

STAAR CONNECTION™

Diagnostic Series™

Reading Language Arts (RLA)

3
teacher



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Reading Language Arts (RLA) **3** teacher

Diagnostic Series™

XVI/ix/MMXXVI
Version 1.1



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 3 Reading Language Arts (RLA)
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**State of Texas Assessments of Academic Readiness
Grade 3 Reading Language Arts (RLA) Assessment
Texas Essential Knowledge and Skills**

Genres Assessed in Reading:

- | | |
|-----------------------|-----------------|
| ● Fiction | ● Informational |
| ● Literary Nonfiction | ● Argumentative |
| ● Poetry | ● Persuasive |
| ● Drama | |

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—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
- (C) alphabetize a series of words to the third letter. ***[Strand 1] Important Standard Not Included in Assessed Curriculum***
- (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, and pronunciation; ***[Strand 1] Supporting Standard***
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; ***[Strand 1] Readiness Standard***
- (C) identify the meaning of and use words with affixes such as *im-*(into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; and ***[Strand 1] Supporting Standard***
- (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. ***[Strand 1] Supporting Standard***

- (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 a purpose for reading assigned and self-selected texts; *[Strand 2] Important Standard Not Included in Assessed Curriculum*
 - (B) generate questions about texts before, during, and after reading to deepen understanding and gain information; *[Strand 2] Important Standard Not Included in Assessed Curriculum*
 - (C) make, 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; and *[Strand 2] Readiness Standard*
 - (H) synthesize information to create new understanding. *[Strand 2] Readiness Standard*
- (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 *[Strand 3] Readiness Standard*
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order. *[Strand 3] Supporting Standard*

- (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 the theme of a work, distinguishing theme from topic; ***[Strand 4] Supporting Standard***
 - (B) explain the relationships among the major and minor characters; ***[Strand 4] Readiness Standard***
 - (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and ***[Strand 4] Readiness Standard***
 - (D) explain the influence of the setting on the plot. ***[Strand 4] Supporting Standard***
- (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, fairy tales, legends, and myths; ***[Strand 4] Supporting Standard***
 - (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; ***[Strand 4] Supporting Standard***
 - (C) discuss elements of drama such as characters, dialogue, setting, and acts; ***[Strand 4] Supporting Standard***
 - (D) recognize characteristics and structures of informational text, including
 - (i) the central idea with supporting evidence; ***[Strand 4] Readiness Standard***
 - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and ***[Strand 4] Supporting Standard***

- (iii) organizational patterns such as cause and effect and problem and solution; ***[Strand 4] Supporting Standard***
- (E) recognize characteristics and structures of argumentative text by
 - (i) identifying the claim; ***[Strand 4] Readiness Standard***
 - (ii) distinguishing facts from opinion; and ***[Strand 4] Readiness Standard***
 - (iii) identifying the intended audience or reader; and ***[Strand 4] Supporting Standard***
- (F) recognize characteristics of multimodal and digital texts. ***[Strand 4] Important Standard Not Included in Assessed Curriculum***
- (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; ***[Strand 5] Readiness Standard***
 - (B) explain how the use of text structure contributes to the author's purpose; ***[Strand 5] Supporting Standard***
 - (C) explain 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 imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; ***[Strand 5] Supporting Standard***
 - (E) identify the use of literary devices, including first- or third-person point of view; ***[Strand 5] Supporting Standard***
 - (F) discuss how the author's use of language contributes to voice; and ***[Strand 5] Supporting Standard***
 - (G) identify and explain the use of hyperbole. ***[Strand 5] Supporting Standard***

Genres Assessed in Revising and Editing:

- | | |
|-----------------------|----------------------------|
| ● Fiction | ● Expository/Informational |
| ● Literary Nonfiction | ● Argumentative |
| ● Correspondence | ● Persuasive |

Reporting Category 2

Writing

Revising and Editing

The student will revise and edit a variety of texts from various genres.

