

STAAR CONNECTION™

Diagnostic Series™

Reading
K
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Reading
K
teacher

Diagnostic Series™

XVI/ix/MMXXVI
Version 2.1



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™
Kindergarten Reading
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**State of Texas Assessment of Academic Readiness
Kindergarten Reading Assessment
Texas Essential Knowledge and Skills**

Strand 1

- (1) **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.** The student develops oral language through listening, speaking, and discussion. The student is expected to
- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
 - (B) restate and follow oral directions that involve a short, related sequence of actions;
 - (C) share information and ideas by speaking audibly and clearly using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
 - (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.
- (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
- (A) demonstrate phonological awareness by
 - (i) identifying and producing rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - (iii) identifying the individual words in a spoken sentence;
 - (iv) identifying syllables in spoken words;
 - (v) blending syllables to form multisyllabic words;

- (vi) segmenting multisyllabic words into syllables;
 - (vii) blending spoken onsets and rimes to form simple words;
 - (viii) blending spoken phonemes to form one-syllable words;
 - (ix) manipulating syllables within a multisyllabic word; and
 - (x) segmenting spoken one-syllable words into individual phonemes;
- (B) demonstrate and apply phonetic knowledge by
- (i) identifying and matching the common sounds that letters represent;
 - (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
 - (iii) recognizing that new words are created when letters are changed, added, or deleted such as *it-pit-tip-tap*; and
 - (iv) identifying and reading at least 25 high-frequency words from a research-based list;
- (C) demonstrate and apply spelling knowledge by
- (i) spelling words with VC, CVC, and CCVC;
 - (ii) spelling words using sound-spelling patterns; and
 - (iii) spelling high-frequency words from a research-based list;
- (D) demonstrate print awareness by
- (i) identifying the front cover, back cover, and title page of a book;
 - (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
 - (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

- (iv) recognizing the difference between a letter and a printed word; and
 - (v) identifying all uppercase and lowercase letters; and
 - (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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 a resource such as a picture dictionary or digital resource to find words;
 - (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
 - (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- (4) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

Strand 2

- (5) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make and confirm predictions using text features and structures with adult assistance;

- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details to determine what is most important with adult assistance;
- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

Strand 3

- (6) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to
 - (A) describe personal connections to a variety of sources;
 - (B) provide an oral, pictorial, or written response to a text;
 - (C) use text evidence to support an appropriate response;
 - (D) retell texts in ways that maintain meaning;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and
 - (F) respond using newly acquired vocabulary as appropriate.

Strand 4

- (7) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
- (A) discuss topics and determine the basic theme using text evidence with adult assistance;
 - (B) identify and describe the main character(s);
 - (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and
 - (D) describe the setting.
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
 - (C) discuss main characters in drama;
 - (D) recognize characteristics and structures of informational text, including
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) titles and simple graphics to gain information; and
 - (iii) the steps in a sequence with adult assistance;

- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
- (F) recognize characteristics of multimodal and digital texts.

Strand 5

- (9) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to
 - (A) discuss with adult assistance the author's purpose for writing text;
 - (B) discuss with adult assistance how the use of text structure contributes to the author's purpose;
 - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss with adult assistance how the author uses words that help the reader visualize; and
 - (E) listen to and experience first- and third-person texts.

Name _____ Date _____

Read this play as it is read to you. Then use the play to answer questions 1, 2, 3, 4, and 5.

Fred Finds a Way

Cast

Bill, a kid
Kate, a kid
Sal, a kid
Liz, a kid
Fred, a kid
Mrs. Cole, a teacher

Setting

The stage is set like a class. It is an art class. There are desks. They are small. A kid sits at each desk. The kids have paper. They have paint. They have brushes. One desk is big. It is for the teacher. Mrs. Cole sits at the big desk. There is a board. The board has pictures on it. All kids smile except one. Fred looks upset.

Mrs. Cole: Okay class, start your work. You can paint what you like.

Bill: I will paint a cat!

Kate: I will paint a house!

Mrs. Cole: Good, Bill. Good, Kate. That is a good plan.

(Bill and Kate start to paint.)

Sal: I will paint a man!

Liz: I will paint a cow!

Mrs. Cole: Good, Sal. Good, Liz. That is a good plan.

(Sal and Liz start to paint. Fred looks sad. He does not have a plan. Mrs. Cole walks to Fred.)

Mrs. Cole: What is wrong, Fred? Why do you look sad?

Fred: I do not know what to paint.

Mrs. Cole: That is okay, Fred. You can think of something. Try this. Close your eyes. Take a deep breath. Relax. Now, think of what makes you happy.

(Fred does what Mrs. Cole says.)

