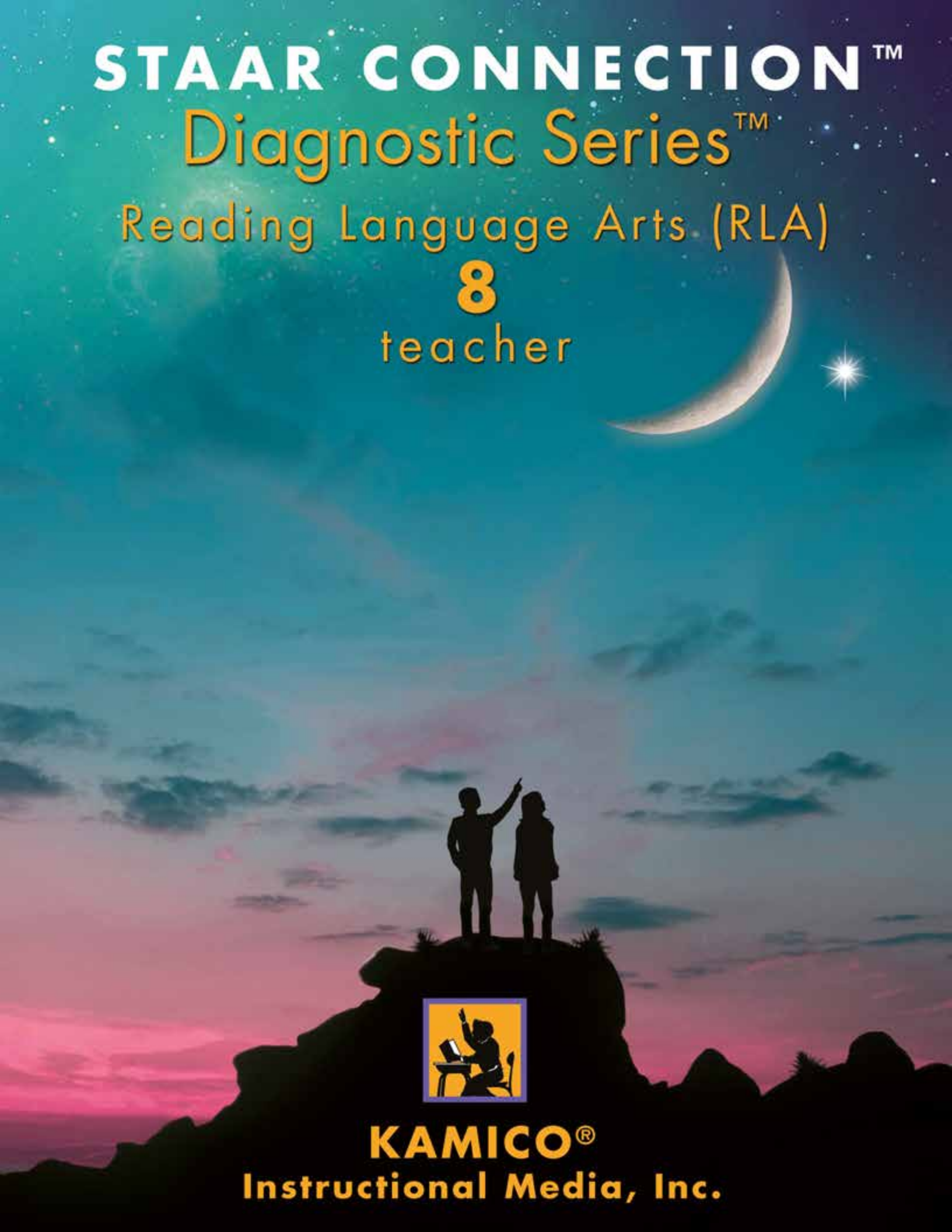
STAAR CONNECTION™

Diagnostic Series™

Reading Language Arts (RLA)

8

teacher



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Instructional Media, Inc.

STAAR CONNECTION™

Reading Language Arts (RLA)
8
teacher

Diagnostic Series™

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Version 1.1

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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™**.