- (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; ***[Strand 1] Readiness Standard***
- (ii) spelling homophones; ***[Strand 1] Readiness Standard***
- (iii) spelling compound words, contractions, and abbreviations; ***[Strand 1] Readiness Standard***
- (iv) spelling multisyllabic words with multiple sound-spelling patterns; ***[Strand 1] Supporting Standard***
- (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; ***[Strand 1] Supporting Standard***
- (vi) spelling words using knowledge of prefixes; and ***[Strand 1] Supporting Standard***
- (vii) 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 1] Readiness Standard***

- (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 and a conclusion; and ***[Strand 6] Readiness Standard***
 - (ii) developing an engaging idea with relevant details; ***[Strand 6] Readiness Standard***
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; ***[Strand 6] Readiness Standard***
 - (D) edit drafts using standard English conventions, including ***[Strand 6] Supporting Standard***
 - (i) complete simple and compound sentences with subject-verb agreement; ***[Strand 6] Readiness Standard***
 - (ii) past, present, and future verb tense; ***[Strand 6] Readiness Standard***
 - (iii) singular, plural, common, and proper nouns; ***[Strand 6] Supporting Standard***
 - (iv) adjectives, including their comparative and superlative forms; ***[Strand 6] Supporting Standard***
 - (v) adverbs that convey time and adverbs that convey manner; ***[Strand 6] Supporting Standard***
 - (vi) prepositions and prepositional phrases; ***[Strand 6] Supporting Standard***
 - (vii) pronouns, including subjective, objective, and possessive cases; ***[Strand 6] Supporting Standard***
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; ***[Strand 6] Supporting Standard***

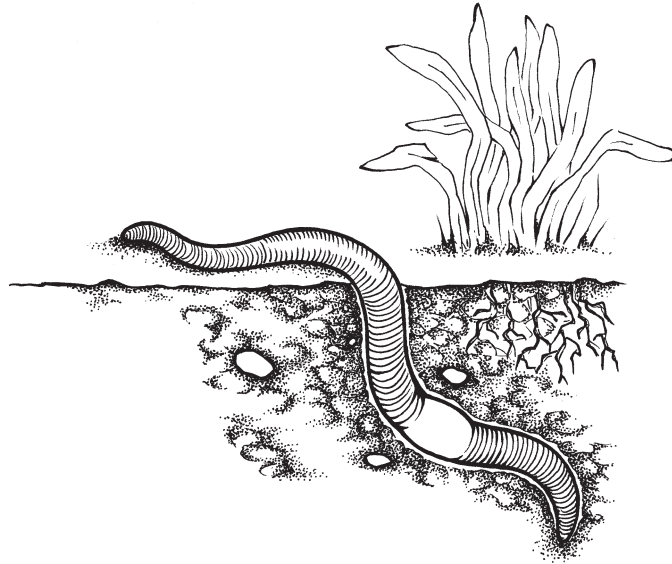
- (ix) capitalization of official titles of people, holidays, and geographical names and places; ***[Strand 6] Supporting Standard***
- (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and ***[Strand 6] Supporting Standard***
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. ***[Strand 6] Readiness Standard***

Written Essay

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.

- (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 a response to a literary or informational text that demonstrates an understanding of a text. ***[Strand 3] Readiness Standard***
- (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; and ***[Strand 3] Readiness Standard***
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft. ***[Strand 3] Readiness Standard***

Name _____ Date _____

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

The Extraordinary Earthworm

- 1 Yucky, icky, and gross . . . believe it or not these words are often used to describe one of Earth's most important animals. True, earthworms are not cute or cuddly. Yet, they do not deserve the bad things many people say about them, either. Without earthworms, we might not have things like pizza or hamburgers. The world would not be the same.
- 2 To understand how worms help people, first look at a worm's long, smooth body. A worm has an unusual system of muscles. Its muscles help the worm change from being short and squat to long and skinny. A worm also has tiny little hairs called *setae*. It can stick out and pull in these *setae* like the way a cat does its claws.
- 3 A worm's muscles and *setae* are very important. They help the worm move through dirt. A worm uses its muscles to stretch out its body. It sticks its front *setae* in the dirt around it. The *setae* act as an anchor. They hold the front of the worm to the dirt. Then the worm uses its muscles to make its body short. It pulls its tail up. Next, it pulls in its front *setae*. It anchors itself by sticking out its back *setae*. Then it can stretch its head out as its tail stays in place. In this way, the worm can move through the soil. As it moves, it does what it does best—eat dirt.

