

# STAAR CONNECTION™

## Diagnostic Series™

Writing

**5**

teacher

v4



**KAMICO®**  
**Instructional Media, Inc.**

# STAAR CONNECTION™

Writing  
**5**  
teacher

## Diagnostic Series™

XXIX/i/MMXXII  
Version 4



**KAMICO®**

Instructional Media, Inc.

© 2020–2022 KAMICO® Instructional Media, Inc. ("KAMICO®"). All Rights Reserved. No part of these materials may be reproduced, stored in a retrieval system, distributed, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from KAMICO® Instructional Media, Inc., with the limited exceptions found below.

**Reproduction of these materials for use by an individual teacher solely in his or her classroom and not for sale or any other use is permissible. REPRODUCTION OF THESE MATERIALS FOR ANY OTHER USE (INCLUDING WITHIN ANY GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM) IS STRICTLY PROHIBITED.**

KAMICO® Instructional Media, Inc.

P.O. Box 1143

Salado, Texas 76571

Telephone: 254.947.7283 Fax: 254.947.7284

E-mail: [kmichael@kamico.com](mailto:kmichael@kamico.com) Website: <https://www.kamico.com>

**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.

---

© 2020–2022 KAMICO® Instructional Media, Inc. ("KAMICO®"). All Rights Reserved. No part of these materials may be reproduced, stored in a retrieval system, distributed, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from KAMICO® Instructional Media, Inc., with the limited exceptions found below.

**Reproduction of these materials for use by an individual teacher solely in his or her classroom and not for sale or any other use is permissible. REPRODUCTION OF THESE MATERIALS FOR ANY OTHER USE (INCLUDING WITHIN ANY GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM) IS STRICTLY PROHIBITED.**

KAMICO® Instructional Media, Inc.  
P.O. Box 1143  
Salado, Texas 76571  
Telephone: 254.947.7283 Fax: 254.947.7284  
E-mail: kmichael@kamico.com Website: <https://www.kamico.com>

**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Diagnostic Series™**  
**Grade 5 Writing**  
**Table of Contents**

Texas Essential Knowledge and Skills . . . . .	7
Assessment 1 . . . . .	11
Assessment 2 . . . . .	19
Assessment 3 . . . . .	27
Assessment 4 . . . . .	36
Assessment 5 . . . . .	44
Assessment 6 . . . . .	52
Assessment 7 . . . . .	60
Assessment 8 . . . . .	68
Assessment 9 . . . . .	77
Assessment 10 . . . . .	86
Assessment 11 . . . . .	94
Assessment 12 . . . . .	102
Assessment 13 . . . . .	110
Assessment 14 . . . . .	119
Assessment 15 . . . . .	127
Assessment 16 . . . . .	136
Assessment 17 . . . . .	145
Assessment 18 . . . . .	153
Assessment 19 . . . . .	162
Assessment 20 . . . . .	171
Expository Writing Rubric . . . . .	180
Answer Key . . . . .	184
Student Bubble Answer Sheet . . . . .	194
Bubble Answer Key . . . . .	198
TEKS Writing Alignment Chart and Cross-Curricular Alignments (Social Studies and Science) . . . . .	202
Student Progress Chart . . . . .	213
Letter to Parents . . . . .	214
Test-Taking Tips . . . . .	215
Strategies for Reducing Your Students' Test Anxiety . . . . .	216
KAMICO® Product Information . . . . .	217

**State of Texas Assessments of Academic Readiness  
Grade 5 Writing Assessment  
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

(B) demonstrate and apply spelling knowledge by

- (i) spelling multisyllabic words with closed syllables; open syllables; *V**C**e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables;
- (ii) spelling words with consonant changes, including */t/* to */sh/* such as in *select* and *selection* and */k/* to */sh/* such as *music* and *musician*;
- (iii) spelling multisyllabic words with multiple sound-spelling patterns;
- (iv) spelling words using advanced knowledge of syllable division patterns;
- (v) spelling words using knowledge of prefixes; and
- (vi) 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 6**