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STAAR CONNECTION™
Diagnostic Series™
Grade 8 Reading Language Arts (RLA)
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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 within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous 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 *ast*, *qui*, *path*, *mand/mend*, and *duc*. **[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) analyze how themes are developed through the interaction of characters and events; **[Strand 4] Supporting Standard**

(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict; **[Strand 4] Readiness Standard**

(C) analyze nonlinear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; **[Strand 4] Readiness Standard**

(D) explain how the setting influences the values and beliefs of characters. **[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, fantasy, science fiction, and short stories; **[Strand 4] Supporting Standard**

(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry; **[Strand 4] Supporting Standard**

(C) analyze how playwrights develop dramatic action through the use of acts and scenes; **[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 footnotes, endnotes, and citations; **[Strand 4] Supporting Standard**

(iii) multiple organizational patterns within a text to develop the thesis; **[Strand 4] Supporting Standard**

(E) analyze characteristics and structures of argumentative text by

(i) identifying the claim and analyzing the argument; **[Strand 4] Readiness Standard**

(ii) identifying and explaining the counter 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 extended metaphor achieves specific purposes; **[Strand 5] Supporting Standard**

(E) identify and analyze the use of literary devices, including multiple points of view and irony; **[Strand 5] Supporting Standard**

(F) analyze how the author's use of language contributes to mood, voice, and tone; **[Strand 5] Supporting Standard**

(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. **[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, details, and examples; **[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 and active and passive voice; **[Strand 6] Readiness Standard**

(iii) prepositions and prepositional phrases and their influence on subject-verb agreement; **[Strand 6] Supporting Standard**

(iv) pronoun-antecedent agreement; **[Strand 6] Supporting Standard**

(v) correct capitalization; **[Strand 6] Supporting Standard**

(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; **[Strand 6] Supporting Standard**

(vii) 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 6] 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] Supporting Standard**

Name _____ Date _____

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

Immigration Station, Angel Island

1 The history of American immigration brings to mind the Statue of Liberty welcoming the poor and hungry to her shores. Most people have heard of Ellis Island in New York Harbor, where millions of immigrants from Europe passed through on their way to the New World between 1892 and 1954. However, a lesser-known entry lay on the other side of the country. In San Francisco Bay, Immigration Station was built on Angel Island to sift through the immigrants, mostly Asian, coming over the Pacific Ocean. In the years of its operation, from 1910 until 1940, about one million immigrants came through Angel Island, many of them unwelcome in America. Thus, Angel Island was known as the Guardian of the Western Gate. These immigrants had to deal with racism, poor living conditions, and an overwhelming uncertainty about whether they would ever even be allowed on the mainland.

2 Angel Island was, for many immigrants, a detention center. Though all immigrants underwent official checks when they came to the United States, the average holdover for Europeans coming through Ellis Island was three to five hours. For Asians coming to America, the average stay on Angel Island was much longer. In fact, some were detained for months or even years. The barbed-wire fences and armed guards on the island gave a clear signal that these immigrants faced a different kind of <u>scrutiny</u>.

3 People of many nationalities came through Angel Island, and they were not all treated the same. Though Asians as a whole met with more discrimination and difficulties than other immigrants coming to the United States, some Asian countries had strong political ties with America. People from these Asian countries were generally treated better. China did not have strong ties with the United States. America made no secret of its desire to keep the Chinese out of its borders. It established Immigration Station on Angel Island, in part, to stop their immigration.

4 A look at the history of Chinese immigration helps explain the conflict. When word of the California gold rush in 1849 spread across the ocean, the first wave of Chinese came to the United States. They left behind poverty and political turmoil in their homeland to seek "*Gam Saan*," or "Gold Mountain," in the New World. As the number of Chinese grew, racism forced them out of the gold mines and reduced them to menial labor.

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GO ON

5 American businessmen welcomed the Chinese as cheap labor and used them to help build the transcontinental railroad. The railroad was completed in 1869. When an economic depression hit America in the 1870s, white laborers blamed the Asian immigrants for increasing the labor pool and driving down wages. This hostility led to Congress's passing the Chinese Exclusion Act of 1882. This is the only law in American history to bar the entrance of a specific ethnic group into the country.

6 The Chinese Exclusion Act almost ended Chinese immigration, but the law did have some exceptions. Officials at Immigration Station on Angel Island were in charge of making these exceptions. The act still let some professionals and some of the members of the higher classes enter the country. However, the law prohibited the members of the laboring classes from entering the United States unless these people could prove they had a relative or spouse already living in America.

