

STAAR CONNECTION™

Diagnostic Series™

English I

EOC
teacher



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

English I
EOC
teacher

Diagnostic Series™

XXVIII/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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STAAR CONNECTION™
Diagnostic Series™
EOC English I
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**State of Texas Assessments of Academic Readiness
English I Assessment
Texas Essential Knowledge and Skills**

<p>Genres of Writing Selections:</p> <ul style="list-style-type: none"> ● Informational/Expository ● Argumentative: Persuasive 	<p>Genres of Reading Selections:</p> <p>Literary</p> <ul style="list-style-type: none"> ● Fiction ● Literary Nonfiction ● Poetry ● Drama <p>Informational/Expository</p> <p>Argumentative: Persuasive</p>
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Strand 1

- (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 such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
 - (B) analyze context to distinguish between the denotative and connotative meanings of words; and
 - (C) determine the meaning of foreign words or phrases used frequently in English such as *bona fide*, *caveat*, *carte blanche*, *tête-à-tête*, *bon appétit*, and *quid pro quo*.

Strand 2

- (4) **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 from two texts to create new understanding.

Strand 3

- (5) **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 texts within and across genres;
 - (C) use text evidence and original commentary to support a comprehensive response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
 - (J) defend or challenge the authors' claims using relevant text evidence.

Strand 4

- (6) **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 characterization and plot in a variety of literary texts;
 - (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

- (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
 - (D) analyze how the setting influences the theme.
- (7) **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) read and respond to American, British, and world literature;
 - (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
 - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
 - (D) analyze characteristics and structural elements of informational texts such as
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
 - (ii) multiple organizational patterns within a text to develop the thesis;
 - (E) analyze characteristics and structural elements of argumentative texts such as
 - (i) clear arguable claim, appeals, and convincing conclusion;
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
 - (iii) identifiable audience or reader; and
 - (F) analyze characteristics of multimodal and digital texts.

Strand 5

- (8) **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) analyze the author's purpose, audience, and message within a text;
 - (B) analyze use of text structure to achieve the author's purpose;
 - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
 - (D) analyze how the author's use of language achieves specific purposes;
 - (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
 - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

Strand 6

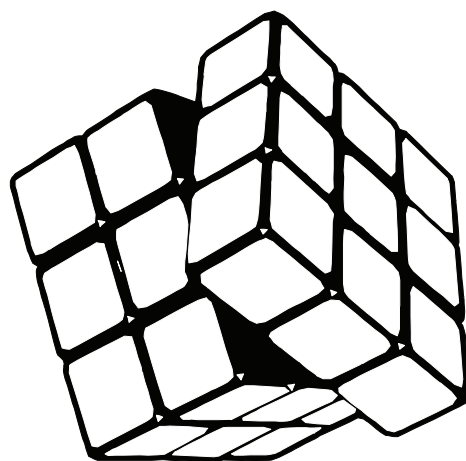
- (9) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.** The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
 - (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by
 - (i) using an organizing structure appropriate to purpose, audience, topic, and context; and

- (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
- (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; and
- (D) edit drafts using standard English conventions, including
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense and active and passive voice;
 - (iii) pronoun-antecedent agreement;
 - (iv) correct capitalization;
 - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
 - (vi) correct spelling.
- (10) **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 such as explanatory essays, reports, and personal essays using genre characteristics and craft.

Name _____ Date _____

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

Kaden found an old puzzle game in a box in his attic. He did some online research to find out more about the game. He wrote this paper to share what he learned. Read Kaden's paper, and look for revisions he should make. Then answer the questions that follow.



The Mind-Twisting Rubik's Cube

(1) What puzzle has six sides, six colors, billions of possible moves, and only one correct solution? (2) If you guessed the internationally known Rubik's Cube, you guessed correctly. (3) It is a challenging puzzle game that takes careful thought to solve. (4) As a result of this challenge and other factors, the Rubik's Cube is one of the most popular games in the world. (5) This widespread popularity can be attributed to the game's simplicity, its difficulty, and its social appeal.

