

STAAR CONNECTION™

Diagnostic Series™

Reading

5

teacher

v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Reading
5
teacher

Diagnostic Series™

XXIX/i/MMXXII
Version 2



KAMICO®

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *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 5 Reading
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State of Texas Assessments of Academic Readiness
Grade 5 Reading Assessment
Eligible Texas Essential Knowledge and Skills

Strand 1

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to
- (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (C) identify the meaning of and use words with affixes such as *trans-*, *super-*, *-ive*, and *-logy* and roots such as *geo* and *photo*; and
 - (D) identify, use, and explain the meaning of adages and puns.

Strand 2

- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas; and
 - (H) synthesize information to create new understanding.

Strand 3

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

Strand 4

- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
- (A) infer multiple themes within a text using text evidence;
 - (B) analyze the relationships of and conflicts among the characters;
 - (C) analyze plot elements, including rising action, climax, falling action, and resolution; and
 - (D) analyze the influence of the setting, including historical and cultural settings, on the plot.

- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
 - (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
 - (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
 - (D) recognize characteristics and structures of informational text, including
 - (i) the central idea with supporting evidence;
 - (ii) features such as insets, timelines, and sidebars to support understanding; and
 - (iii) organizational patterns such as logical order and order of importance;
 - (E) recognize characteristics and structures of argumentative text by
 - (i) identifying the claim;
 - (ii) explaining how the author has used facts for or against an argument; and
 - (iii) identifying the intended audience or reader; and
 - (F) recognize characteristics of multimodal and digital texts.

Strand 5

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to

- (A) explain the author's purpose and message within a text;
- (B) analyze how the use of text structure contributes to the author's purpose;
- (C) analyze the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieve specific purposes;
- (E) identify and understand the use of literary devices, including first- or third-person point of view;
- (F) examine how the author's use of language contributes to voice; and
- (G) explain the purpose of hyperbole, stereotyping, and anecdote.

Name _____ Date _____

Stealing Summer's Heat

- 1 McKinzie watched out the window of her grandfather's house. Everything was coated in white. Just as McKinzie gave a loud, frustrated sigh, Grandfather came into the den. He was carrying two mugs of cocoa and confirming what she feared.
- 2 "That was your parents on the telephone. Their airplane is delayed in Albuquerque because of the blizzard. They hope to get here to pick you up tomorrow if this snowstorm stops." There was a long silence as both looked out the window. Grandfather saw the disappointed expression on McKinzie's face. "So, it looks like you're stuck with old Grandfather for one more night," he said apologetically.
- 3 McKinzie felt embarrassed, so she answered, "Oh, it's not that, Grandfather. I've loved my stay here this week, but I'm a little homesick. I guess this weather has me down, too. It's too cold outside to do anything but drink cocoa," she said, taking a sip from the steaming cup.
- 4 "Well, maybe we can find some way to pass the time. Would you indulge me while I tell an 'old tale'?" A smile spread across McKinzie's lips. Her grandfather told the most wonderful stories. Most had been told to him years ago by his grandfather, a respected leader of the Slavey tribe of northern Canada. Grandfather called them his "old tales." McKinzie nodded, grabbed a wool blanket, and sat down near the fireplace.
- 5 Grandfather sat in his big chair and said, "This story happened in a time long ago. In fact, it happened before there were any people in the world. There were only animals.
- 6 "Once, there was only winter. No one could remember the last warm time. Everything around was cold. Nothing grew because snow and ice covered everything." McKinzie glanced again at the flurries falling outside, and she shivered, despite being quite warm under her blanket. "The animals were hungry and freezing, so they held a council to decide what to do.
- 7 "As they talked, Fox noticed that Bear was missing. None of the animals recalled having seen Bear since the long winter began, so Fox, Beaver, Bobcat, Wolf, and Owl went to find her.

8 "In those days, Bear did not live with the other animals. She lived in the upper world, a land high in the sky. To get to her lodge, Fox, Beaver, Bobcat, and Wolf climbed on the back of Owl, and Owl soared up into the clouds. Soon, they arrived at Bear's lodge on the shore of a giant lake. A fire burned outside the lodge, and the animals gathered around it to warm themselves.

9 "Inside the lodge were Bear's two cubs. 'Where is your mother?' asked Wolf.

10 "'She is hunting,' the cubs answered.

11 "Owl noticed several pouches hanging from a wall of the lodge. 'What does your mother have in there?' asked Owl, pointing to one of the pouches.

12 "'She keeps spring's rains in there,' answered the cubs.

13 "'What does she have in this pouch?' asked Bobcat.

14 "'In that one, she keeps autumn's winds,' answered the cubs.