7 Many Chinese were desperate to get into America for the opportunities they believed awaited them. Some tried to prove their ties to America with false documents, such as birth certificates or marriage certificates. These immigrants were called "paper sons" or "paper daughters," for their ties existed only on paper. Other Chinese had real ties but no official papers for proof because public recordkeeping during this era was inefficient.

8 Immigration officials came up with a system of oral questioning that was very difficult for the Chinese to pass. The examinations asked detainees for details about their family histories, house decors, or home villages. These facts would then be checked for accuracy against the answers of relatives living in the United States. Gathering this information often took a long time, and memories did not always match. In fact, the nature of the questions seemed to set the immigrants up to fail.

9 Some immigrants and their family members were expected to remember how many steps led up to their house or what time they had gone to sleep every night back home. If just one memory did not match, an immigrant was usually sent back to China. Thus, Angel Island became a detention center where immigrants waited for the chance to prove their ties to America. If they did not pass the tests, they waited to be deported.

10 In addition to dealing with the interrogations, the immigrants held on Angel Island endured poor living conditions during their waits. Officials split up families when they came to the island. Men and women were housed in separate crowded barracks. Detainees reported filthy bathrooms and dining halls that served unappetizing, sometimes rotten food. Unsanitary conditions made some people very ill. Detainees could not have any guests, and immigration officials opened and read all mail. Immigrants suffered from loneliness and boredom while enduring the strict daily routine. They longed for the day when they would be cleared to enter San Francisco and they would be reunited with their families.

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11 Immigrants faced uncertainty in the length of their detentions and in their future prospects. The time spent on Angel Island varied from a couple of hours to many months. Some immigrants spent up to two years on the island. Many immigrants who were detained on Angel Island expressed emotions of loneliness, frustration, fear, and sorrow through poetry. They carved these poems into the wooden walls of the detention center. Not all waits ended with a new life in America. An estimated 20 to 25 percent of immigrants were refused entry and were sent back to China. (In contrast, only about 2 percent of the immigrants to Ellis Island were refused entry.)

12 Immigration Station closed in 1940 after a fire damaged the facilities. In 1943, when China became a United States ally in World War II, Congress repealed the Chinese Exclusion Act. These events marked a turning point in U.S. immigration history, shifting from exclusion toward eventual recognition of immigrant contributions. From that past struggle and change grew today's effort to remember and honor immigrant experiences. Today, California preserves Angel Island as a state park. Visitors can hike and bike in the beautiful surroundings, tour the museum dedicated to the immigrants, and read the poetry that remains on the detention center walls, telling the story of the many who passed through.

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Call for Volunteers

The Angel Island Preservation Group needs volunteers to lead guided tours of Angel Island.

The Angel Island Preservation Group is responsible for coordinating volunteer activities at Angel Island State Park. We organize trash cleanups, lead interpretive tours, advocate for the park with elected officials, and solicit donations for park improvements.

Our most pressing volunteer need is for guides to lead student groups on tours of the park. Our guides share the island's rich history with interested visitors on most weekends and holidays from May through October. Angel Island receives over 1,000,000 visitors annually from around the world. Thousands of these visitors are students eager to learn about the history of this amazing place. Unfortunately, without dedicated volunteers to lead these tours, the experience is not nearly as beneficial to these young people. Sadly, without enough volunteer tour guides, we are forced to put too many visitors in each tour group, or worse, we are forced to turn some visitors away. Please help us serve these visitors instead of denying them the learning experience they so badly want.

Please contact volunteer coordinator Roger Trujilio
for information about how to volunteer at
(415) 555-5667 ext. 456, or rtrujilio@angelispg.org.