(6) The Rubik's Cube is based on a simple concept that was conceived by a very clever man. (7) Erno Rubik, a Hungarian architecture professor, invented the

cube in 1974. (8) Rubik taught interior design and was therefore interested in the multiple uses of space. (9) He designed the cube as a tool to show how parts could move independently in space to create new combinations. (10) However, when he tried to put his cube back in order after scrambling it, he realized he had created a puzzle. (11) The puzzle was a brilliantly simple concept. (12) On each of the six faces of the cube are nine colored stickers; these stickers are orange, red, blue, white, yellow, and green. (13) The object is to spin parts of the cube so that all nine stickers on each of the six faces are the same color. (14) Anyone can understand the rules and manipulate the cube, which has contributed to the puzzle's popularity. (15) Each sticker is attached to a smaller cube that can be twisted.

(16) Solving the Rubik's Cube takes time and practice because it challenges players to think strategically as well as spatially. (17) The Rubik's Cube has more than 43 quintillion combinations—that is 43 *with eighteen zeroes after it*. (18) There is strategy involved with solving the cube. (19) For instance, the yellow side is always opposite the white side on a solved cube. (20) Puzzle solvers know not to waste time trying to build a cube with these colors on adjacent sides. (21) Many solutions are available that reduce the process to as few as seven steps involving approximately fifty-six rotations. (22) Thus, far from being a random sequence of twists and turns, solving a Rubik's Cube involves strategy and planning, adding to the puzzle's popularity.

(23) Since solving Rubik's Cubes can be even more fun with other people, Rubik's Cube-solving tournaments are held every year. (24) Hundreds of people participate in these contests. (25) The first one was held in Hungary in June 1982. (26) During that month, nineteen "cubists" challenged each other to various games to see who could solve the cube the fastest. (27) To get ready for the championship, a computer scrambled the cubes—one for each contestant—and the cubes were then sealed so that contestants could not see them. (28) Right before the competition, contestants were given fifteen seconds to examine their cube. (29) Then they had to solve their cube, with everyone being timed to within one one-hundredth of a second. (30) That year's winner was an awesome American guy called Minh Thai, who solved the puzzle in 22.95 seconds. (31) Today, competitions take place all over the world, and even include challenges like solving blindfolded, solving underwater with only one breath, and solving using only one's feet. (32) These contests have made the cube even more popular.

(33) Everyone loves playing with the Rubik's Cube because it challenges people to think. (34) The little cube is simple to understand and operate, but challenging to solve. (35) Tournaments have been set up to test competitors' cube-solving skills. (36) Its simplicity and difficulty and the opportunity it gives for socializing has made the cube one of the most popular toys in history.

- 1 Kaden wants to add more information to support the ideas in the first paragraph (sentences 1–5). Which of the following could best follow sentence 4 and strengthen the information in this sentence?
- A In fact, about one-eighth of the world's population has played with it.
 - B After all, who doesn't love the game?
 - C As a matter of fact, even adults enjoy playing it.
 - D As a result, many people are playing with the puzzle every day.
-
- 2 Kaden does not think that sentence 15 effectively contributes to the organization of his paper. Where should he move this sentence to improve his paper's organization?
- F After sentence 6
 - G After sentence 8
 - H After sentence 10
 - J After sentence 12

