STAAR CONNECTION™

Diagnostic Series™

Reading

2

teacher

KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Reading
2
Teacher Edition

Diagnostic Series™

XX/xi/MMXIII
Version 1

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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 *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.

KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Diagnostic Series™
Grade 2 Reading
Table of Contents

State of Texas Assessments of Academic Readiness
Grade 2 Reading Assessment
Eligible Texas Essential Knowledge and Skills

Reporting Category 1:
Understanding across Genres

The student will demonstrate an ability to understand a variety of written texts across reading genres.

> (5) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
>
> > (A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);
> >
> > (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
> >
> > (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;
> >
> > (D) alphabetize a series of words and use a dictionary or a glossary to find words.

Reporting Category 2:
Comprehension and Analysis of Literary Text

The student will demonstrate an ability to understand and analyze literary texts.

> (3) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to
>
> > (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;
> >
> > (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).

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(6) **Reading/Comprehension of Literary Text/Theme and Genre**. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) identify moral lessons as themes in well-known fables, legends, myths, or stories.

(7) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

(9) **Reading/Comprehension of Literary Text/Fiction**. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) describe similarities and differences in the plots and settings of several works by the same author;

(B) describe main characters in works of fiction, including their traits, motivations, and feelings.

(10) **Reading/Comprehension of Literary Text/Literary Nonfiction**. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.

(11) **Reading/Comprehension of Literary Text/Sensory Language**. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).

(16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

(Figure 19) **Reading/Comprehension Skills**. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

    (D) make inferences about text using textual evidence to support understanding;

    (E) retell important events in stories in logical order.

Reporting Category 3:
Comprehension and Analysis of Informational Text

The student will demonstrate an ability to understand and analyze informational texts.

    (13) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

    (14) **Reading/Comprehension of Informational Text/Expository Text**. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to

        (A) identify the main idea in a text and distinguish it from the topic;

        (B) locate the facts that are clearly stated in a text;

        (C) describe the order of events or ideas in a text;

        (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

    (15) **Reading/Comprehension of Informational Text/Procedural Text**. Students understand how to glean and use information in procedural texts and documents. Students are expected to

        (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).

(16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

(Figure 19) **Reading/Comprehension Skills**. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text using textual evidence to support understanding;

(E) retell important events in stories in logical order.

Name _____   Date _____

Children's Craft Corner   December Issue

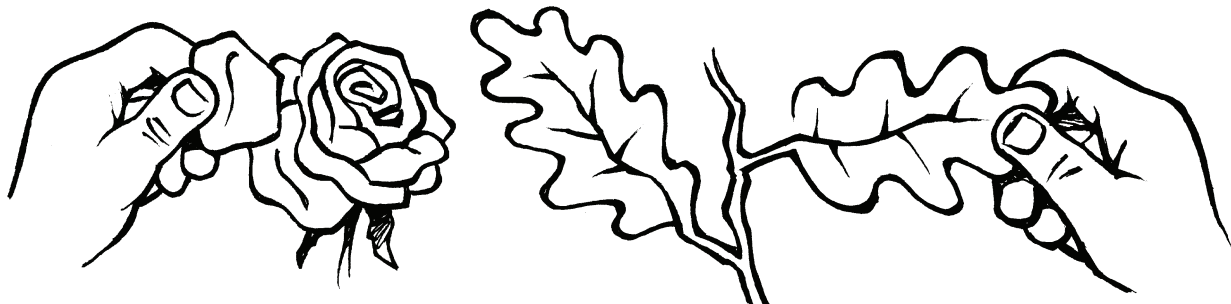# Create Your Own Paper and Cards
by Mario Goya

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

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

Follow These Steps:

1   Gather the flowers, leaves, and grass. Choose plants that are bright in color. Rose petals and holly leaves work well. Yellow daisy petals and oak leaves work well, too.
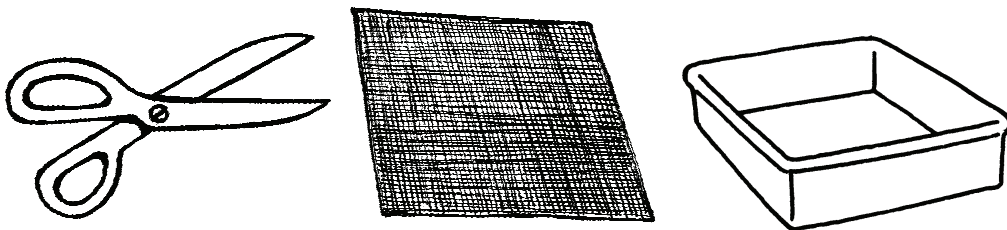
11

