

STAAR CONNECTION™

Diagnostic Series™

Reading
2
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Reading
2
teacher

Diagnostic Series™

XXIX/i/MMXXII

Version 2



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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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STAAR CONNECTION™
Diagnostic Series™
Grade 2 Reading
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State of Texas Assessments of Academic Readiness
Grade 2 Reading 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
- (D) alphabetize a series of words and use a dictionary or glossary to find words.
- (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 and pronunciation of unknown words;
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (C) identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er* and *-est* (comparative and superlative), and *-ion/tion/sion*; and
- (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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; and
- (G) evaluate details read to determine key ideas.

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
 - (C) use text evidence to support an appropriate response; and
 - (D) retell and paraphrase 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) discuss topics and determine theme using text evidence with adult assistance;
 - (B) describe the main character's (characters') internal and external traits;
 - (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
 - (D) describe the importance of the setting.

- (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, and fairy tales;
 - (B) explain visual patterns and structures in a variety of poems;
 - (C) discuss elements of drama such as characters, dialogue, and setting;
 - (D) recognize characteristics and structures of informational text, including
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and graphics to locate and gain information; and
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
 - (E) recognize characteristics of persuasive text, including
 - (i) stating what the author is trying to persuade the reader to think or do; and
 - (ii) distinguishing facts from opinion; 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) discuss the author's purpose for writing text;
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (C) discuss the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss the use of descriptive, literal, and figurative language;
 - (E) identify the use of first or third person in a text; and
 - (F) identify and explain the use of repetition.

Name _____

Date _____

Children's Craft Corner

December Issue

Create Your Own Paper and Cards

by Mario Goya

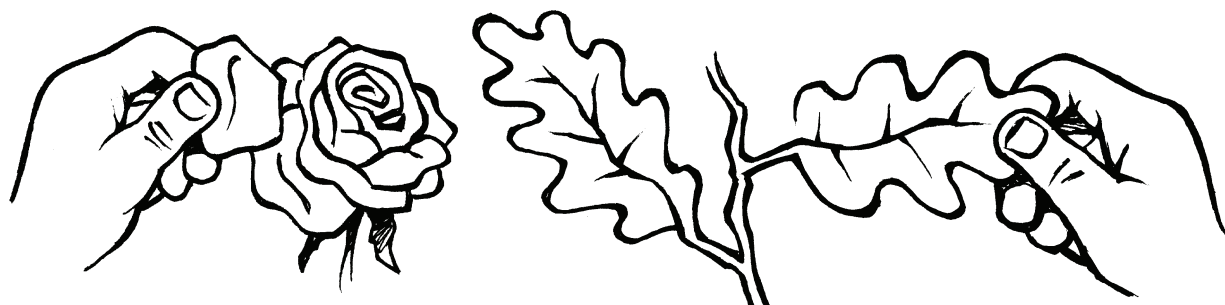
Are you looking for a special gift to give to the people you love? Here is a really good one. With a little time and care, you can make your own paper or cards. Then you can give them as presents.

What You Will Need:

- the help of an adult
- bits of leaves, flowers, and grass
- scrap paper
- a blender
- a small piece of wire mesh screen
- scissors
- a square cake pan
- a rolling pin

Follow These Steps:

- 1 Gather the flowers, leaves, and grass. Choose plants that are bright in color. Rose petals and holly leaves work well. Yellow daisy petals and oak leaves work well, too.



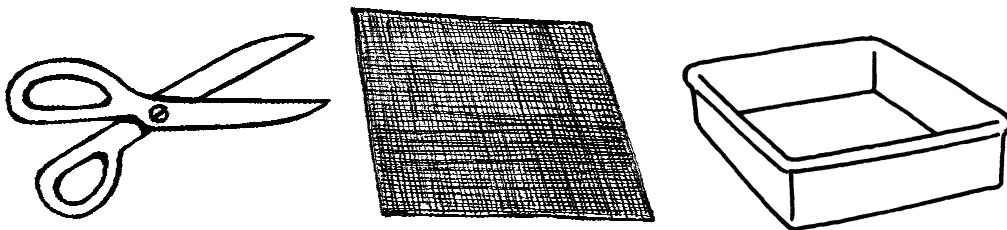
- 2 Tear the plants into small pieces. Tear the scrap paper into small pieces, too. Each piece should be about as big as a dime.



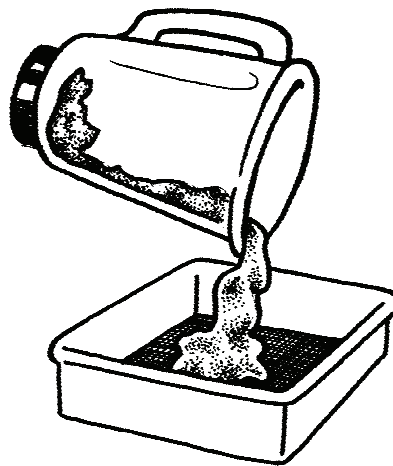
- 3 Put all the pieces in the blender. Add some water. The whole mix should look soupy. You may need to add more water or paper to get the mix just right. Have an adult turn the blender on. Let it run for about one minute.