- 3** What is the most effective way to combine sentences 19 and 20?
- A** For instance, the yellow side always being opposite the white side on a solved cube and puzzle solvers knowing not to waste time, they try to build a cube with these colors on adjacent sides.
 - B** For instance, the yellow side is always opposite the white side on a solved cube, so puzzle solvers know not to waste time trying to build a cube with these colors on adjacent sides.
 - C** For instance, the yellow side is always opposite the white side on a solved cube, and puzzle solvers know this, do not waste time, and try to build a cube with these colors on adjacent sides.
 - D** For instance, the yellow side is always opposite the white side on a solved cube because puzzle solvers know not to waste time trying to build a cube with these colors on adjacent sides.
-
- 4** Kaden does not think that sentence 30 is appropriate for this assignment. He does not think the tone is appropriate for his audience. How should he change the sentence?
- F** That year's winner was an American named Minh Thai, and man, he was a total Rubik's Cube puzzle master, solving the puzzle in 22.95 seconds.
 - G** That year's winner was a cool American named Minh Thai, who breezed through the puzzle in 22.95 seconds.
 - H** That year's winner was an American named Minh Thai, who solved the puzzle in 22.95 seconds.
 - J** Can you believe that that year this American named Minh Thai won by knocking out the puzzle in 22.95 seconds?

- 5** Kaden wants to improve the transition between the fourth paragraph (sentences 23–32) and the fifth paragraph (sentences 33–36). Which sentence could best precede sentence 33 and help improve this transition?
- A** Whether playing with a Rubik's Cube in a tournament or at the dinner table, no one can deny the puzzle's allure.
 - B** Most people would love to have a Rubik's Cube of their own to play with since everyone loves the Rubik's Cube.
 - C** People who compete by racing to solve Rubik's Cubes are often known as "speedcubers."
 - D** Educators like Erno Rubik continue to use the Rubik's Cube to educate their students.
-
- 6** Kaden wants to provide a better closing paragraph for his paper. Which of the following is the best choice to add after sentence 36 to suggest what will happen in the future?
- F** It is a game for children of all ages.
 - G** More people should get involved in puzzles as a hobby instead of playing video games.
 - H** The popularity of the Rubik's Cube shows no sign of diminishing any time soon.
 - J** Erno Rubik must be very proud of his invention because it has brought many people much happiness.

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

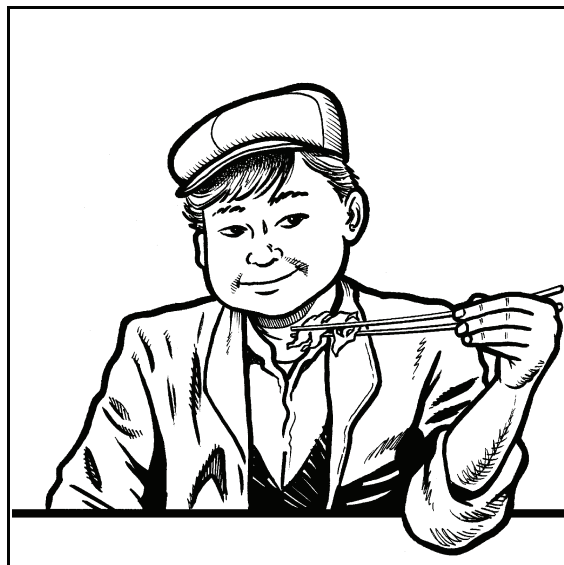
Holden has been reading about various foods from around the world. He wrote this paper about three foods he found peculiar. Read Holden's paper, and look for mistakes he has made. When you finish reading, answer the questions that follow.

Exotic Foods from Around the World

(1) When people from other countries consider what we in the United States eat, they might find our foods a bit peculiar. (2) While a hot dog with relish might seem perfectly normal to you or I, a sausage filled with meat trimmings and salt, served on bread, and garnished with minced brine-soaked cucumbers might not seem very appetizing to someone else. (3) When one considers foods from this perspective it seems more natural that people in other cultures might eat things we find strange or even repulsive. (4) Although these foods are foreign to us, people around the world consider them a delicacy. (5) For example, if you grew up in Iceland, you might enjoy rotten shark meat. (6) Many Koreans like to dine on fermented cabbage. (7) Also, for some Mexicans, spicy, toasted grasshoppers cannot be beaten for a delicious snack. (8) These foods are an important part of these nations' cultures, just as hot dogs and apple pie are part of ours.