(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

- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

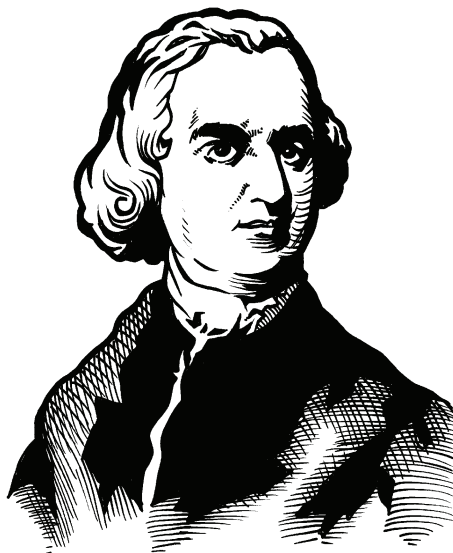
- (B) develop drafts into a focused, structured, and coherent piece of writing by
  - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
  - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard English conventions, including
  - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
  - (ii) past tense of irregular verbs;
  - (iii) collective nouns;
  - (iv) adjectives, including their comparative and superlative forms;
  - (v) conjunctive adverbs;
  - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;
  - (vii) pronouns, including indefinite;
  - (viii) subordinating conjunctions to form complex sentences;
  - (ix) capitalization of abbreviations, initials, acronyms, and organizations;
  - (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and
  - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

- (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.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

*Austin wrote about Samuel Adams. Read Austin's paper, and think about how it should be revised. Then answer the questions that follow.*



### **Most Wanted**

(1) Samuel Adams was a troublemaker. (2) Usually, being a troublemaker is a bad thing. (3) However, for Adams causing trouble was a good thing. (4) Adams made trouble for Great Britain. (5) This trouble was good for America in the years leading up to the American Revolution. (6) The trouble Adams stirred up with Great Britain helped America become a free country.

(7) In the 1700s, Adams felt America should be free from Britain. (8) He did not agree with the way Britain ruled the American colonies. (9) He did not think that the taxes Britain charged Americans were fair. (10) He did not like laws that made colonists house British soldiers. (11) He worked for America to be free.



(12) He started "committees of correspondence." (13) These groups were made up of important colonial leaders who wrote letters to each other, sharing ideas about freedom and ways to resist the British. (14) He also started a group called the Sons of Liberty. (15) The Sons of Liberty is the group that threw British tea into Boston Harbor during the Boston Tea Party. (16) Adams also spread his ideas by speaking to people, telling them many things. (17) He said people should not trust the king of England. (18) He said America could be a great country if it were free.

(19) Adams's troublemaking bothered the British. (20) The king of England put Adams on Britain's "most wanted" list. (21) He was labeled an outlaw. (22) British soldiers tried to capture him. (23) Adams gave them the slip. (24) He continued his work for freedom. (25) Adams helped form the First Continental Congress. (26) This group paved the way for American Independence. (27) He was friends with Paul Revere. (28) Samuel Adams played a big role in making America free.

- 
- 1 What is the **BEST** way to combine sentences 2 and 3?
- A Usually, being a troublemaker is a bad thing and a good thing for Adams.
  - B Usually, being a troublemaker, Adams is a bad thing, and causing trouble was a good thing.
  - C Usually, being a troublemaker is a bad thing, but for Adams, causing trouble was a good thing.
  - D Usually, being a troublemaker is a bad thing, which for Adams was a good thing.

- 2 What is the **BEST** way to combine sentences 4 and 5?
- F Adams made trouble for Great Britain, which was good for America in the years leading up to the American Revolution.
  - G Adams made trouble for Great Britain, unless this was good for America in the years leading up to the American Revolution.
  - H Adams made trouble, and the trouble he made was for Great Britain, a good thing for America in the years leading up to the American Revolution.
  - J Adams not only made trouble for Great Britain but also was good for America in the years leading up to the American Revolution.
- 3 Austin wants to add a topic sentence to the beginning of the paragraph containing sentences 12 through 18. Which would be the **BEST** topic sentence for this paragraph?
- A Adams was from Massachusetts and went to Harvard.
  - B Adams did many things to gain freedom for Americans.
  - C Adams had a famous cousin, John Adams, who became the second U.S. president.
  - D Thomas Paine and Patrick Henry were other patriots who worked to shape colonists' opinions.
- 4 The meaning of sentence 16 can be improved by changing *many things* to —
- F many good reasons
  - G why British taxes were unfair
  - H what he had to say
  - J his ideas about things