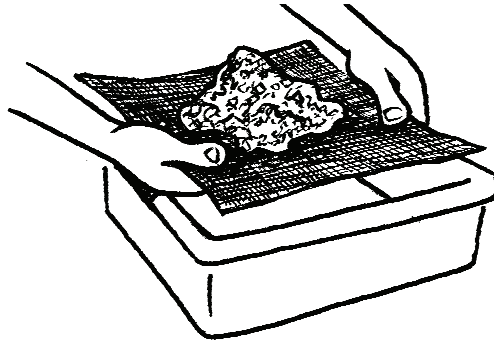
- 4 Have your adult helper cut the wire mesh screen to fit the bottom of the cake pan.



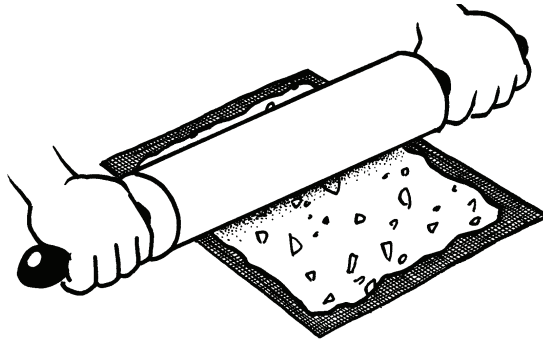
- 5 Pour the mix onto the screen in the pan.



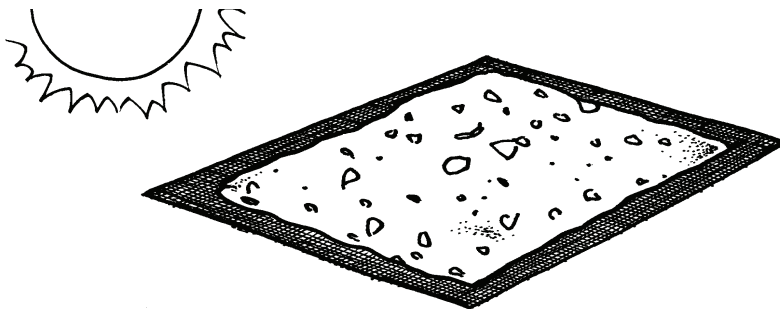
- 6 Then lift the screen out. You should have what looks like lumpy, wet paper on top of the screen.



- 7 Set the screen down on a counter. Roll over it with a rolling pin. Or, squeeze down on it with your fingers. This pushes more water out.



- 8 Put the screen out in the sun.



When the material on top of the screen dries, you will have your own fancy paper. With bits of flowers and leaves, the paper looks really neat. You can make it even better. Write a kind message on it. A family member or friend will be quite pleased to get such a nice present!

1 Why did someone most likely write this selection?

- ☐ A to make readers laugh at a funny story about making paper
- ☐ B to show readers how to make a nice present
- ☐ C to give facts to readers about how paper was invented
- ☐ D to tell readers about different kinds of flowers

2 Look at the following sentence. It is from the first paragraph.

Are you looking for a special gift to give to the people you love?

Which of the words in this sentence means the same as different?