(9) In Iceland, one of the traditional foods is *hákarl*. (10) Icelanders began eating *hákarl* hundreds of years ago as a way to survive the long, cold winter months. (11) The dish can be stored for a long time and eaten when needed. (12) *Hákarl* is a type of shark meat, which is not in itself odd; after all, shark meat is eaten in many cultures throughout the world. (13) What makes *hákarl* unique is

the process through which it is prepared. (14) First, a basking shark is caught, beheaded, and gutted. (15) The shark's body contains chemicals including ammonia and urea, which allow the shark to survive the freezing seas, but make it poisonous to eat fresh. (16) Therefore, the shark meat is buried in sand, gravel, and rock so that the toxins are squeezed out of the body. (17) It is left in its hole to ferment for six to twelve weeks. (18) Then it is removed, cut into strips, and hung to dry for several more months. (19) The result is a meat with a strongly pungent odor. (20) Even *hákarl* aficionados suggest first-time diners pinch their noses shut before sampling this odd dish.



(21) Similar to the Icelanders' method of preparing *hákarl*, Koreans also have a tradition of burying food and then digging it up and eating it. (22) A staple in Korea is called *kimchi*, a fermented cabbage dish. (23) In fact, *kimchi* is so popular that it has evolved into the country's signature dish. (24) Koreans historically made and stored *kimchi* for the long winter months for the same reason Icelanders developed *hákarl*. (25) The typical ingredients include cabbage, brine, radishes,

garlic, spices, scallions, ginger, and fish and shrimp sauces. (26) Traditionally, people mix these ingredients together and store them in clay jars or barrels, which they usually bury. (27) During the months underground, the dish goes through fermentation, the process of yeasts, molds, and bacteria breaking down and changing the original ingredients until the dish is pickled. (28) The resulting dish is rich in nutrients, allowing people access to healthier food during the nongrowing season.

(29) In the United States when friends get together and want a crunchy snack, most people grab for potato or tortilla chips or popcorn; however, in the Mexican state of Oaxaca, when people reach for a crunchy snack, they often grab a bag of toasted grasshoppers. (30) Called *chapulines*, these spicy snacks are considered high in protein. (31) Oaxacans catch and wash the grasshoppers, preparing them for a grill called a *comal*, a clay cooking surface for toasting the *chapulines*. (32) The insects are seasoned with various flavors including lime, garlic, and sometimes hot chili. (33) Vendors sell them on street corners, at sporting events, and at celebrations.



(34) *Hákarl*, *kimchi*, and *chapulines* might not hardly sound appetizing to us in the United States, but the people from whose cultures these foods derive find these dishes to be delectable. (35) For many of these people, these foods represent the signature components of their culture and, in part, define who they are.

7 What change needs to be made in sentence 2?

- A Change *relish* to **relish**
 - B Change *I* to **me**
 - C Delete the comma after *salt*
 - D Change *garnished with* to **with garnishing of**
-

8 What change, if any, should be made in sentence 3?

- F Add a comma after *perspective*
 - G Change *seems* to **seem**
 - H Change *cultures* to **Cultures**
 - J No change should be made in sentence 3.
-

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

- A Change *unique* to **Unique**
- B Change *procces* to **process**
- C Change the period after *prepared* to a question mark
- D The sentence should not be changed.

10 What change needs to be made in sentence 27?

- F Change *months* to *months'*
 - G Change *go* to *goes*
 - H Delete the comma after *yeasts*
 - J Change *original ingredients* to *Original Ingredients*
-

11 What change, if any, needs to be made in sentence 34?

- A Delete *hardly*
 - B Change *appetizing* to *appetizeing*
 - C Change *us* to *we*
 - D No change is needed.
-

12 Which sentence in this selection is a run-on?

- F Sentence 1
- G Sentence 12
- H Sentence 29
- J Sentence 35

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

WRITTEN COMPOSITION: Expository

Read the information in the box below.