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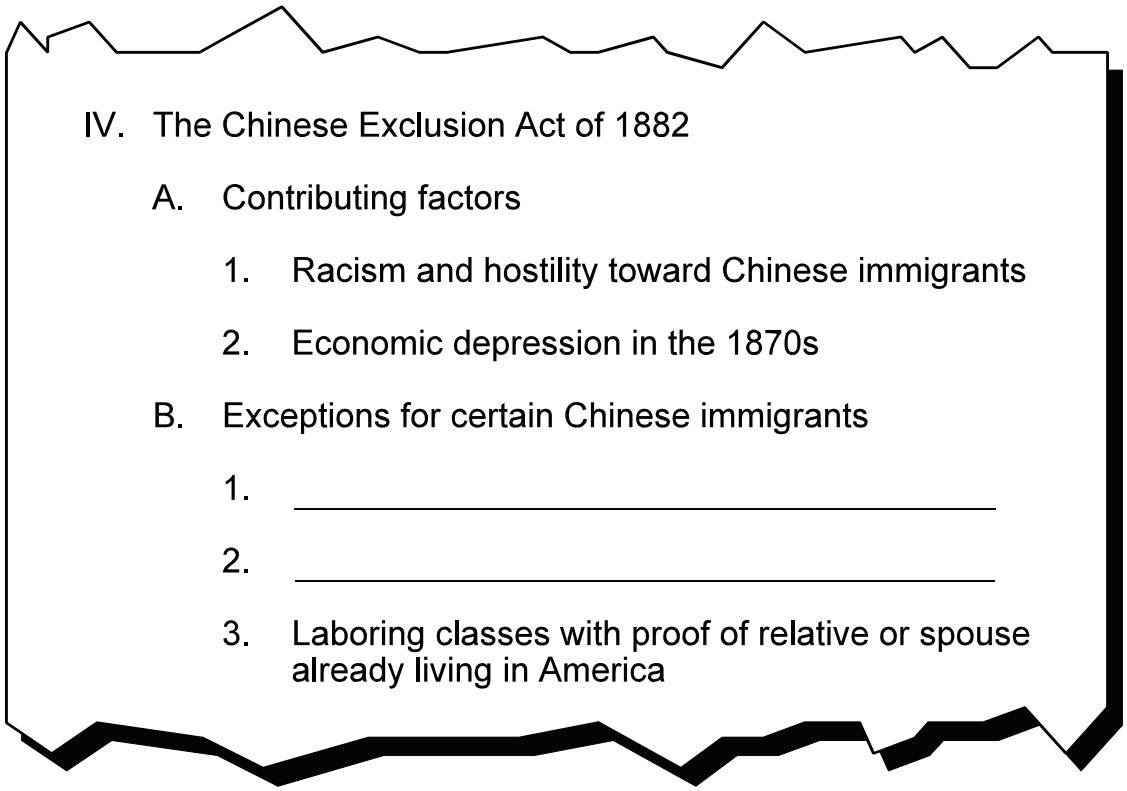
1 Read the outline portion.



Which of the following best completes the outine?

Select **TWO** correct answers.

- ◯ Goldminers
- ◯ No strong political ties with America
- ◯ Higher classes
- ◯ Professionals
- ◯ Children

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2 Which sentence best shows the reader that Asian immigrants were unhappy with their detention at Immigration Station, Angel Island?

Ⓐ *For Asians coming to America, the average stay on Angel Island was much longer.*

Ⓑ *As the number of Chinese grew, racism forced them out of the gold mines and reduced them to menial labor.*

Ⓒ *Thus, Angel Island became a detention center where immigrants waited for the chance to prove their ties to America.*

Ⓓ *They longed for the day when they would be cleared to enter San Francisco and they would be reunited with their families.*

---

3 The word <u>exclusion</u> in paragraph 5 is derived from Latin. This word means —

Ⓐ the process of keeping out.

Ⓑ the process of making or treating as part of a whole.

Ⓒ a sudden cry of surprise, anger, or pain.

Ⓓ a thing that is expected to happen.

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4 Determine whether each feature was found at only Angel Island or was found at both Angel Island and Ellis Island.

Select **ONE** correct answer in each row.

Feature Found at United States Immigration Stations	Feature Found Only at Angel Island	Feature Found at Both Places
The facility was in operation in 1930.	Ⓐ	Ⓑ
The facility was located off the West Coast of the United States.	Ⓐ	Ⓑ
The facility processed mainly Asian immigrants.	Ⓐ	Ⓑ
The facility required immigrants to undergo official checks before entering the country.	Ⓐ	Ⓑ

---

5 Paragraph 2 says, "The barbed-wire fences and armed guards on the island gave a clear signal that these immigrants faced a different kind of scrutiny." Look at the following thesaurus entry for the word scrutiny.

scrutiny [*noun*] *a close examination*
synonyms: analysis, audit, inspection, investigation, perusal, review, surveillance, survey, view
antonyms: cursory look, fleeting look, glance, peek

Which of the following words has the opposite meaning of scrutiny?