2 Tear the plants into small pieces. Tear the scrap paper into small pieces, too. Each piece should be about as big as a dime.
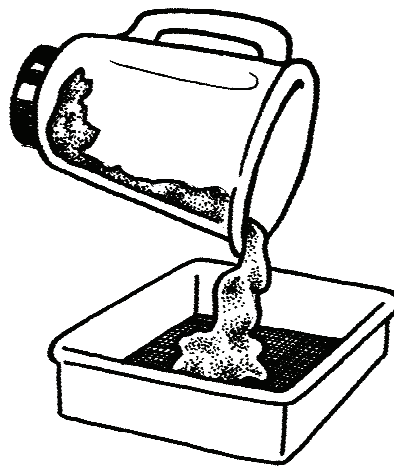
3 Put all the pieces in the blender. Add some water. The whole mix should look soupy. You may need to add more water or paper to get the mix just right. Have an adult turn the blender on. Let it run for about one minute.
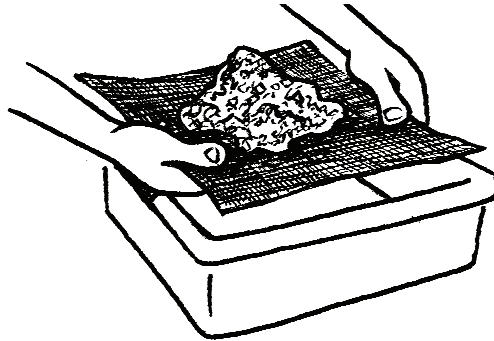
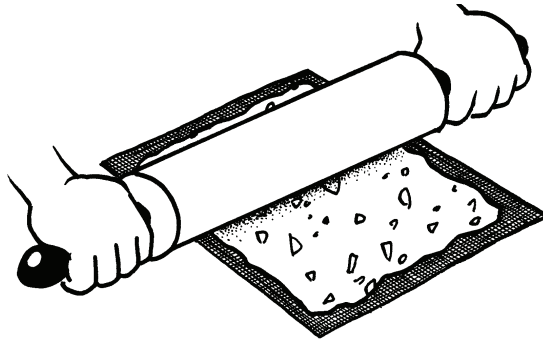**4** Have your adult helper cut the wire mesh screen to fit the bottom of the cake pan.
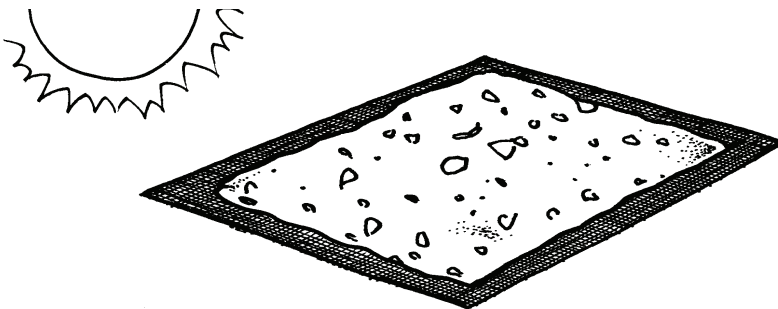
5 Pour the mix onto the screen in the pan.