- 4 That's right. Worms eat dirt, and they eat pounds of it. In fact, in just one acre of land, worms eat as many as fifteen tons of dirt each year! As a worm moves through the ground, moist soil enters its mouth. There are small pieces of decaying plants and animals in the soil. The worm digests the small pieces. From time to time, the worm moves to the surface. It passes the leftover dirt out through its tail. This unused dirt is called *castings*. You have likely seen castings on the ground.
- 5 Now, what do all these facts have to do with pizza and hamburgers? Well, these foods have ingredients that come from farms, and worms are a farmer's best friends. Worms help farmers in many ways. For one, worms take bits of decaying plants and animals deep into the soil. These decaying bits make the soil more fertile. Also, worm castings are full of nutrients like nitrogen. These nutrients also help plants grow. Last, by eating dirt and bringing it up to the surface, worms slowly turn over the soil. They plow the ground, just like farmers do before planting a crop. This plowing is good for plants. Turning the soil loosens the dirt. This helps plant roots grow deep and strong. Turning also lets air and water down into the soil. Plant roots need air and water for healthy growth.
- 6 Without worms, we might not have many tomatoes, pickles, or onions. We might not have much wheat for hamburger buns and pizza crust. We might not have much hay for farm animals like cows. That means we might not have much meat and cheese. As you can see, worms make it easier for farmers to produce the ingredients for some of your favorite foods. Worms are very important. Charles Darwin, a famous scientist, said no other animals have played such an important part in the history of the *world* as worms!
- 7 In some ways, worms are very frail animals. They have no bones for support. They have no shells for protection. Also, worms' bodies must stay warm and moist. When it gets too dry or too cold, they have to dig deep down in the soil. They enter a sort of deep "sleep" until the weather gets better. Even when the weather is better, they must avoid direct sunlight. Direct sunlight can quickly kill an earthworm. In other ways, though, worms are some of the most powerful animals around. After all, think of all the things their hard work leads to! The next time you see a worm, bend down and tell that little guy thanks. Then you can go inside for a snack to enjoy his pals' hard work.

1 Why did the author most likely write this selection?

TEKS 5/1/10A

Select the **TWO** correct answers.

- ☐ To teach others about how earthworms move and eat
 - ☐ To inform readers about ways earthworms help people
 - ☐ To tell an exciting story about a little earthworm who likes to eat dirt
 - ☐ To give facts about a famous scientist named Charles Darwin
 - ☐ To make people laugh at a funny story about a child who thanks earthworms for working hard
-

2 Based on the titles, which of these books would most likely tell more facts about how earthworms help farmers?

- ☐ (A) *Ernie the Earthworm Goes Fishing*
- ☐ (B) *How to Keep Worms as Pets*
- ☐ (C) *Jill and Fred's Farm Adventure*
- ☐ (D) *Building Better Soil with Worms*

TEKS 2/1/6F

3 When would an earthworm be most likely to come to the surface to pass castings out through its tail?

- Ⓐ During a bright sunny day
- Ⓑ During a warm damp evening
- Ⓒ During a freezing snowstorm
- Ⓓ During a long period of no rain

TEKS 2/1/6C

4 Which question should you ask to find out more information than the selection gives about earthworms?

- Ⓐ What did Charles Darwin think of earthworms?
- Ⓑ Do earthworms have bones?
- Ⓒ Do earthworms have eyes and ears?
- Ⓓ How do earthworms move?

TEKS 2/1/6B

- 5 Read this sentence from paragraph 2.

TEKS 1/1/3D

Its muscles help the worm change from being short and squat to long and skinny.

Which of these words means the opposite of squat?

- Ⓐ Thin
- Ⓑ Strong
- Ⓒ Hairy
- Ⓓ Thick

TEKS 5/1/10F

- 6 One way the writer reveals her voice is with word choice. Look at the following sentences from the selection.

As you can see, worms make it easier for farmers to produce the ingredients for some of your favorite foods. [paragraph 6]

The next time you see a worm, bend down and tell that little guy thanks. [paragraph 7]

How do sentences like these affect the voice of the selection?