Fred: *(with his eyes closed)* I am thinking of my dad. We are at home. He is showing me how to throw a ball.

Mrs. Cole: That is great, Fred! Do you think you can paint your dad?

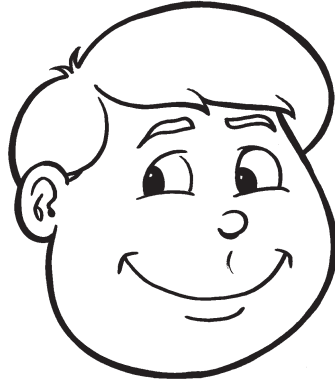
Fred: Yes, I can! It will be great! I will give it to him when I am done.

(Fred smiles. He starts to paint.)

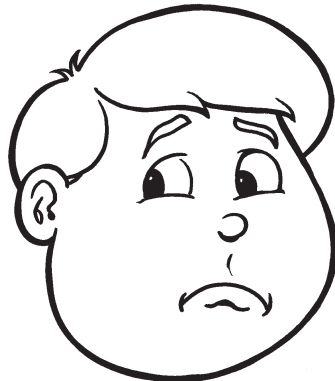
- 1 Which picture shows how Fred feels at the start of the play?

TEKS 4/8C

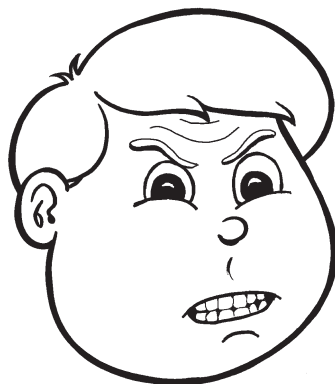
A



B



C



2 How does Fred feel at the end of the play?

☐ A sad

☐ B glad

☐ C mad

TEKS 4/8C

3 Mrs. Cole is —

☐ A shy.

☐ B mean.

☐ C nice.

TEKS 4/8C

4 How did Fred fix his problem?

☐ A He learned how to play ball.

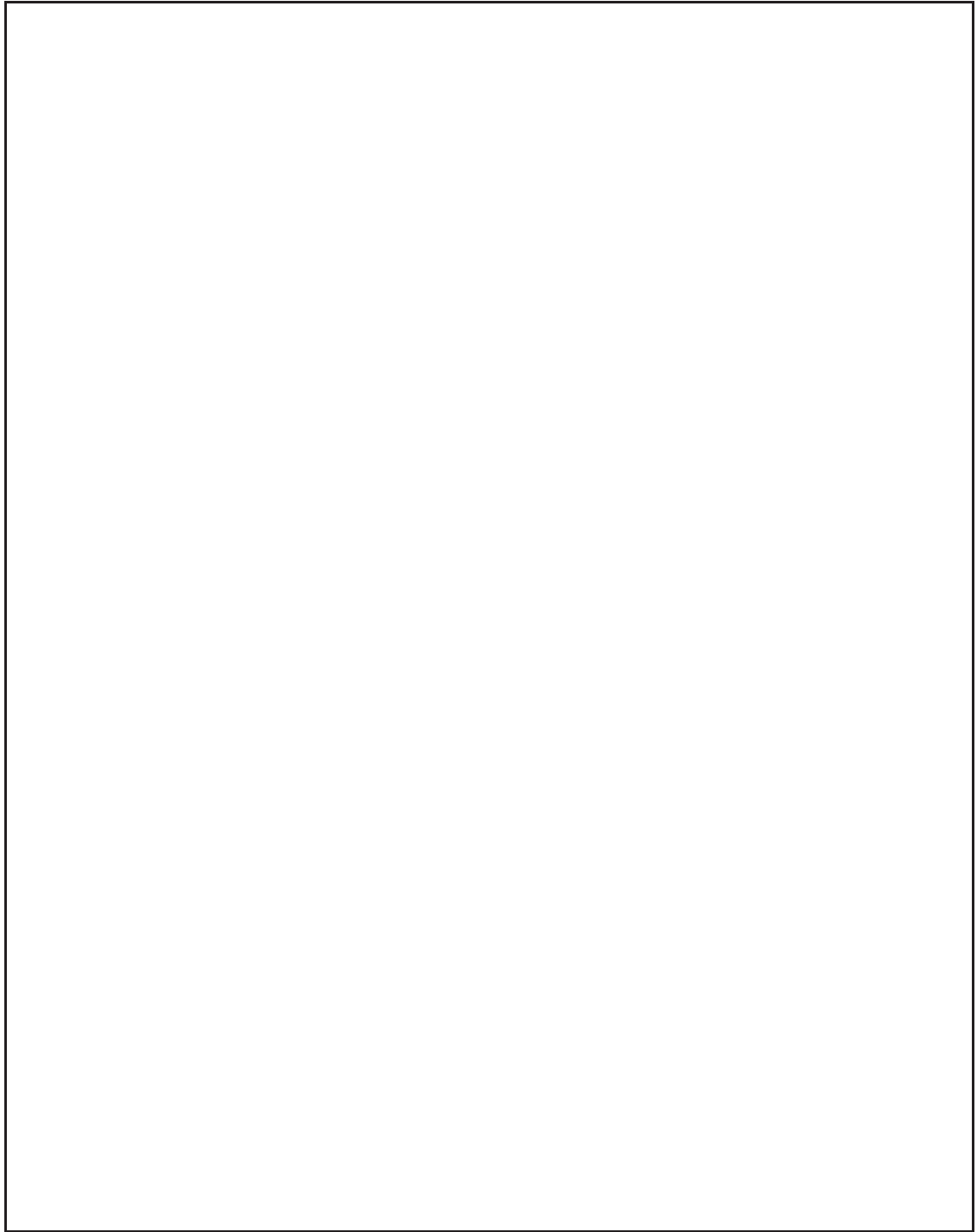
☐ B He asked his dad for help.

