

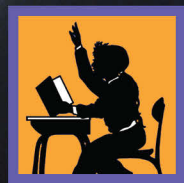
**STAAR CONNECTION™**

**Diagnostic Series™**

Reading

**3**

teacher



**KAMICO®**

**Instructional Media, Inc.**

# STAAR CONNECTION™

## Reading 3 Teacher Edition

# Diagnostic Series™

X/ix/MMXIII  
Version 1



**KAMICO®**  
Instructional Media, Inc.

© 2013 KAMICO® Instructional Media, Inc.  
P.O. Box 1143  
Salado, Texas 76571  
Telephone: 254.947.7283 Fax: 254.947.7284  
E-mail: [info@kamico.com](mailto:info@kamico.com) Website: [www.kamico.com](http://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 *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.

---

© 2013 KAMICO® Instructional Media, Inc. All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system, 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 exception found below.

**Reproduction of these materials for use by an individual teacher in his or her classroom and not for commercial sale is permissible. REPRODUCTION OF THESE MATERIALS FOR AN ENTIRE GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM IS STRICTLY PROHIBITED.**

© 2013  
KAMICO® Instructional Media, Inc.  
P.O. Box 1143  
Salado, Texas 76571  
Telephone: 254.947.7283 Fax: 254.947.7284

**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Diagnostic Series™**  
**Grade 3 Reading**  
**Table of Contents**

|  |     |
|--|-----|
| Reporting Categories and Related TEKS . . . . .  | 7   |
| Assessment 1 . . . . .   | 11  |
| Assessment 2 . . . . .   | 18  |
| Assessment 3 . . . . .   | 25  |
| Assessment 4 . . . . .   | 31  |
| Assessment 5 . . . . .   | 38  |
| Assessment 6 . . . . .   | 45  |
| Assessment 7 . . . . .   | 50  |
| Assessment 8 . . . . .   | 56  |
| Assessment 9 . . . . .   | 62  |
| Assessment 10 . . . . .  | 67  |
| Assessment 11 . . . . .  | 74  |
| Assessment 12 . . . . .  | 82  |
| Assessment 13 . . . . .  | 90  |
| Assessment 14 . . . . .  | 97  |
| Assessment 15 . . . . .  | 103 |
| Answer Key . . . . .   | 109 |
| Student Bubble Answer Sheet . . . . .  | 114 |
| Bubble Answer Key . . . . .  | 116 |
| TEKS Reading Alignment Chart and<br>Cross-Curricular Alignments (Social Studies and Science) . . . . . | 118 |
| Student Progress Chart . . . . .   | 126 |
| Letter to Parents . . . . .  | 127 |
| Test-Taking Tips . . . . .   | 128 |
| Strategies for Reducing Your Students' Test Anxiety . . . . .  | 129 |
| KAMICO® Product Information . . . . .  | 130 |

**State of Texas Assessments of Academic Readiness  
Grade 3 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.**

- (4) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) identify the meaning of common prefixes (e.g., *in-* *dis-*) and suffixes (e.g., *-full*, *-less*), and know how they change the meaning of roots;  
***Readiness Standard***
  - (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;  
***Readiness Standard***
  - (C) identify and use antonyms, synonyms, homographs, and homophones.  
***Supporting Standard***

**Reporting Category 2:  
Understanding and Analysis of Literary Texts**

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

- (2) **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. ***Supporting Standard***
- (5) **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) paraphrase the themes and supporting details of fables, legends, myths, or stories. ***Supporting Standard***

- (6) **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
- (A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). ***Supporting Standard***
- (8) **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) sequence and summarize the plot's main events and explain their influence on future events; ***Readiness Standard***
- (B) describe the interaction of characters including their relationships and the changes they undergo. ***Readiness Standard***
- (9) **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. ***Supporting Standard***
- (10) **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
- (A) identify language that creates a graphic visual experience and appeals to the senses. ***Supporting Standard***
- (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 will continue to apply earlier standards with greater depth in increasingly more complex texts. ***Supporting Standard***

(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 and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry)
- (E) summarize information in text, maintaining meaning and logical order. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry)

### **Reporting Category 3: Understanding and Analysis of Informational Texts**

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

(12) **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 locate the author's stated purposes in writing the texts.  
**Supporting Standard**

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

- (A) identify the details of facts that support the main idea;  
**Readiness Standard**
- (B) draw conclusions from the facts presented in text and support those assertions with textual evidence; **Readiness Standard**
- (C) identify explicit cause and effect relationships among ideas in texts;  
**Readiness Standard**
- (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.  
**Readiness Standard**

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

(B) locate and use specific information in graphic features of text.