Ⓐ glance

Ⓑ surveillance

Ⓒ antonyms

Ⓓ examination

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6 Look at the call for volunteers ad. In order to attract volunteers, the writer of this ad tries to show that Angel Island is a very important place. How does the writer try to accomplish this goal?

Ⓐ The writer uses statistics to show that Angel Island is visited by many people every year.

Ⓑ The writer shows that the Angel Island Preservation Group has a volunteer coordinator.

Ⓒ The writer tells readers that the group only gives tours on weekends and holidays for part of the year.

Ⓓ The writer suggests that Angel Island is covered in trash, that its buildings need improvement, and that it has many other problems.

---

7 Look at the call for volunteers. What is one way the writer of this ad tries to convince readers to volunteer to lead guided tours?

Ⓐ The writer appeals to readers' patriotism by pointing out that Angel Island played an important part in American history.

Ⓑ The writer appeals to readers' emotions by telling how sad it would be if students were turned away from a tour group.

Ⓒ The writer appeals to readers' sense of authority by showing that elected officials think volunteering is important.

Ⓓ The writer appeals to readers' sense of tradition by telling how people have volunteered in the park for a long time.

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8 Read "Immigration Station, Angel Island." Based on the information in the selection, write a response to the following:

Explain why the author most likely wrote this selection and how this purpose affected the author's organization of the selection.

Remember to —

- 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

Manage your time carefully so that you can —

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

Record your response in the box provided.

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USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

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

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USE THIS PREWRITING PAGE TO
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Written Composition

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Written Composition

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Written Composition

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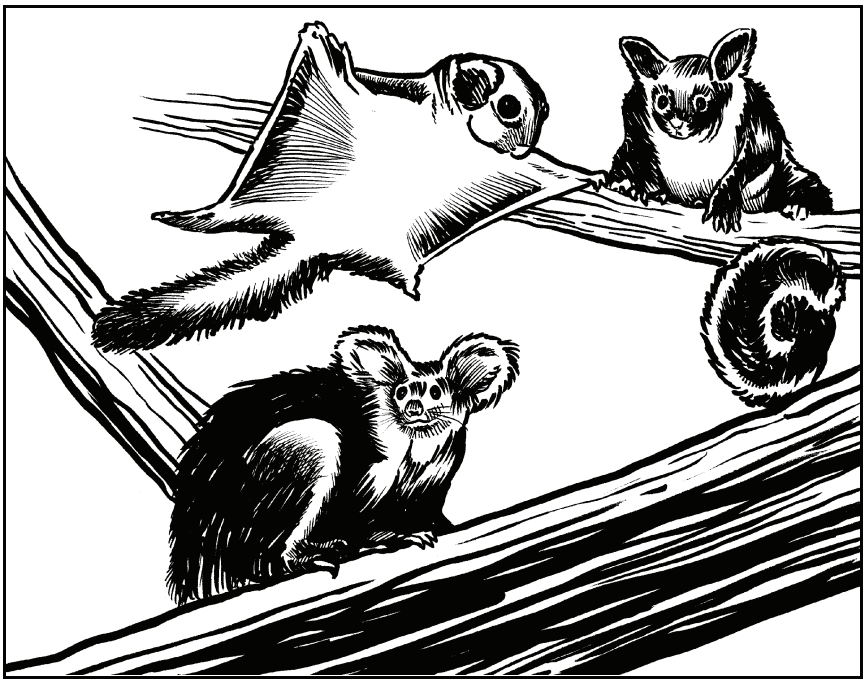
Ernestina wrote about the gliding mammals of Australia. Read Ernestina's paper, and look for revisions she needs to make. Then answer the questions that follow.



Australia's Flying Gliders

(1) Australia is home to some of the most peculiar animals on Earth. (2) One of these animals is the platypus. (3) The platypus is a strange egg-laying mammal. (4) Giant, flightless birds called emus scamper through its forests. (5) People can also find kangaroos, koalas, and Tasmanain devils there. (6) However, of all Australia's animals, the most impressive might be some that soar through its treetops. (7) These animals, called gliders, do not fly like birds, but rather glide through the air. (8) Australia's gliders have thin flaps of skin, or membranes, that stretch along their sides from their front legs to their rear legs. (9) To move around, gliders climb a tree, leap off, and spread their legs out, turning their bodies into a sort of parachute. (10) The gliders drift down to another tree, which they grab with sharp claws. (11) Three of the best-known Australian gliders are the greater glider, the sugar glider, and the yellow-bellied glider.