Mahatma Gandhi, the famous leader of India, helped bring about that country's independence by opposing British rule through the act of civil disobedience. Civil disobedience is the act of peacefully refusing to obey laws that one feels are unjust. Others who used civil disobedience to try to change laws included Martin Luther King Jr. and Henry David Thoreau.

People do not have to use violence to change unfair laws; they can work to effect change through civil disobedience. Think carefully about this statement.

Write an essay explaining whether civil disobedience is an effective way to bring about social change.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the next two selections, and answer the questions that follow.

From Alternators to Zerk Fittings

Your A to Z Online Resource for Auto Care

Showing posts sorted by relevance for query "How to change a flat tire" [Sort by date](#) [Show all posts](#)

POSTED 07 OCTOBER 2020

How to Safely Change a Flat

by Maria Lopez-Smith

1 Picture yourself driving on a remote mountain road, far from civilization, while on a relaxing vacation. Or, imagine you are stuck in bumper-to-bumper traffic in over 100° weather. Maybe you are zooming down a slick highway in the rain, late for a big job interview. What do all these situations have in common? They are all horrible spots to get a flat tire.

2 Truth be told, there is actually no good place to have a flat tire. However, a few things can make the experience a little less miserable and a whole lot safer. After all, let's face it—at some point, we will all have a flat tire, usually when it is least expected. When it happens (and again, it *will* happen), drivers cannot count on someone being there to help. Therefore, everyone who drives a car should know how to change a tire in an emergency situation. With the right knowledge and equipment, changing a flat tire should be no problem.

3 The task may seem daunting to some, but almost anyone can change a tire. No special skills are necessary, and even though there are hundreds of different models of cars, the process of changing a tire varies very little from car to car.

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We depend on your contributions!



Safety First

- 4 Every year people are injured or killed while changing tires. Some are struck by motorists on the side of the road. Others are crushed when their car falls on them. Still others are lacerated by mishandled tire irons. Therefore, it is crucial to observe certain precautions when changing a tire.
- 5 The first thing to do when you get a flat is to find a safe place to replace it. Of course, the best way to encounter a flat is by walking out to your parked car in the driveway. This scenario does not require any special maneuvering. On the other hand, the absolute worst scenario to encounter a flat is when you have a blowout at high speed on a busy highway in the dark or in bad weather. This situation requires calm nerves, skill, and concentration.
- 6 If you have a tire go flat while driving, be very careful. First, make sure you do not overcorrect the steering. The car will likely pull to the side where the flat tire is located. Do not jerk the steering wheel back in the opposite direction as this can cause the car to flip or spin. Instead, smoothly straighten the car and immediately begin looking for a place to pull over. Use your mirrors, check your blind spots, and look around carefully so that you know where other cars are on the road. Use your turn signal to indicate where you will move. Slow your speed, and steer carefully to the side of the road. Once you are there, make sure you follow these safety procedures.
- Pull your car as far off onto the shoulder as you can.
 - Turn on your emergency flashers.
 - Place road hazard signs, warning lights, and/or flares out to show other drivers that you are experiencing an emergency.
- These steps should help you avoid being hit by getting you out of harm's way and by increasing your visibility. If you cannot follow these steps or otherwise do not feel comfortable, don't risk it—call 9-1-1 so a police officer can control traffic for you.

Archives

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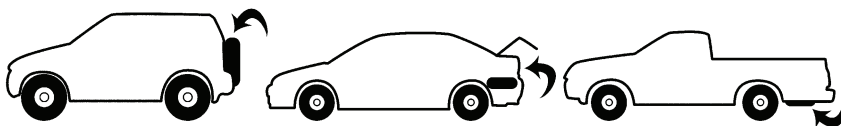
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- 7 Once you have the car in a safe location, follow these safety steps to reduce risk of your car's falling on you.
- If possible, find a spot that is level and where the ground is firm.
 - Set your vehicle's emergency brake.
 - Use bricks, logs, or large rocks as chocks behind and in front of one of the other tires to prevent the car from rolling.
 - Never put any part of your body under a car that is being held up by a jack!