***Supporting Standard***

(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 will continue to apply earlier standards with greater depth in increasingly more complex texts. ***Supporting Standard***

(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. Students are expected to

(D) make inferences about text and use textual evidence to support understanding; ***Readiness Standard***

(E) summarize information in text, maintaining meaning and logical order. ***Readiness Standard***

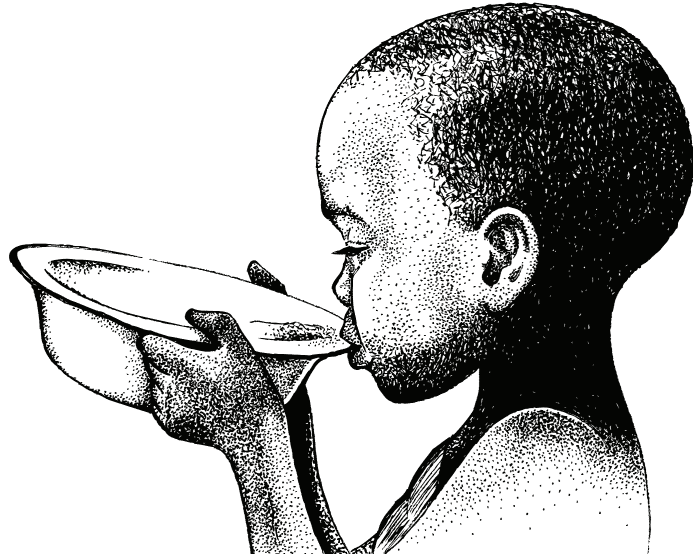
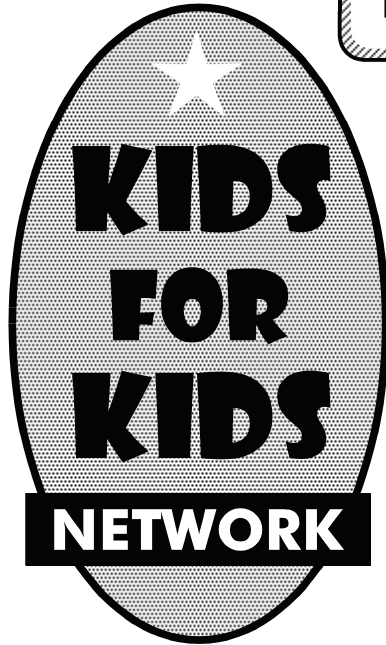


Name \_\_\_\_\_ Date \_\_\_\_\_

## The American Red Cross: People Helping People

- 1 A disaster is something that causes great damage, pain, and sadness. There are many types of disasters. Earthquakes, fires, floods, and wars are all disasters. During a disaster, many people need help. Luckily, the American Red Cross is there to give these people help. The Red Cross is a group that has helped people for more than one hundred years.
- 2 The Red Cross was formed by a nurse named Clara Barton. She got the idea from her work during the American Civil War. During this war, Barton helped soldiers and other people who were hurt. She saw that people needed to help others during wars. After the Civil War, she went to other countries. She learned that other people had started groups to help people who were hurt during wars. She came back to the United States. In 1881, she helped start the American Red Cross.
- 3 Barton wanted the American Red Cross to do more than the groups she learned about. She wanted the Red Cross to help people during war. Yet, she also wanted it to help during other disasters. These disasters might be floods or tornadoes. She also wanted the Red Cross to help when people did not have enough food.
- 4 Barton knew that the Red Cross needed help from volunteers. Volunteers are people who help others. Volunteers do not get paid. A volunteer gives his or her time or money to help others. Barton asked people to give their time to help other people. Many people wanted to be volunteers for the Red Cross. This kindness made Barton happy.
- 5 One of the first disasters the Red Cross helped with was an earthquake. It was in San Francisco in 1906. Many people lost their homes during this earthquake. The earthquake also destroyed stores that sold food. Red Cross volunteers helped the people in San Francisco. They brought food. They also helped people find places to live. Volunteers gave money to people so they could build new homes and new stores.
- 6 Early in the 1900s, the Red Cross began helping people in new ways. Volunteers could give blood to other people when they were hurt. Red Cross doctors began collecting blood. They stored it for other people. The Red Cross still collects blood today. They give it to people who need it.