- Ⓐ They create a friendly voice that makes it seem as if the writer is talking to the reader.
- Ⓑ They create a nervous voice that makes it seem as if the writer is in a hurry.
- Ⓒ They create a serious voice so the reader knows that the writer is giving important information.
- Ⓓ They create a silly voice so the reader knows that the writer is telling about something that is not real.

- 7 Read paragraph 4. The main idea of this paragraph is that worms eat dirt and eat a lot of it. Which sentence from the paragraph best supports this main idea?

Select only **ONE** correct answer.

TEKS 4/1/9Di

- 4 That's right. Worms eat dirt, and they eat pounds of it. Ⓐ In fact, in just one acre of land, worms eat as many as fifteen tons of dirt each year! As a worm moves through the ground, moist soil enters its mouth. Ⓑ There are small pieces of decaying plants and animals in the soil. The worm digests the small pieces. Ⓒ From time to time, the worm moves to the surface. It passes the leftover dirt out through its tail. This unused dirt is called *castings*. Ⓓ You have likely seen castings on the ground.

- 8** Read "The Extraordinary Earthworm." Based on the information in the selection, write a response to the following:

TEKS 3/1/7C
TEKS 6/2/12B

Explain how earthworms are both frail and powerful.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

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.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION

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

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION

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

[illegible]

[illegible]

Written Composition

This space is intentionally left blank.

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

Gable wrote about recycling. Read Gable's paper, and look for revisions he needs to make. Then answer the questions that follow.

Recycling to Help Our Planet

(1) Recycling is a way to help our planet. (2) One easy way to recycle is with curbside pickup. (3) By recycling, you can send old things off to be made into new things instead of putting them in the trash. (4) Some people do not recycle because they do not know how easy it is. (5) In fact, there are many easy ways to recycle. (6) Two other ways to recycle are by using a buy-back center or a drop-off center.

(7) One way to recycle is with curbside pickup. (8) In some cities or towns, you can place old glass, plastic, and paper in a bin or tub on your curb. (9) Then a truck drives by. (10) Workers empty the bin or tub into the truck. (11) They take these items to a plant. (12) There they are turned into material for new products.

(13) One more way to recycle is to take items to a buy-back center. (14) My family takes cans to our local buy-back center. (15) We get five cents for each can we take to the center. (16) Taking cans to a buy-back center is a good way to limit trash and make a little extra money. (17) I am saving for a new bike.

(18) A drop-off center will often take the same items that you can recycle at your house for curbside pickup. (19) Some drop-off centers will also take items like motor oil and tires. (20) These are things a normal recycling truck would not pick up from your home. (21) Last month, we even took a bunch of leaves to our local drop-off center from our yard.

(22) Recycling is a good way for things to be reused. (23) It also is a good way for people to create less waste. (24) There are many ways to recycle. (25) A common way is by using curbside pickup. (26) Taking items to a buy-back center and drop-off center are other ways.

- 9 Read sentence 2 from the paper.

TEKS 6/2/11C

One easy way to recycle is with curbside pickup.

Gable wants to move sentence 2 to improve the organization of his paper. Look at paragraph 1 (sentences 1 through 6). Where is the **BEST** place to move sentence 2?

Recycling is a way to help our planet. One easy way to recycle is with curbside pickup. By recycling, you can send old things off to be made into new things instead of putting them in the trash. Ⓐ Some people do not recycle because they do not know how easy it is. Ⓑ In fact, there are many easy ways to recycle. Ⓒ Two other ways to recycle are by using a buy-back center or a drop-off center. Ⓓ

- 10** Gable wants to combine the ideas in sentences 9 and 10. In the box provided, write a new sentence that combines these ideas in a clear and effective way.

TEKS 6/2/11C

- 11** Gable wants to add a topic sentence to the fourth paragraph (sentences 18 through 21). Which of these sentences would be the **BEST** topic sentence for the beginning of this paragraph?

TEKS 6/2/11Bii

- Ⓐ A third way to recycle is by taking items to a drop-off center.
- Ⓑ Recycling programs can be found in many towns and cities.
- Ⓒ Some things cannot be recycled.
- Ⓓ Plastic shopping bags can often be taken to a drop-off center at a grocery store to be recycled.