☐ C He did what Mrs. Cole told him to do.

TEKS 4/7C

- 5 Draw your favorite part of the play in the box below.

TEKS 3/6E

A large, empty rectangular box with a black border, intended for a student to draw their favorite part of a play.

- 6 Circle the word that rhymes with **hop**.

TEKS 1/2Ai

mad

top

job

- 7 Listen as each set of words is read. Circle the group of words that rhyme.

TEKS 1/2Ai

try fry

tub turn

up down

8 Circle the lowercase letters.

TEKS 1/2Dv

y

P

z

I

B

h

W

p

X

f

J

G

k

m

o

Q

N

L

T

r

s

- 9 Which book would you read to learn the facts about bugs?

TEKS 4/8Dii

- ☐ A *Bugs That Live in Trees*
- ☐ B *The Happy Ladybug Sings a Song*
- ☐ C *Bill Bug Goes to School*

- 10 People listen to news on the radio to learn. How is TV different from radio?

TEKS 4/8F

- ☐ A TV has sound. Radio does not.
- ☐ B TV shows movement. Radio does not.
- ☐ C TV tells facts. Radio does not.

11

h

ig

TEKS 1/2Avii

b

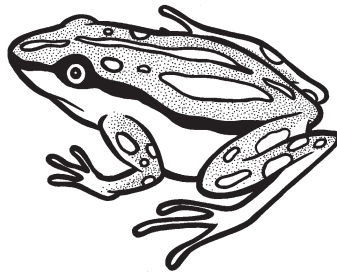
og

f

go

12 Look at the picture.

TEKS 2/Cii



Which letters match the beginning sound of the word represented by the picture?

☐ A tr

☐ B fr

☐ C gr

Say the sound.

Fred Finds a Way

Cast

Bill, a kid
Kate, a kid
Sal, a kid
Liz, a kid
Fred, a kid
Mrs. Cole, a teacher

Setting

The stage is set like a class. It is an art class. There are desks. They are small. A kid sits at each desk. The kids have paper. They have paint. They have brushes. One desk is big. It is for the teacher. Mrs. Cole sits at the big desk. There is a board. The board has pictures on it. All kids smile except one. Fred looks upset.

Mrs. Cole: Okay class, start your work. You can paint what you like.

13

Bill: I will paint a cat!

Kate: I will paint a house!

Mrs. Cole: Good, Bill. Good, Kate. That is a good plan.

(Bill and Kate start to paint.)

Sal: I will paint a man!

Liz: I will paint a cow!

Mrs. Cole: Good, Sal. Good, Liz. That is a good plan.

(Sal and Liz start to paint. Fred looks sad. He does not have a plan. Mrs. Cole walks to Fred.)

Mrs. Cole: What is wrong, Fred? Why do you look sad?

Fred: I do not know what to paint.

14

Mrs. Cole: That is okay, Fred. You can think of something. Try this. Close your eyes. Take a deep breath. Relax. Now, think of what makes you happy.

(Fred does what Mrs. Cole says.)

Fred: *(with his eyes closed)* I am thinking of my dad. We are at home. He is showing me how to throw a ball.

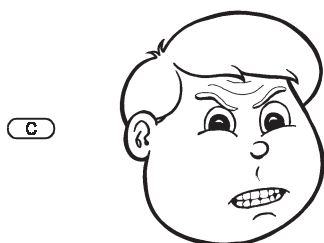
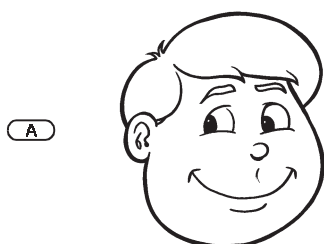
Mrs. Cole: That is great, Fred! Do you think you can paint your dad?