- 7        When wars, like World War II, began, Red Cross volunteers helped. They set up hospitals to treat soldiers. They also helped others who were hurt. Red Cross volunteers helped people who lost their homes because of the war. Without this help, many people would have suffered even more.
- 8        In 2010, the Red Cross helped people who live in Haiti. A big earthquake hit a city in Haiti. Many people lived there. Red Cross volunteers went to Haiti to help. They took tents for people to live in. They took food for people to eat. They took medicine. They also took water for people who did not have fresh water.
- 9        Red Cross volunteers even help people by teaching. Volunteers teach children how to swim. They teach people how to save lives with first aid. They teach people how to use a boat safely. They teach people how to keep from getting certain diseases. Red Cross volunteers also teach classes about how to exercise and how to eat right.
- 10       Today, more than 1.2 million Americans help others through the Red Cross. Volunteers help the Red Cross by giving money. They also give their time to help others. They help people who have been in an emergency or disaster. The American Red Cross helps with thousands of disasters every year. Clara Barton's idea has saved many lives. It has made life better for millions of people.
- 11       Even children can help! Do you want to raise money to help others? Do you want to get volunteers together to help others? Look at this web page. It shows one way the Internet can help young people help others. You may be able to help by volunteering for the Red Cross. You may want to help at another charity. You will probably find that helping others makes you happy.

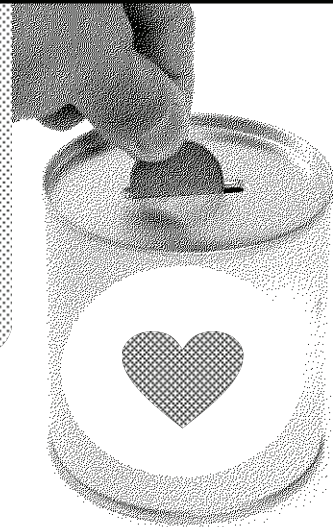


Thousands of people are affected by disasters every day. These people need places to stay. They need food, water, and medicine. Want to help? You can!