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Step-by-Step Instructions

- 8 ✖ Now, you are ready to get your hands dirty. First, find your owner's manual. This book will tell you the location of your spare tire, jack, and other items you might need for changing the tire (e.g., tire lock, lug-nut wrench, tire iron). The manual should also show you where to place the jack.



COMMON SPARE TIRE LOCATIONS

- 9 ✖ Once you locate all the items, remove them from the vehicle, and place them near the flat tire so that you can access them easily.
- 10 ✖ Making sure the jack is on the lowest setting, place it in the location noted in your owner's manual. Ensure that the jack will raise your vehicle on a location that is part of the vehicle's frame. Also, make sure the jack is flush against the ground.
- 11 ✖ Using the flat end of the lug-nut wrench, slide it into the hubcap (if your car has one) and carefully pry it loose so that you can easily access the lug nuts and lug bolts.

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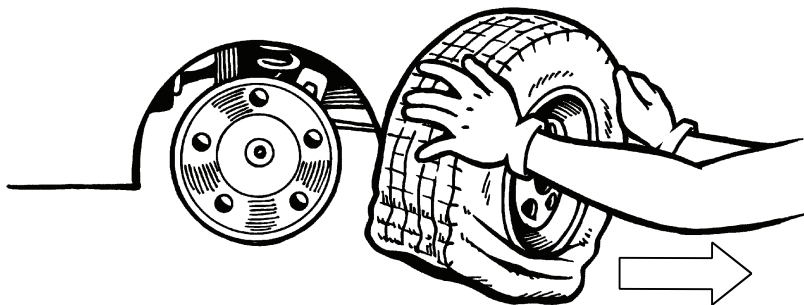
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- 12 ✖ *Before lifting the car with the jack, use the vehicle's lug-nut wrench to loosen the lug nuts.*
- 13 **NOTE:** Some vehicles have locking nuts, and you will need a lug-nut key to unlock them.
- 14 ✖ As you use the jack to lift the vehicle, make slow, measured pumps, taking care to watch that the car will not roll as the flat tire begins to leave the ground.
- 15 ✖ Once the car is sufficiently off the ground (i.e., with enough room to replace the flat tire with the inflated spare), finish taking off the lug nuts, keeping them together so that you do not misplace them.
- 16 ✖ Grasp the flat tire with both hands, and pull it toward you until it comes off of the lug bolts. Roll the tire to your trunk so that you can take it to be repaired or replaced.



PULL THE TIRE OFF THE WHEEL.

- 17 **NOTE:** Even if the tire is beyond repair, plan to take your tire to a tire store or tire disposal center. Most states have laws that require people to take old or ruined tires to an approved center. Also, most tires are now recycled into other materials, so disposing of your old tire properly means that you will be working to help the planet.
- 18 ✖ Roll the spare over to the wheel well. Grasp the spare with both hands, and place it on the rotor's lug bolts. Ensure that the valve stem is facing you; otherwise you will install your tire backwards. Push the tire flush with the rotor.

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- 19 ✖ Replace the lug nuts in a star-shaped pattern, using your hands. Begin by hand tightening one, then move in that star-shaped pattern to a lug nut on the opposite side of the wheel face. Continue this until all lug nuts are replaced and tightened by hand.



TIGHTEN THE LUG NUTS.

- 20 ✖ Making sure there is nothing under the spare tire, carefully lower the vehicle back to the ground.
- 21 ✖ Using the lug-nut wrench, tighten the lug nuts in the same star-shaped pattern.
- 22 ✖ Remove the jack from under the car. Stow it in the vehicle where you found it. Put away all safety equipment, and reattach the hubcap.
- 23 **NOTE:** While some cars come equipped with a full-sized spare, many come with a "donut," a smaller emergency spare. If your car has a donut, you will be able to safely drive up to only about fifty miles per hour for about fifty miles.
- 24 Changing a flat tire may seem daunting to some people, but with easy-to-follow instructions, almost anyone can do it. The important thing is to make sure you know how before your tire goes flat because we all know that bad things like a flat tire always happen at the worst possible moments.