(12) Although they are all members of the same taxonomic order, Diprotodontia, these gliders look quite different from one another. (13) The largest of the three are the greater gliders, which are in fact the largest gliders in Australia. (14) They resemble dark-furred lemurs with long tails and circular teddy-bear-like ears. (15) Greater gliders weigh up to four pounds and can be up to four feet long. (16) Sugar gliders, with their large eyes and lengthy tails, have soft fur and look a bit like toy stuffed animals. (17) Finally, the

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yellow-bellied glider's name suggests one of this creature's most distinctive features. (18) These gliders are typically gray with a dark stripe down their backs and creamy white to light yellow bellies. (19) Yellow-bellied gliders are also called fluffy gliders, another apt description.

(20) Although they look different, the behavior of the three gliders is similar in many ways. (21) For one, all three are nocturnal, preferring to rest during the day and become active at nighttime. (22) Also, all are marsupials, so they carry their babies in pouches until their young are mature, as kangaroos do. (23) For instance, greater gliders prefer eucalyptus leaves, sugar gliders enjoy the sugary nectar from which they get their name, and yellow-bellied gliders make incisions in trees in order to eat their sap.

(24) All three of these gliders face similar threats. (25) One big problem these animals face comes from barbed wire fences. (26) As ranches in Australia spread, land is becoming crisscrossed with barbed wire fences. (27) Gliders have trouble seeing the thin strands of wire, and when they leap from one tree to another, they can get caught in them. (28) Another threat comes from predators. (29) Australia is home to many endemic animals. (30) However, many animals live there that do not belong. (31) Over the past two hundred years, settlers have brought animals like cats, foxes, and dogs to Australia. (32) Native animals are not well equipped to deal with the threats these nonnative animals pose. (33) The introduced predators can quickly destroy a glider population. (34) Solutions to these problems must be discovered if glider populations are to remain healthy.

(35) Australia has many amazing animals. (36) Three of the most interesting are the greater glider, the sugar glider, and the yellow-bellied glider. (37) They look different from one another but have many of the same habits. (38) Furthermore, they all face similar threats.

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9 Ernestina wants to combine the ideas in sentences 2 and 3. In the box provided, write a new sentence that combines these ideas in a clear and effective way.

---

10 The meaning of sentence 5 can be improved by changing ***People*** to —

Ⓐ Persons

Ⓑ Some of them

Ⓒ Visitors to Australia

Ⓓ All sorts of folks

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11 Which sentence could be added after sentence 11 to improve the introduction of this paper?

Ⓐ There are some snakes that can glide from tree to tree by using their muscles to flatten their bodies.

Ⓑ The bat is a mammal that also moves through the air, but it flies using its wings instead of gliding.

Ⓒ There are many kinds of interesting animals that live in the world.

Ⓓ Although these creatures have much in common, they are also different in many ways.

---

12 Ernestina would like to add the following sentence to the third paragraph (sentences 20 through 23).

> *Finally, they all eat plants, although their particular preferences vary.*

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

Ⓐ After sentence 20

Ⓑ After sentence 21

Ⓒ After sentence 22

Ⓓ After sentence 23

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13 Ernestina 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.

---

14 Which of these should be added after sentence 38 to strengthen the conclusion of this paper?

Ⓐ Like many of the continent's animals, Australia's marsupial gliders are some of the most unique creatures on Earth.

Ⓑ There are gliding animals that live in other parts of the world, too, such as North America's flying squirrels.

Ⓒ Visiting Australia is like going to a zoo because there are many animals that live there.

Ⓓ I hope you enjoyed reading my paper about the gliding mammals of Australia.

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Kevin is writing a story about pirates. Read Kevin's story, and look for corrections he needs to make. Then answer the following questions.

Rescue from the Pirate's Lair

(1) Jonathan walked carefully but quickly through the damp tunnel, trying not to stumble on the cobblestones that paved its floor. (2) In the dim lamplight, he made out the shadows of rats scurrying. (3) Somewhere in this underground maze, he hoped, his father was safely waiting for him.