15 "'What about this pouch, what does it contain?' asked Wolf.

16 "'If we tell you, our mother will be angry.'

17 "Beaver said, 'If you don't tell us, Wolf will eat you both!'

18 "The cubs were frightened of the big wolf. They decided to tell their mother's secret. 'In that bag, she keeps summer's warmth.'

19 "The animals went outside the lodge and held a council. They made a plan to steal the pouch. Beaver went to Bear's big canoe. He gnawed a hole in the bottom of it. Then Fox went into the woods. The other animals hid close to the lodge.

20 "Fox found Bear hunting near the lodge, and he mimicked the call of a moose. Bear thought that she might have a nice moose dinner that night. She followed the sound. However, Fox was clever. He led Bear far away from the lodge into the forest. In the meantime, the other animals grabbed the bag of heat and ran.

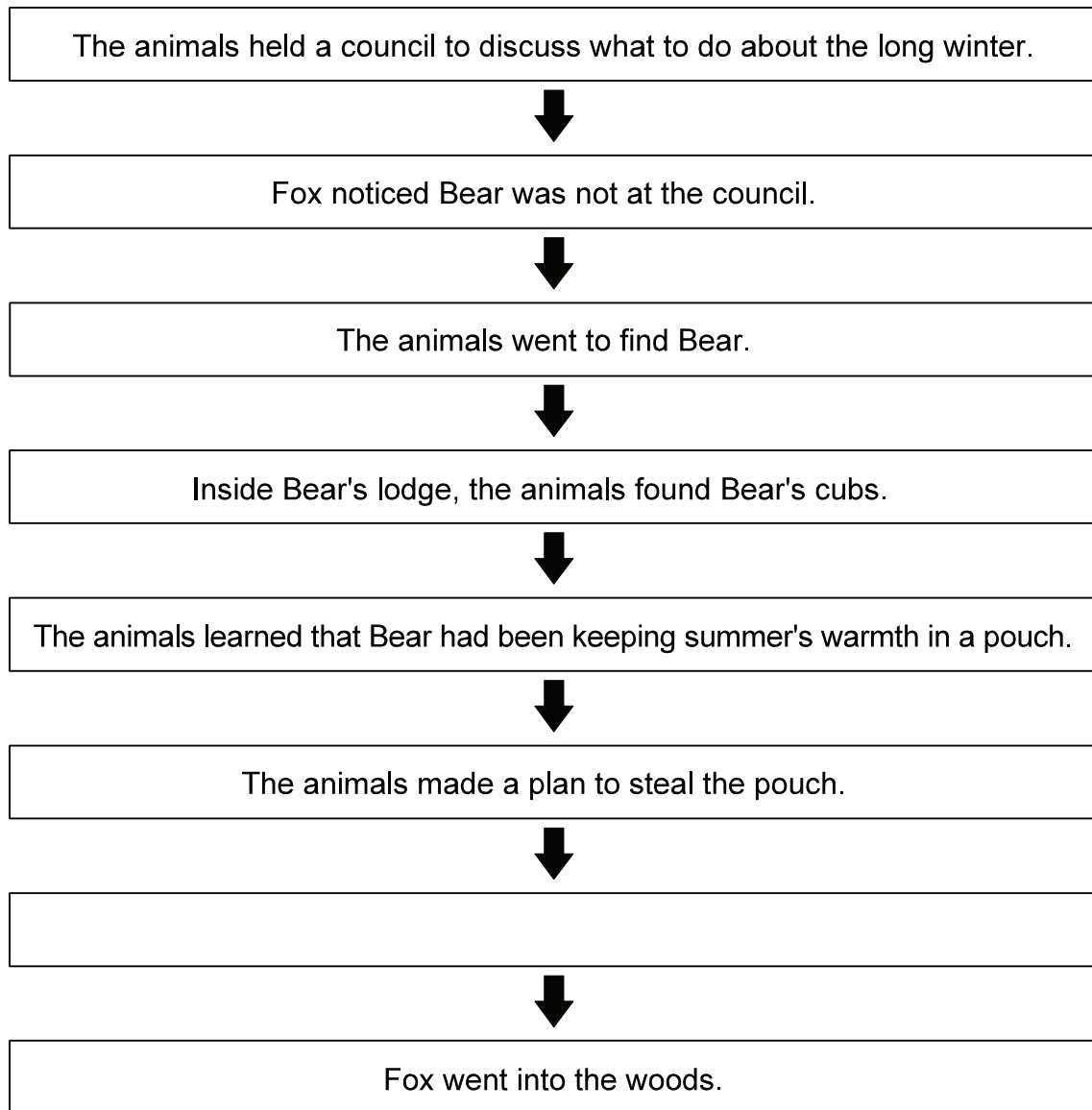
21 "'Help! Mother, they are stealing summer's warmth!' shouted the little cubs.