Disclaimer: Maria Lopez-Smith and From Alternators to Zerk Fittings provides this information "as is" for informational purposes only. The risks of performing this operation are entirely assumed by the reader. In no event shall the writer and her employer be liable for damage caused by or suffered by using these instructions.

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posted by Maria Lopez-Smith at 8:12 a.m.
24 comments ([view](#))

Karma¹ Trouble

I, I chose the road less traveled by,
and that's when I had a flat tire.
I didn't have the jack to buy a new jack,
and the iron raised my ire.

5 I said, "Darn it!" at the donut,
but I got back on the road.

Then I ran out of gas,
and had to hitch a ride,
which wasn't very easy
10 on the less-traveled roadside,
but I found an old gas station,
and I got back on the road.

And at one point, the starter blew,
and the engine's done some knocking,
15 and the radiator spews hot steam,
and the radio's not rocking,
but I got back on the road less traveled,
and *that* has made all the difference.

¹ **karma:** in this sense, one's fate or destiny

Use "How to Safely Change a Flat" to answer questions 13–16. Then fill in the answers on your answer document.

- 13 Look at the following dictionary definition for the word *remote*.

re • mote \ri-'mōt\ **adjective** 1. out-of-the-way, SECLUDED 2. distant in time 3. controlled from a distance 4. small in degree <*a remote chance*>
re • mote • ly **adverb** **re • mote • ness** **noun** [1375-1425 from late Middle English; from Latin *remōtus*, from past participle of *removēre*, to remove or move back]

Which definition most closely matches the way *remote* is used in paragraph 1?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

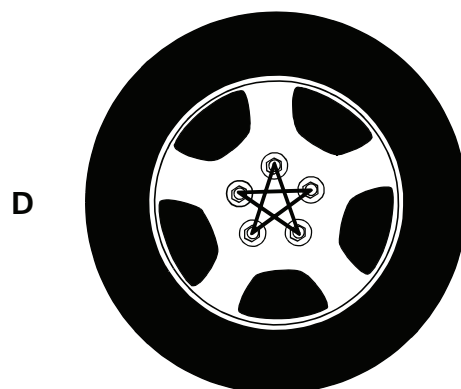
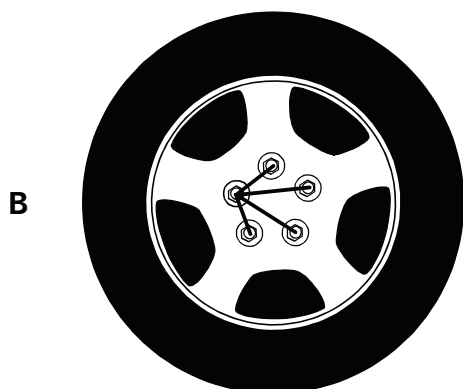
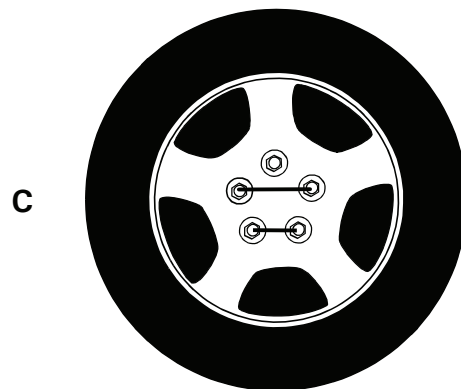
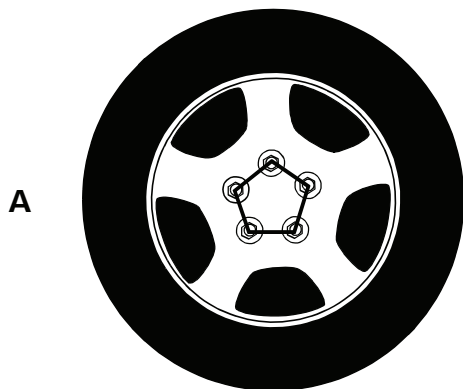
-
- 14 How does the author make the steps in changing a tire (paragraphs 9–23) easy to understand?