(4) Earlier that night, Jonathan's father had went to Smythe's Tavern looking for work. (5) Jonathan had begged his father not to go. (6) The tavern was too dangerous. (7) Smythe's Tavern was a notorious hangout for thieves murderers, and pirates. (8) In fact, pirates routinely kidnapped unsuspecting guests, carried them through the tunnels that led from the tavern to the waterfront, and forced them to work on their pirate ships. (9) That was what Jonathan thought had happened to his father. (10) When his father did not show up for dinner, Jonathan had grabbed his lamp and his dagger and headed down to Smythe's Tavern. (11) He had sneaked into the tunnel entrance that lay just outside the back door.

(12) The tunnel was not a straight path. (13) Rather it branched out in many directions, some paths leading to the shore and some leading to dead ends, where pirates would store guns, knives, and sometimes even treasure until it could be safely moved. (14) Jonathan had no idea where his father might be. (15) His ears searched the darkness for any human sound.

(16) Suddenly, clumsily, he tripped on something. (17) The object let out a loud moan. (18) Jonathan shone his light down and saw it was his father. (19) He was tied up and gagged and had a nasty gash on his head, but otherwise he seemed all right.

(20) "I'll get you out of here, Pa," Jonathan assured. (21) He got to work cutting the gag and cords with his dagger.

(22) "Be careful," his father warned as soon as the gag was free. (23) Then the two froze. (24) The sound of footsteps on the cobblestones echoed off the tunnel walls.

(25) "They're coming!" his father warned. (26) "Black Richard and his men are coming back. (27) They ditched me here with that chest until they could prepare their ship to leave," he said, gesturing to a large trunk beside him. (28) "Now they're coming back. (29) Run for it, Jonathan!"

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GO ON

(30) "not a chance," Jonathan answered. (31) "Not without you." (32) Jonathan took his dagger and popped the lock off the chest to see if it might contain something useful like a pistol or a sword. (33) What he saw instead was a gleaming pile of gold coins. (34) The boy and his father almost forgot their danger in the presence of such wealth. (35) "Let's get out of here, Pa. (36) I certainly don't want to get between those pirates and this treasure." (37) Richard helped his woozy father to this feet, and the two scrambled away down the tunnel toward the relative safety of Smythe's Tavern.

(38) The next morning, because Jonathan's father had quite a headache, the two left the house early. (39) They joined the large crowd gathered near the courthouse. (40) There, Black Richard stood in chanes as the royal clerk read from a scroll.

(41) "I hereby sentence you, Richard Drake, known as Black Richard, for the crimes of piracy on the high seas, kidnapping, murder . . . "

(42) "I must admit, son," his father leaned over to say, "it was a good idea to send that note to the naval arsenal."

(43) "Thanks, Pa," Jonathan replied. (44) "I thought it would be wise to tell them Black Richard was planning on robbing the arsenal last night. (45) I figured that would motivate the sailors to sweep the tunnels looking for him. (46) I thought it wouldn't hurt to have a little help in case things got hairy." (47) He grinned and winked at his father. (48) "Though, I hope you forgive me for telling a little fib."

---

15 Kevin has made an error in sentence 4. Select the response that corrects this error.

Earlier that

Ⓐ night, Jonathan's Father had went
Ⓑ night, Jonathan's father had gone
Ⓒ night, Jonathans' father had went
Ⓓ nite, Jonathan's father had went

to Smythe's Tavern looking for work.

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

Ⓐ Change ***notorious*** to **notoriously**

Ⓑ Insert a comma after ***thieves***

Ⓒ Change ***pirates*** to **Pirates**

Ⓓ Make no change

---

17 What change, if any, should be made to sentence 30?

Ⓐ Change ***not*** to **Not**

Ⓑ Delete the comma after ***chance***

Ⓒ Change ***answered*** to **ansered**

Ⓓ No change needs to be made

---

18 The word ***because*** does not appropriately connect the two clauses in sentence 38. Which word or phrase should replace ***because***?

Ⓐ if only

Ⓑ although

Ⓒ where

Ⓓ as if

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19 Kevin has made an error in sentence 40. Select the response that corrects this error.