- ☐ F *looking*
- ☐ G *special*
- ☐ H *gift*
- ☐ J *people*

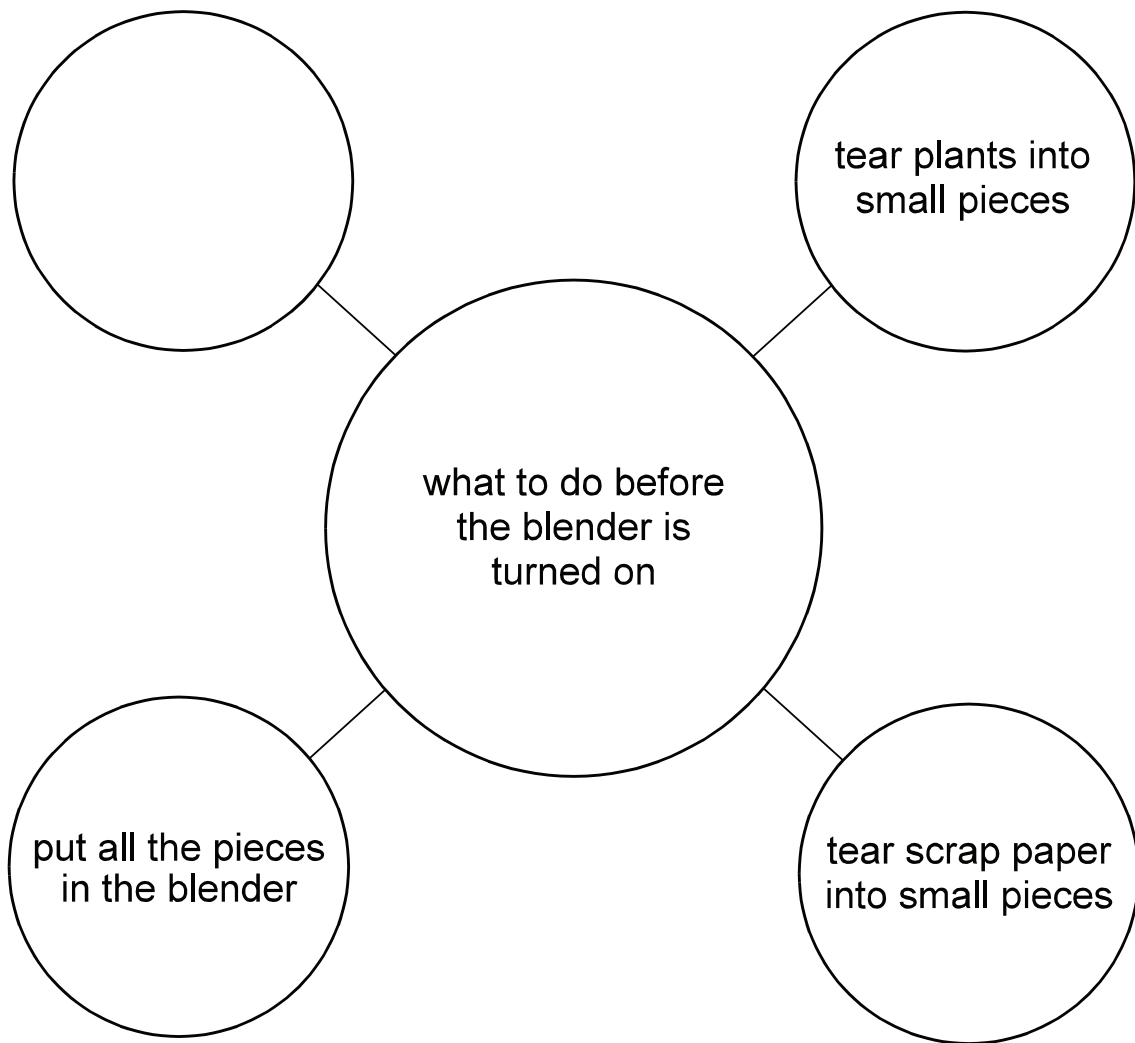
- 3 This sentence is from step 6.

*You should have what looks like
lumpy, wet paper on top of the screen.*

Look at the lists of words from this sentence. Which list shows the words in alphabetical order?

- ☐ A *top, the, lumpy, looks, like*
- ☐ B *like, looks, lumpy, top, the*
- ☐ C *looks, like, lumpy, the, top*
- ☐ D *like, looks, lumpy, the, top*

- 4 Look at the web. It shows steps to be done before the blender is turned on.



Which of these belongs in the blank circle?

- ☐ F pour the mix onto the screen in the pan
- ☐ G roll over the screen with a rolling pin
- ☐ H put the screen out in the sun
- ☐ J gather flowers, leaves, and grass

5 What do the pictures in the article show?

- ☐ A how to make paper
- ☐ B writing on pretty pieces of paper
- ☐ C places to go to find paper
- ☐ D different ways paper can be used

6 Look at the chart. It shows some steps in making paper.

Some Steps That Must Be Done by an Adult Helper	Some Steps That Can Be Done by a Kid
	setting the screen down on a counter
cutting the wire mesh screen	rolling over the screen with a rolling pin
	putting the screen out in the sun to dry

Which of these belongs in the empty space?

- ☐ F turning the blender on
- ☐ G lifting the screen out of the pan
- ☐ H pouring the mix onto the screen in the pan
- ☐ J writing a kind message on the fancy paper

7 What are the scissors most likely used for?

- ☐ A pressing water out of the paper mix
- ☐ B tearing the plants
- ☐ C cutting the screen
- ☐ D drying the wet paper mix

8 The following is from step 7.

*Roll over it with a rolling pin. Or, **squeeze** down on it with your fingers. This pushes more water out.*

Why does the writer most likely use the word **squeeze**?

- ☐ F to show that you should press hard on the screen
- ☐ G to show that you should not press at all on the screen
- ☐ H to show that you should press quickly on the screen
- ☐ J to show that you should press quietly on the screen

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



STAAR CONNECTION™
Diagnostic Series™ Grade 2 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 2 social studies, art, health, or science TEKS. The following tables show which TEKS are reinforced within this book.

Assessment 1			
Question Number	Answer	Strand	TEKS
1	B	5	10A
2	G	1	3D
3	D	1	2D
4	J	3	7D
5	A	5	10C
6	F	4	9Di
7	C	5	10C
8	F	1	3B
Cross-Curricular Alignments			
Art TEKS		2C	
Science TEKS		5D	