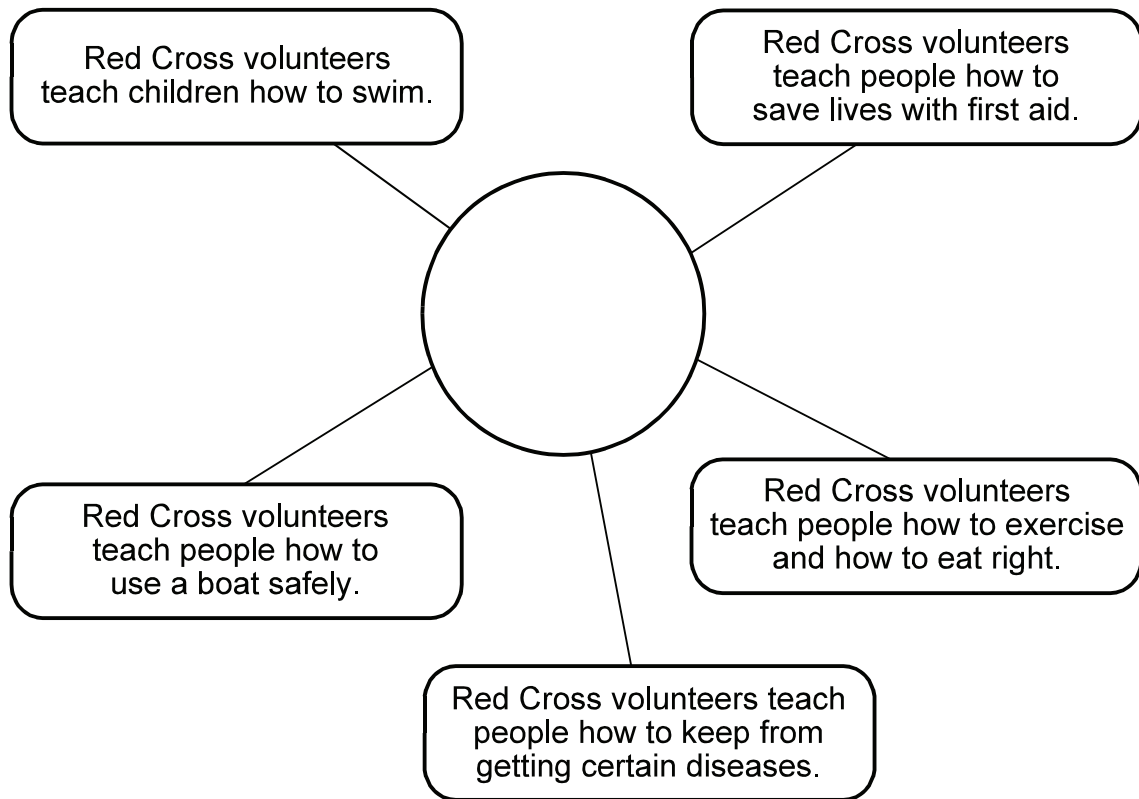
## Ways You Can Help

- ★ [Donate Money](#)
- ★ [Donate Your Time](#)
- ★ [Help Raise Money](#)
- ★ [Spread the Word](#)

It does not matter if you are 8 or 80! There are many ways even kids can help other kids. Click on the links to the left to learn about the different ways you can help.



1 Look at the web.



Which belongs in the blank?

- A Red Cross volunteers help people when there is a disaster.
- B Red Cross volunteers help people by teaching.
- C Red Cross volunteers help people during wars.
- D Many people want to be volunteers for the Red Cross.

2 Look at the web page. To find out about a big fire that just burned many homes, you would —

- F click on the button labeled "Disaster News."
- G send money to the Kids for Kids Network.
- H type "disasters" on your computer keyboard.
- J click on the button labeled "Spread the Word."

3 Read the first sentence of the summary below.

|  |
|--|
| <p>Summary of "The American Red Cross:<br/>People Helping People"</p> <hr/> <p>The American Red Cross has helped people in<br/>disasters for over one hundred years.</p> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|

Which of the following best completes the summary?

- A** It was started by Clara Barton. She wanted to help people. She helped during war and other hard times, like floods, fires, and earthquakes. The group depends on volunteers to help. The Red Cross has helped people during disasters such as World Wars I and II and earthquakes in San Francisco and Haiti. The Red Cross helps by giving food and money, collecting blood, and teaching. Even children can help the Red Cross help people.
- B** One type of disaster the Red Cross helps with is earthquakes. For example, in 1906 Red Cross volunteers went to San Francisco. They wanted to help people after the earthquake there. Volunteers brought food and money. They also found places for people to live. Over a hundred years later, the American Red Cross helped again after an earthquake, this time, in Haiti. Volunteers set up places for people to stay. They also brought food, water, and medicine to help people.
- C** Clara Barton began the Red Cross. She was a nurse who helped soldiers and other people during the American Civil War. Barton knew people needed help during hard times. After the Civil War, Barton traveled to other countries. She wanted to learn about other groups that helped people during wars. When she came back to the United States, she formed the Red Cross. However, she wanted the group to help people during war and all kinds of disasters.
- D** When people are faced with hard times, they often need help from others. The Red Cross provides this help by providing food, water, medicine, and training.

- 4 Read this sentence from paragraph 1.

*A disaster is something that causes great damage, pain, and sadness.*

What is an antonym for the word damage?

- F heat
  - G help
  - H happiness
  - J harm
- 5 Read this sentence from paragraph 11.