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

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

8 Put the screen out in the sun.

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

1 Why did someone most likely write this selection?

    (A) to make readers laugh at a funny story about making paper

    (B) to show readers how to make a nice present

    (C) to give facts to readers about how paper was invented

    (D) to tell readers about different kinds of flowers

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

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

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

    (F) *looking*

    (G) *special*

    (H) *gift*

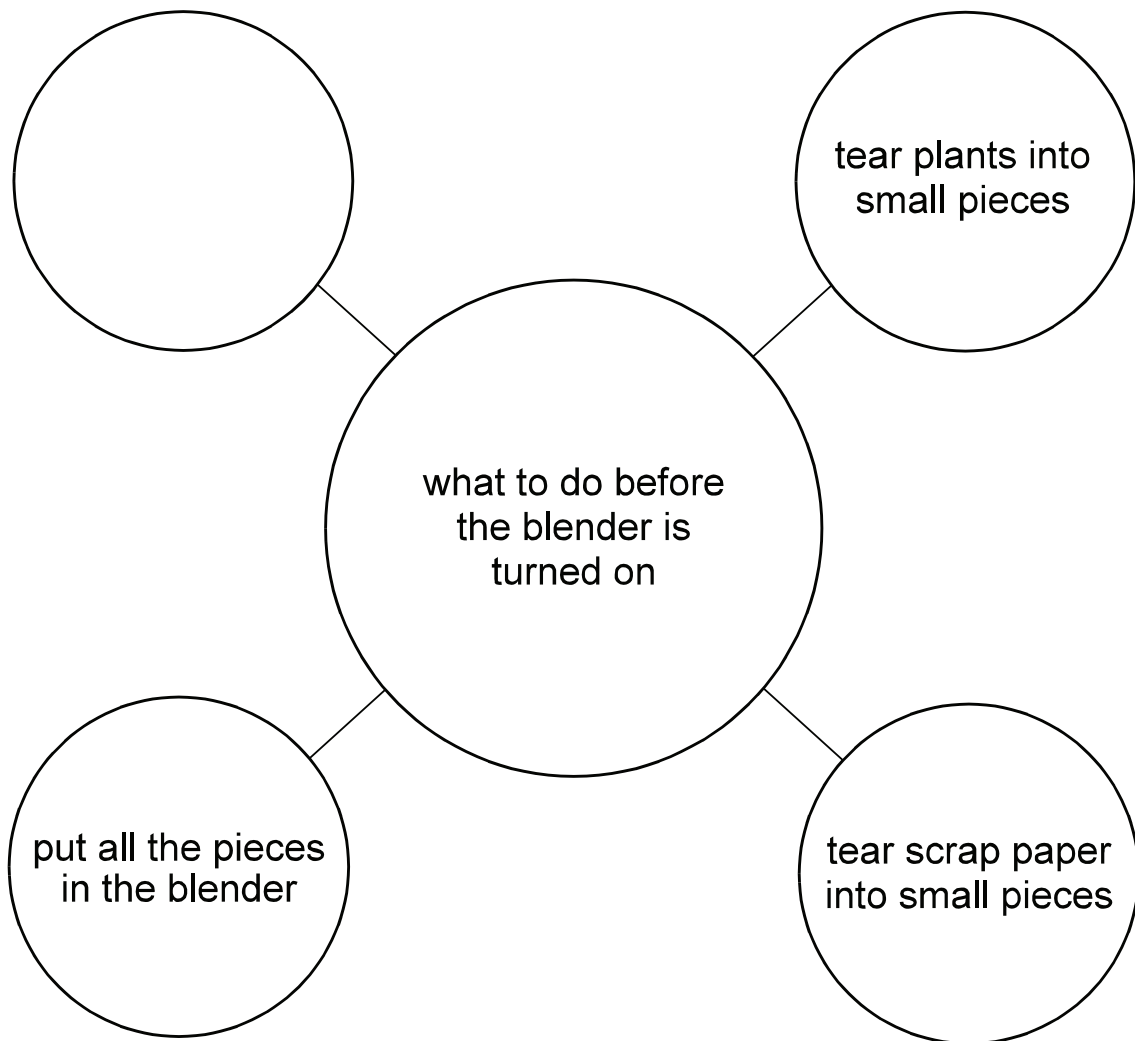   (J) *people*

3   This sentence is from step 6.

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

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

Ⓐ *top*, *the*, *lumpy*, *looks*, *like*

Ⓑ *like*, *looks*, *lumpy*, *top*, *the*

Ⓒ *looks*, *like*, *lumpy*, *the*, *top*

Ⓓ *like*, *looks*, *lumpy*, *the*, *top*

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

Which of these belongs in the blank circle?

Ⓕ pour the mix onto the screen in the pan

Ⓖ roll over the screen with a rolling pin

Ⓗ put the screen out in the sun

Ⓙ gather flowers, leaves, and grass

5   What do the pictures in the article show?

   Ⓐ how to make paper

   Ⓑ writing on pretty pieces of paper

   Ⓒ places to go to find paper

   Ⓓ different ways paper can be used

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

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

   Which of these belongs in the empty space?

   Ⓕ turning the blender on

   Ⓖ lifting the screen out of the pan

   Ⓗ pouring the mix onto the screen in the pan

   Ⓙ writing a kind message on the fancy paper

7 What are the scissors most likely used for?

    Ⓐ pressing water out of the paper mix

    Ⓑ tearing the plants

    Ⓒ cutting the screen

    Ⓓ drying the wet paper mix

8 The following is from step 7.

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

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

    Ⓕ to show that you should press hard on the screen

    Ⓖ to show that you should not press at all on the screen

    Ⓗ to show that you should press quickly on the screen

    Ⓙ to show that you should press quietly on the screen

STAAR CONNECTION™
Diagnostic Series™ Grade 2 Reading
TEKS Reading Alignment Chart and Cross-Curricular Alignments

KAMICO® supports cross-curricular teaching strategies and encourages efforts to apply, transfer, and integrate knowledge across multiple content areas. Therefore, many assessments in this reading book reinforce at least one Grade 2 social studies, art, health, or science TEKS. The following tables show which TEKS are reinforced within this book.

Assessment 1			
Question Number	**Answer**	**Reporting Category**	**TEKS**
1	B	3	13
2	G	1	5C
3	D	1	5D
4	J	3 3 3	14C Fig. 19E Fig. 19D
5	A	3	15B
6	F	3 3	14B Fig. 19D
7	C	3	15B
8	F	1	5B
Cross-Curricular Alignments			
Art TEKS		2C	
Science TEKS		5D	