- F The author uses similes to relate the steps to something familiar.
- G The author makes the steps funny by using humor.
- H The author distinguishes each step by using a bulleted list.
- J The author organizes the steps in order of importance.

15 Below is the graphic illustration following paragraph 19.



Which of the following is the best improvement of the graphic?



16 What is the purpose of the sections labeled "NOTE"?

- F** These notes define technical vocabulary that is used by experts in the auto industry.
- G** These notes direct readers to other resources that will be helpful in learning how to change a tire.
- H** These notes explain the author's personal experiences while trying to change her own tires.
- J** These notes provide information that is important but that is not part of the repair procedure.

Use "Karma Trouble" to answer questions 17–19. Then fill in the answers on your answer document.

17 Which of the following describes the tone of "Karma Trouble"?

- A** Tender and loving
- B** Bitter and serious
- C** Clever and hopeful
- D** Formal and distant

- 18 Several parts of this poem allude to Robert Frost's famous poem "The Road Not Taken." The following is the last stanza of Frost's poem.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

The allusions made to Frost's poem —

- F** show that "Karma Trouble" is mocking "The Road Not Taken."
- G** create a thematic connection between "Karma Trouble" and "The Road Not Taken."
- H** reveal that the writer of "Karma Trouble" was dishonest and copied "The Road Not Taken."
- J** help the reader understand that "Karma Trouble" is really about the life of Robert Frost.
-
- 19 The title of the poem is a pun on "car trouble." Which of the following best explains the pun in the title of "Karma Trouble"?
- A** The poem is literally about a driver having problems with a car, but the title shows the poem is really about a person completing his or her journey through life despite setbacks and obstacles.
- B** The poem is literally about trying to make a difference in the lives of others, but the title shows the poem is really about focusing on oneself by trying to get the most out of life.
- C** The poem is literally about fate or destiny, but the title shows the poem is really about the freedom to make one's own decisions and plot one's own future.
- D** The poem is literally about running out of gas, but the title shows the poem is really about many other different problems that can come with owning and driving a car.

Use "How to Safely Change a Flat" and "Karma Trouble" to answer question 20.
Then fill in the answer on your answer document.

20 How are the central messages of these two selections different?

- F** "How to Safely Change a Flat" points out the importance of patience, while "Karma Trouble" explains the importance of being spontaneous.
- G** "How to Safely Change a Flat" details the importance of kindness to others, while "Karma Trouble" is concerned with the importance of self-advancement.
- H** "How to Safely Change a Flat" stresses the importance of being prepared, while "Karma Trouble" emphasizes the importance of persistence.
- J** "How to Safely Change a Flat" describes the importance of experiences, while "Karma Trouble" focuses on the importance of knowledge.

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



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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 physical education, social studies, and/or science TEKS.

Assessment 1			
Question Number	Answer	Strand	TEKS
1	A	6	9Bii
2	J	6	9C
3	B	6	9C
4	H	6	9C
5	A	6	9C
6	H	6	9Bi
7	B	6	9Diii
8	F	6	9Dv
9	B	6	9Dvi
10	G	6	9Dii
11	A	6	9D
12	H	6	9Di
13	A	1	2A
14	H	5	8C
15	D	4	7F
16	J	5	8C
17	C	5	8F
18	G	5	8E
19	A	5	8G
20	H	2	4H
Cross-Curricular Alignments			
The Mind-Twisting Rubik's Cube		World History—TEKS 27E	