TEKS 6/2/11C

- 12** What is the **BEST** way to rewrite the ideas in sentence 21?

- Ⓐ Last month, we even took a bunch of leaves from our yard to our local drop-off center.
- Ⓑ From our yard last month, we even took a bunch of leaves to our local drop-off center.
- Ⓒ Last month, we even took a bunch from our yard to our local drop-off center of leaves.
- Ⓓ Last month, we even took a bunch from our yard of leaves to our local drop-off center.

- 13** Gable wants to remove a sentence that does not belong. Which sentence should he remove?

TEKS 6/2/11C

Select only **ONE** correct answer.

Ⓐ One way to recycle is with curbside pickup. In some cities or towns, you can place old glass, plastic, and paper in a bin or tub on your curb. Then a truck drives by. Workers empty the bin or tub into the truck. They take these items to a plant. Ⓑ There they are turned into material for new products.

Ⓒ One more way to recycle is to take items to a buy-back center. My family takes cans to our local buy-back center. We get five cents for each can we take to the center. Taking cans to a buy-back center is a good way to limit trash and make a little extra money. Ⓓ I am saving for a new bike.

TEKS 6/2/11Bi

- 14** Gable wants to add a final sentence to this paper to make his conclusion stronger. What is the **BEST** final sentence to add to the end of this paper?

- Ⓐ Buying things that use less packaging is another way to limit the amount of trash we make.
- Ⓑ One time, I went to visit a recycling plant with my class on a field trip.
- Ⓒ Doing any of these things to recycle is a great way to turn waste items into something useful.
- Ⓓ Even things like old batteries can be recycled at some places.

Hunter is writing a letter to his friend about a job he did for a neighbor. Read his letter, and look for corrections he needs to make. Then answer the questions that follow.

More than a Job

(1) October 3 2020

(2) dear Logan,

(3) Are you having fun in your new house? (4) I miss not seeing you around the neighborhood anymore. (5) I hope I will be able to visit you soon. (6) Mom and Dad said I can fly to Maine to visit you if I help pay for a plane ticket.

(7) So, I have worked around the neighborhood. (8) I mowed Mrs. Johnson's lawn. (9) I helped Mr. Smith pull some weeds. (10) I even helped Lucy Ardmore's parents paint their garage. (11) I have been very busy, and I have made quite a bit of money.

(12) Money is not the only thing I have gotten from this experience, though. (13) Let me tell you about a special time I spent with Mrs. Kilgore. (14) She is my elderly neighbor next door. (15) I spent yesterday afternoon raking leaves in her yard. (16) When I was done, she asked me in for iced tea. (17) We sat in her formal parlor. (18) While we sipped our tea, she told me some wonderful stories.

(19) She told me about what the neighborhood was like when she was young. (20) She told me how her husband had built their house. (21) She told me about the time she and her husband moved into the house. (22) They had held a block party to celebrate. (23) She told me about many of the people who lived on Cherry Street long ago. (24) She even remembered when Oak Park was built.

(25) When it came time for her to pay me, I was in for another treat. (26) She handed me several five-dollar bills. (27) However, they had an odd blue seal on them. (28) I asked what they were. (29) She told me they were silver certificates. (30) She said they were very old bills that people once could trade in for silver coins. (31) Though they can no longer be traded for silver, they are still rare and valuable. (32) I thanked her, went home, and put them in a special place.

(33) Logan, I hope that soon I will have earned enough money to visit you. (34) I am already well on my way. (35) However, I will not be spending my silver certificates. (36) I will save them so I can remember that great afternoon spent in Mrs. Kilgore's parlor.

(37) Your friend
(38) Hunter

15 What change, if any, should be made in line 1?

TEKS 6/2/11Dx

- Ⓐ Change **October** to **october**
- Ⓑ Change **October** to **Octobr**
- Ⓒ Add a comma after **3**
- Ⓓ Make no change

16 What change, if any, should be made in line 2?

TEKS 6/2/11Dix

- Ⓐ Change **dear** to **deer**
- Ⓑ Change **dear** to **Dear**
- Ⓒ Delete the comma after **Logan**
- Ⓓ Make no change

- 17** Hunter has made an error in sentence 9. Select the response that corrects this error.