- 5 Austin does not think that sentence 23 is appropriate for this assignment. He does not think the tone is appropriate for his audience. How should he change the sentence?
- A Adams took off because he wasn't about to let them nab him.
  - B Adams headed for the hills.
  - C Adams flew the coop.
  - D Adams managed to not get captured.
- 6 Austin wants to remove a sentence that does not belong in this selection. Which sentence should he remove?
- F sentence 9
  - G sentence 13
  - H sentence 14
  - J sentence 27

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

*Corina wrote this paper about the War of 1812. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.*

### **The Second War of Independence**

(1) The War of 1812 is sometimes called the "second war of independence."

(2) It is called a war of independence because Americans once again found them fighting the British for their rights. (3) The conflict started over a dispute at sea.

(4) During the war, America was invaded, and its capital city was burned.

(5) However, Americans fought bravely to protect their newly won rights.

(6) The War of 1812 actually had its beginning in 1803. (7) In that year, Britain and France went to war. (8) Many Americans supported the French. (9) The British did not like this. (10) As a result, British sailors stopped American ships on the Atlantic Ocean. (11) They took American sailors off their ships and made them work in the British navy. (12) This made Americans angry. (13) In 1812, the United States declared war against Britain.

(14) The war did not go well for the United States at first however, in 1814, things began to look up for the Americans. (15) In August, the British invaded Washington, D.C. (16) They burned the city to the ground. (17) Then, they went to Baltimore, hoping to wreck that city, too. (18) Baltimore Harbor was protected by Fort McHenry. (19) The British bombed Fort McHenry from their ships for twenty-five hours. (20) Then, they tried to attack the fort by land. (21) The fort's defenders stopped the British, saving the city. (22) This battle was one of the biggest victories for Americans during the war.

(23) The Treaty of Ghent ended the War of 1812. (24) Neither side won the war, but both sides agreed to stop fighting. (25) America again was made safe from British threats thanks to brave fighters during the second war of independence.

---

- 7 What change, if any, should be made in sentence 2?
- A change ***found*** to **finded**
  - B change ***them*** to **themselves**
  - C change ***their*** to **there**
  - D make no change
- 8 Corina wants to change sentence 12 to explain how angry the Americans were. Which word should she add before ***angry*** to explain how angry the Americans were?
- F wisely
  - G wonderfully
  - H slowly
  - J extremely
- 9 What change, if any, should be made in sentence 19?
- A change ***bombed*** to **bommed**
  - B change ***ours*** to **hours**
  - C add a period after ***Fort***
  - D make no change

- 10 Corina wants to tell readers when the Treaty of Ghent was signed. Which of these should she add to the end of sentence 23 to tell readers when the Treaty of Ghent was signed?
- F between American and British armies
  - G in the city of Ghent, Belgium
  - H on Christmas Eve 1814
  - J with the stroke of a pen
- 11 What change, if any, should be made in sentence 24?
- A change *war* to **War**
  - B delete the comma after *war*
  - C change *agreed* to **agree**
  - D make no change
- 12 Which of the following is a run-on sentence?
- F sentence 11
  - G sentence 14
  - H sentence 17
  - J sentence 22

**READ** the information in the box below.

Aristotle, a Greek philosopher, wrote, "He who has never learned to obey cannot be a good commander."

**THINK** about the following directions.

**WRITE** about why it is important to learn how to follow directions.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

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



**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 5 Writing**  
**TEKS Writing 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, each assessment in this writing book reinforces at least one Grade 5 social studies or science TEKS. The following tables show which TEKS are reinforced within this book.

<b>Assessment 5</b>			
<b>Question Number</b>	<b>Answer</b>	<b>Strand</b>	<b>TEKS</b>
1	C	6	11C
2	F	6	11C
3	B	6	11Bii
4	G	6	11C
5	D	6	11C
6	J	6	11Bii
7	B	6	11Dvii
8	J	6	11Dv
9	B	6	11Dxi
10	H	6	11Dvi
11	D	1 6	2B 11D
12	G	6	11Di
<b>Cross-Curricular Alignments</b>			
		<b>Social Studies TEKS</b>	
Revising Section		2A, 2B	
Editing Section		4A	