22 "'Come, Fox! We must run away now!' shouted the other animals.

- 23 "Fox ran to the lake, where he jumped in and started to swim across. Bear jumped into her canoe to chase him. However, when she reached the middle of the lake, the canoe filled with water from the hole that Beaver had made. The canoe sank. Fox swam safely across the lake to join his friends. Bear swam as fast as she could, but she couldn't catch them. Owl carried the pouch and all the animals back to their own world. There, they opened the pouch, and winter ended. Everything changed from white to green. The world was as warm as a mother's hug. There was plenty of food for all. After that, the other animals allowed Bear to keep summer's warmth in a bag half of the year, so that she would not try to steal it again."
- 24 McKinzie looked sleepily up at her grandfather. The sun had gone down outside, and the cozy warmth of the living room had made her drowsy. "I could use a bite to eat, myself," she said, smiling.
- 25 "Well, I'll see if I can whip up something warm," answered Grandfather as he rose from his chair.
- 26 "Then maybe after dinner," McKinzie suggested, "you could tell me another old tale?" Grandfather grinned, winked, and nodded, and McKinzie felt a little glad that her parents' plane had been stuck in Albuquerque.

- 1 This story is told in —
- A third-person omniscient point of view, in which the narrator knows and tells all characters' thoughts.
 - B third-person limited point of view, in which the narrator tells the thoughts of only one character.
 - C first-person point of view of McKinzie.
 - D first-person point of view of Grandfather.
- 2 In the passage, Grandfather points out that there is a fire burning outside Bear's lodge. This foreshadows —
- F the animals' discovering the bag that held warmth inside the lodge.
 - G Fox's mimicking a moose in the forest.
 - H the fact that Bear is hunting in the forest.
 - J Beaver's gnawing a hole in Bear's canoe so that it would sink in the lake.

- 3 Read the diagram. It shows the sequence of some of the events in Grandfather's story.



Which best completes the diagram?

- A The animals opened the pouch, and winter ended.
- B Bear's canoe sank in the lake.
- C Fox mimicked the sound of a moose.
- D Beaver gnawed a hole in Bear's canoe.

- 4** Grandfather's story shows how the Slaveys explained —
- F** why bears are mean.
 - G** why the seasons change.
 - H** why beavers chew on trees.
 - J** how people came into the world.
- 5** What was the main problem faced by Fox, Beaver, Bobcat, Wolf, and Owl?
- A** There were no people in the world to take care of the animals.
 - B** They could not figure out how to reach Bear's lodge in the upper world.
 - C** They could not find Bear, who had been missing since the winter began.
 - D** They were hungry and freezing because winter had lasted so long.
- 6** Which of the following best expresses the lesson that McKinzie learned by the end of this selection?
- F** What happens in real life can sometimes be stranger than any kind of made-up story.
 - G** When something bad happens, it usually occurs more than once in a short amount of time.
 - H** A person is never too old to change his or her ways.
 - J** Sometimes, events that seem unlucky or bad can lead to good experiences.

- 7** How does the setting affect this story?
- A** The snowy weather makes McKinzie excited, which prompts Grandfather to tell her a story to calm her down for bedtime.
 - B** The snowy weather causes Grandfather to bring McKinzie a steaming cup of cocoa, which solves the story's main problem.
 - C** The snowy weather is part of the reason McKinzie feels blue, which prompts Grandfather to tell a story to cheer her.
 - D** The snowy weather causes McKinzie's visit with her Grandfather to end early, which creates the story's main problem.
- 8** In paragraph 23, the author uses a simile to show that —
- F** all the animals became cozy and comfortable.
 - G** Bear was a loving mother to her cubs.
 - H** Fox was a fast and skilled swimmer.
 - J** Owl was very strong.

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



STAAR CONNECTION™
Diagnostic Series™ Grade 5 Reading
TEKS Reading Alignment Chart and Cross-Curricular Alignments

KAMICO® supports cross-curricular teaching strategies and encourages efforts to apply, transfer, and integrate knowledge across multiple content areas. Therefore, many assessments in this reading book reinforce at least one grade 5 social studies, science, and/or health TEKS.

Assessment 7			
Question Number	Answer	Strand	TEKS
1	B	5	10E
2	F	5	10E
3	D	3	7D
4	G	4	9A
5	D	4	8C
6	J	4	8A
7	C	4	8D
8	F	5	10D
Cross-Curricular Alignments			
Social Studies TEKS			22B