*Do you want to raise money to help others?*

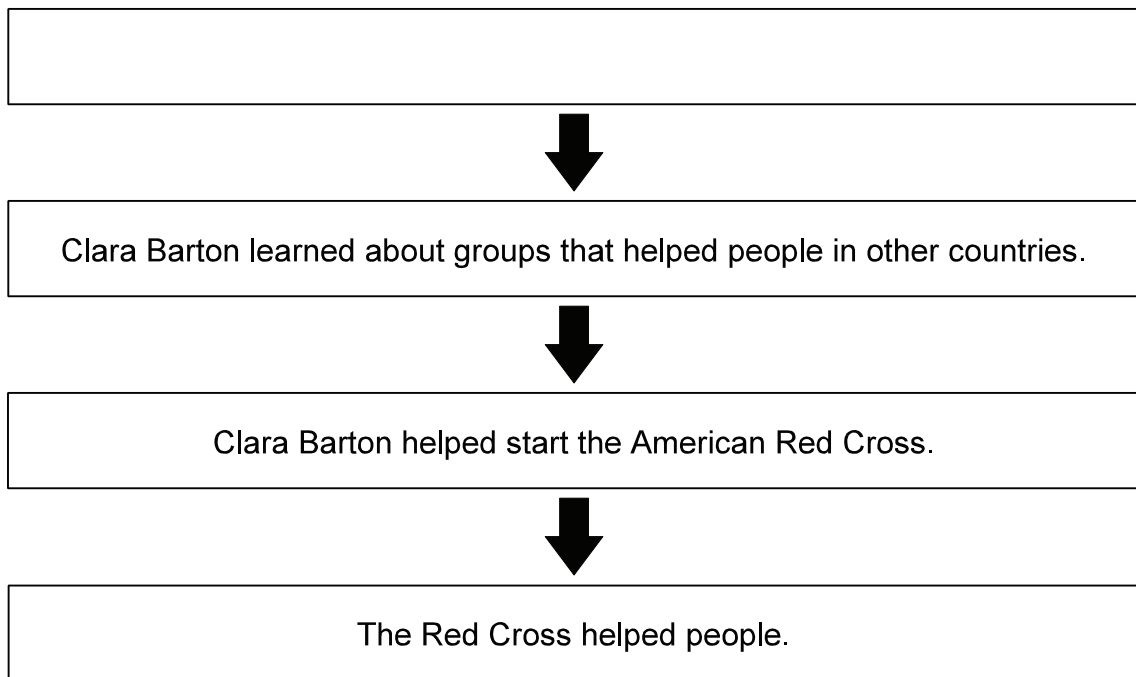
What word is a homophone of the word raise?

- A collect
  - B rise
  - C lift
  - D rays
- 6 Look at the web page. What would be the best way to find out how to call or e-mail a worker for the Kids for Kids Network?
- F Click on "Help Raise Money."
  - G Click on "Donate Money."
  - H Click on "Contact Us."
  - J Click on "Links."

7 From this story, you can tell that some disasters are caused by people. Which sentence from the story best shows this?

- A *Earthquakes, fires, floods, and wars are all disasters.*
- B *These disasters might be floods or tornadoes.*
- C *One of the first disasters the Red Cross helped with was an earthquake.*
- D *Red Cross doctors began collecting blood.*

8 Look at the diagram. It shows the order of some events described in the story.



Which of these belongs in the blank space?

- F Clara Barton helped people during the Civil War.
- G The Red Cross helped people after the 2010 Haiti earthquake.
- H Volunteers could give blood to other people when they were hurt.
- J The Red Cross helped people during World War II.

**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 3 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 3 social studies or science TEKS.

For each grade or course, TEA has identified some of the TEKS eligible to be assessed on STAAR as readiness standards. These readiness standards will be emphasized on the STAAR assessments. The remaining TEKS eligible to be assessed on STAAR are considered supporting standards. Although supporting standards will be assessed, they will not be emphasized on STAAR. KAMICO® has shown whether each question assessed in this book is aligned to a readiness standard or a supporting standard.

**Readiness standards**

- are essential for success in the current grade or course,
- are important for preparedness for the next grade or course,
- support college and career readiness,
- necessitate in-depth instruction, and
- address broad and deep ideas.

Supporting standards, although introduced in the current grade or course,

- may be emphasized in a subsequent year,
- may be emphasized in a previous year,
- play a role in preparing students for the next grade or course but not a central role, and
- address more narrowly defined ideas.

| <b>Assessment 1</b>                |               |                           |                      |   |
|------------------------------------|---------------|---------------------------|----------------------|---|
| <b>Question Number</b>             | <b>Answer</b> | <b>Reporting Category</b> | <b>TEKS</b>          | <b>Readiness or Supporting Standard</b> |
| 1                                  | B             | 3                         | 13A<br>Fig. 19D      | Readiness<br>Readiness                  |
| 2                                  | F             | 3                         | 16                   | Supporting                              |
| 3                                  | A             | 3                         | Fig. 19E             | Readiness                               |
| 4                                  | G             | 1                         | 4C                   | Supporting                              |
| 5                                  | D             | 1                         | 4C                   | Supporting                              |
| 6                                  | H             | 3                         | 16                   | Supporting                              |
| 7                                  | A             | 3                         | 13B                  | Readiness                               |
| 8                                  | F             | 3                         | Fig. 19D<br>Fig. 19E | Readiness<br>Readiness                  |
| <b>Cross-Curricular Alignments</b> |               |                           |                      |   |
| Social Studies TEKS                |               |                           | 11B<br>12C           |   |