in pain. (15) Francita persuaded the Mexican soldiers to loosen the ropes, making the men more comfortable.

(16) In March 1836, hundreds of Texans were taken prisoner near Goliad.

(17) Francita was there with her husband. (18) She learned that the prisoners were to be killed on Palm Sunday. (19) The night before, Francita visited them and helped many escape. (20) If she had been caught, she likely would have been killed herself.

(21) Francita's kindness was remembered by those she saved.

(22) They called her the Angel of Goliad. (23) She risked her life for others.

(24) Francita was kind to people who were her enemies.

1 Lana wants to add a topic sentence to the beginning of the fourth paragraph (sentences 16–20). Which would be the **BEST** topic sentence for this paragraph?

- A** In February 1836, a small group of Texas soldiers began to fight against a huge Mexican army at the Alamo.
- B** As the war continued, many men were taken prisoners by both the Texans and the Mexicans.
- C** Besides making prisoners more comfortable, Francita also saved many of their lives.
- D** Women have played important roles in Texas history since the state's earliest days.

- 2 Lana does not think that sentence 13 is appropriate for this assignment. She does not think the tone is appropriate for her audience. How should she change the sentence?
- A One time she saw these prisoners from Texas, and they'd been tied up tight with ropes.
 - B Once, she noticed that some Texas prisoners' hands were tied too tight with ropes.
 - C This one time, she saw that some Texas prisoners' hands were tied like way too tight with these long ropes.
 - D She was looking around once and saw prisoners from Texas who had their hands tied tight with ropes!
- 3 What is the **BEST** way to combine sentences 2 and 3?
- A We do not know when she was born or where she is buried.
 - B We do not know when she was born, and we do not know where she is buried.
 - C We do not know when she was born, or we do not know where she is buried.
 - D Though we do not know when she was born, we do not know where she is buried.
- 4 Lana wants to add one more supporting sentence to the end of the paragraph containing sentences 12 through 15. Which would be the **BEST** supporting sentence for this paragraph?
- A She also made the Mexican soldiers give the starving prisoners food and water.
 - B The men were led by Major William P. Miller, who was born around 1802 in Ireland.
 - C These prisoners were volunteers who had come from Nashville, Tennessee, to fight for Texas.
 - D This happened at Copano Bay, where the men had been captured by Mexican general Urrea's troops.

- 5 Lana wants to insert the following sentence into her paper.

Through her brave actions, she saved about twenty people from certain death.

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

- A before sentence 1
 - B after sentence 6
 - C after sentence 15
 - D after sentence 19
- 6 What is the **BEST** concluding statement to add to the end of this selection?
- A She also helped Texas prisoners in Matamoros following the Battle of San Jacinto.
 - B After Texas won its independence, she returned to Mexico City with her husband.
 - C Some people think her first name might actually have been Francisca, Panchita, or Pancheta and that her last name may have been Alvarez or Alvesco.
 - D Her brave and caring deeds are remembered by people throughout Texas even today.

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

Ben wrote this paper about what he thinks his life will be like in twelve years. He would like you to read his paper and look for any edits he needs to make. When you finish reading, answer the questions that follow.

It Will All Be Worth It

(1) When I wake up, I am still a little sleepy. (2) Stayed up late last night again studying for my final exam. (3) I do not have much time to get to class. (4) I brush my teeth, grab a muffin for breakfast, and dash out of my dorm. (5) Today will be the best day of my life.

(6) I get to class and open my laptop computer. (7) My final mathematics exam appears on the screen and I start working on it. (8) As I answer the questions, I think back to when I was younger.

(9) When I was in elementary school, mathematics was very tough for me. (10) However, I worked hard at understanding it. (11) I asked my teacher for extra work so I could practice. (12) I went to after-school tutoring. (13) My mom and dad helped me with my homework, and I slowly got better at math. (14) By high school, I was a math whiz. (15) I earned a mathematics scholarship to my favorite college.

(16) Now, I am about to finish my last class before graduating. (17) The questions flashes up on the screen, and I answer each one. (18) It is not hard because I have prepared me well. (19) At last, I am finished. (20) My grade appears on the screen. (21) I did not miss a single question!

(22) I walk to the campus bookstore. (23) There, I get fitted for my graduation gown. (24) I will wear the black gown proudly in one week when I walk across the stage to get my diploma. (25) I have reached my goal. (26) I will be the first person in my family to graduate from college.

7 What change, if any, should be made in sentence 7?

- A change ***final mathematics exam*** to **Final Mathematics Exam**
- B change ***appears*** to **apears**
- C add a comma after ***screen***
- D make no change

8 What change, if any, should be made in sentence 13?

- A delete the comma after ***homework***
- B change ***better*** to **more good**
- C change ***mom and dad*** to **Mom and Dad**
- D make no change

9 What change, if any, should be made in sentence 17?

- A change ***flashes*** to **flash**
- B delete the comma after ***screen***
- C change ***one*** to **won**
- D make no change

- 10 What change, if any, should be made to sentence 18?
- A change *is* to **are**
 - B change *because* to **becaus**
 - C change *me* to **myself**
 - D make no change
- 11 Which of these should be added to the beginning of sentence 25?
- A First,
 - B Therefore,
 - C However,
 - D Finally,
- 12 Which of the following is an incomplete sentence?
- A sentence 2
 - B sentence 5
 - C sentence 8
 - D sentence 16

READ the information in the box below.

St. Augustine, a famous philosopher, wrote,
"The world is a book, and those who do not
travel read only one page."

THINK about an exciting place you would like to visit.

WRITE about this place and why you would like to go there.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

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



STAAR CONNECTION™
Diagnostic Series™ Grade 4 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 4 social studies or science TEKS.

Assessment 1			
Question Number	Answer	Strand	TEKS
1	C	6	11Bii
2	B	6	11C
3	A	6	11C
4	A	6	11Bii
5	D	6	11C
6	D	6	11Bi
7	C	6	11Dx
8	D	1 6	2B 11D
9	A	6	11Di
10	C	6	11Dvii
11	D	6	11Bi
12	A	6	11Di
Cross-Curricular Alignments			
		Social Studies TEKS	
Revising Section		3A, 3B	