I

Ⓐ helpt mr. Smith
Ⓑ helped Mr. Smith
Ⓒ helped mr Smith.
Ⓓ helps mr. Smith

 pull some weeds.

TEKS 6/2/11Dix

-
- 18** Hunter has made an error in sentence 18. Select the response that corrects this error.

While we sipped our tea, she

Ⓐ told me some wonderful stories
Ⓑ telled me some wonderful storys
Ⓒ told me some wonderfull storys
Ⓓ told me some wonderful story's

 .

TEKS 6/2/2Bvii

19 What change, if any, should be made in sentence 23?

- Ⓐ Change **me** to **I**
- Ⓑ Change **people** to **peeple**
- Ⓒ Change **cherry street** to **Cherry Street**
- Ⓓ Make no change

TEKS 6/2/11Dix

20 What change, if any, should be made in line 37?

- Ⓐ Change **Your** to **You're**
- Ⓑ Change **friend** to **Friend**
- Ⓒ Add a comma after **friend**
- Ⓓ Make no change

TEKS 6/2/11Dx

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



STAAR CONNECTION™
Diagnostic Series™
Grade 3 Reading Language Arts (RLA)
Answer Key

Assessment 1

- 1 ✓ To teach others about how earthworms move and eat
- ✓ To inform readers about ways earthworms help people
- 2 **D** *Building Better Soil with Worms*
- 3 **B** During a warm damp evening
- 4 **C** Do earthworms have eyes and ears?
- 5 **A** Thin
- 6 **A** They create a friendly voice that makes it seem as if the writer is talking to the reader.
- 7 **A** In fact, in just one acre of land, worms eat as many as fifteen tons of dirt each year!
- 8 A correct response could involve a student providing an extended response explaining how earthworms are both frail and powerful. The student could explain that worms are frail because they have no bones for support or shells for protection; they must stay in warm, moist soil; and they must avoid sunlight. However, they are powerful because their actions support life as we know it. Students would need to provide thorough evidence from the selection to support this idea.
- 9 **C**
- 10 A correct response could be similar to the following: Then, a truck drives by, and workers empty the bin or tub into the truck.
- 11 **A** A third way to recycle is by taking items to a drop-off center.
- 12 **A** Last month, we even took a bunch of leaves from our yard to our local drop-off center.
- 13 **D** I am saving for a new bike.
- 14 **C** Doing any of these things to recycle is a great way to turn waste items into something useful.
- 15 **C** Add a comma after **3**
- 16 **B** Change **dear** to **Dear**
- 17 **B** helped Mr. Smith
- 18 **A** told me some wonderful stories
- 19 **C** Change **cherry street** to **Cherry Street**
- 20 **C** Add a comma after **friend**

STAAR CONNECTION™
Diagnostic Series™ Grade 3 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 3 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	5	1	10A	Readiness
2	Multiple Choice	D	2	1	6F	Readiness
3	Multiple Choice	B	2	1	6C	Supporting
4	Multiple Choice	C	2	1	6B	—
5	Multiple Choice	A	1	1	3D	Supporting
6	Multiple Choice	A	5	1	10F	Supporting
7	Hot Text	A	4	1	9Di	Readiness
8	Extended Constructed Response	see text key	3 6	1 2	7C 12B	Readiness Readiness
9	Multiple Choice	C	6	2	11C	Readiness
10	Short Constructed Response	see text key	6	2	11C	Readiness
11	Multiple Choice	A	6	2	11Bii	Readiness
12	Multiple Choice	A	6	2	11C	Readiness
13	Multiple Choice	D	6	2	11C	Readiness
14	Multiple Choice	C	6	2	11Bi	Readiness
15	Multiple Choice	C	6	2	11Dx	Supporting
16	Multiple Choice	B	6	2	11Dix	Supporting
17	Inline Choice	B	6	2	11Dix	Supporting
18	Inline Choice	A	6	2	2Bvii	Readiness
19	Multiple Choice	C	6	2	11Dix	Supporting
20	Multiple Choice	C	6	2	11Dx	Supporting
Cross-Curricular Alignments						
Science TEKS					7A, 9A, 9B, 9C, 10A	