Fred: Yes, I can! It will be great! I will give it to him when I am done.

(Fred smiles. He starts to paint.)

15

1 Which picture shows how Fred feels at the start of the play?



TEKS 4/8C

16

2 How does Fred feel at the end of the play?

- ☐ A sad
- ☐ B glad
- ☐ C mad

TEKS 4/8C

3 Mrs. Cole is —

- ☐ A shy.
- ☐ B mean.
- ☐ C nice.

TEKS 4/8C

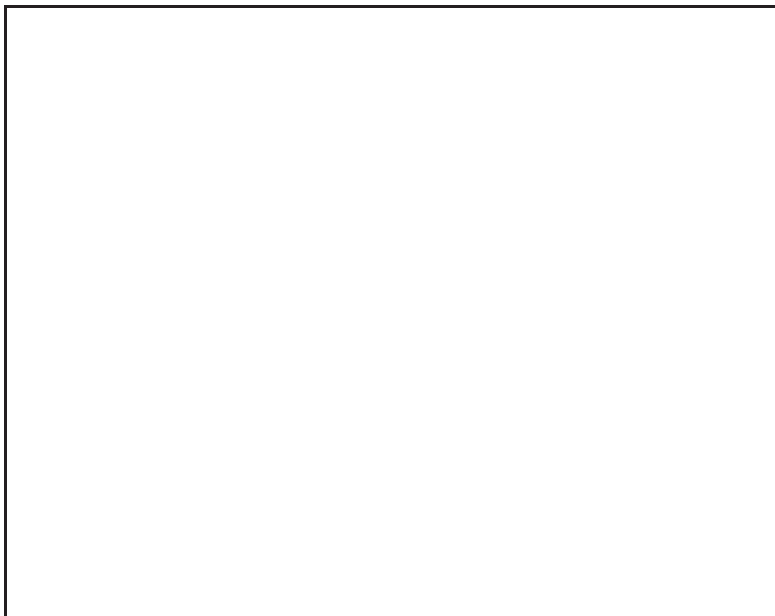
4 How did Fred fix his problem?

- ☐ A He learned how to play ball.
- ☐ B He asked his dad for help.
- ☐ C He did what Mrs. Cole told him to do.

TEKS 4/7C

17

5 Draw your favorite part of the play in the box below.



TEKS 3/6E

18

- 6 Circle the word that rhymes with **hop**.

TEKS 1/2Ai

mad

top

job

- 7 Listen as each set of words is read. Circle the group of words that rhyme.

try fry

tub turn

TEKS 1/2Ai

up down

19

- 8 Circle the lowercase letters.

TEKS 1/2Dv

y

P

z

I

B

h

W

p

X

f

J

G

k

m

o

Q

N

L

T

r

s

20

9 Which book would you read to learn the facts about bugs?

☐ A *Bugs That Live in Trees*

☐ B *The Happy Ladybug Sings a Song*

☐ C *Bill Bug Goes to School*

TEKS 4/8Dii

10 People listen to news on the radio to learn. How is TV different from radio?

☐ A TV has sound. Radio does not.

☐ B TV shows movement. Radio does not.

☐ C TV tells facts. Radio does not.

TEKS 4/8F

21

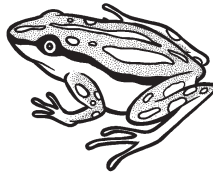
Assessment 1 - Part B (Teacher)

11 Listen as I say the word **hog**. Draw a line to connect the beginning sound to the end sound to make the word.

hog

TEKS 1/2Avii

12 Look at the picture.



TEKS 2/Cii

Which letters match the beginning sound of the word represented by the picture?

☐ A tr

☐ B fr

☐ C gr

Say the sound.

22

STAAR CONNECTION™
Diagnostic Series™
Kindergarten Reading
Answer Key/TEKS Alignment

Assessment 1 – Part A			
Question Number	Correct Answer	Correct Answer Detail	TEKS
1	B		4/8C
2	B	glad	4/8C
3	C	nice.	4/8C
4	C	He did what Mrs. Cole told him to do.	4/7C
5		illustrated response	3/6E
6		top	1/2Ai
7		try fry	1/2Ai
8		y P z I B h W p X f J G k m o Q N L T r s	1/2Dv
9	A	<i>Bugs That Live in Trees</i>	4/8Dii
10	B	TV shows movement. Radio does not.	4/8F
Assessment 1 – Part B			
11		h ig \ b og f go	1/2Avii
12	B	fr verbal answer	2/Cii