There, Black Richard

Ⓐ standed in chanes as the royal clerk
Ⓑ stood in chains as the royal clerk
Ⓒ stood in chanes, the royal clerk
Ⓓ stood in chanes as the Royal Clerk

read from a scroll.

---

20 What change, if any, should be made to sentence 47?

Ⓐ Change ***He*** to **Him**

Ⓑ Change ***grinned*** to **grined**

Ⓒ Change ***winked*** to **winks**

Ⓓ Make no change

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

STOP

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STAAR CONNECTION™
Diagnostic Series™
Grade 8 Reading Language Arts (RLA)
Answer Key

Assessment 1

1 ✓ Higher classes
✓ Professionals

2 **D** *They longed for the day when they would be cleared to enter San Francisco and they would be reunited with their families.*

3 **A** the process of keeping out.

4

Feature Found at United States Immigration Stations	Feature Found Only at Angel Island	Feature Found at Both Places
The facility was in operation in 1930.	Ⓐ	✓
The facility was located off the West Coast of the United States.	✓	Ⓑ
The facility processed mainly Asian immigrants.	✓	Ⓑ
The facility required immigrants to undergo official checks before entering the country.	Ⓐ	✓

5 **A** glance

6 **A** The writer uses statistics to show that Angel Island is visited by many people every year.

7 **B** The writer appeals to readers' emotions by telling how sad it would be if students were turned away from a tour group.

8 A correct response could involve a student providing an extended response explaining that the author most likely wrote "Immigration Station, Angel Island" to inform readers about Angel Island, Chinese immigration, and the hardships endured by immigrants detained there. This purpose shaped the organization of the selection by presenting historical context first, explaining why Chinese immigrants came to the United States and how Angel Island functioned as an immigration station. The author then details the challenges immigrants faced, such as long detentions, harsh interrogations, and poor living conditions. The mention of the poems carved into the walls by detainees further emphasizes the emotional toll of their experiences, reinforcing the hardships they endured.

9 A correct response could be similar to the following: One of these animals is the platypus, a strange egg-laying mammal.

10 **C** Visitors to Australia

11 **D** Although these creatures have much in common, they are also different in many ways.

12 **C** After sentence 22

13 A correct response could be similar to the following: While Australia is home to many endemic animals, it also has many animals that do not belong.

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14 A Like many of the continent's animals, Australia's marsupial gliders are some of the most unique creatures on Earth.
15 B night, Jonathan's father had gone
16 B Insert a comma after ***thieves***
17 A Change ***not*** to **Not**
18 B although
19 B stood in chains as the royal clerk
20 D Make no change

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STAAR CONNECTION™
Diagnostic Series™ Grade 8 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 8 social studies, science, health, and/or art TEKS.

Assessment 1						
Question Number	**Item Type**	**Answer**	**Strand**	**Reporting Category**	**TEKS**	**Readiness or Supporting**
1	Multiselect	see text key	4	1	8Di	Readiness
2	Multiple Choice	D	3	1	6C	Readiness
3	Multiple Choice	A	1	1	2C	Supporting
4	Match Table Grid	B A A B	3	1	6B	—
5	Multiple Choice	A	1	1	2A	Supporting
6	Multiple Choice	A	4	1	8F	—
7	Multiple Choice	B	5	1	9G	Supporting
8	Extended Constructed Response	see text key	5 6	1 2	9A 11B	Readiness Readiness
9	Short Constructed Response	see text key	6	2	10C	Readiness
10	Multiple Choice	C	6	2	10C	Readiness
11	Multiple Choice	D	6	2	10Bi	Readiness
12	Multiple Choice	C	6	2	10Bii	Readiness
13	Short Constructed Response	see text key	6	2	10C	Readiness
14	Multiple Choice	A	6	2	10Bi	Readiness
15	Inline Choice	B	6	2	10Dii	Readiness
16	Multiple Choice	B	6	2	10Dvi	Supporting
17	Multiple Choice	A	6	2	10Dv	Supporting
18	Multiple Choice	B	6	2	10C	Readiness
19	Inline Choice	B	6	2	10Dvii	Readiness
20	Multiple Choice	D	6	2	10D	Supporting

Cross-Curricular Alignments	
Social Studies TEKS	9D, 23A, 23C, 23D
Science TEKS	11A, 11B

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