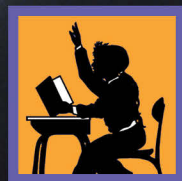


STAAR CONNECTION™

Diagnostic Series™

Writing
4
teacher
v3



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
4
teacher

Diagnostic Series™

XX/iv/MMXVIII
Version 3



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 *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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KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Diagnostic Series™
Grade 4 Writing
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**State of Texas Assessments of Academic Readiness
Grade 4 Writing Assessment
Eligible Texas Essential Knowledge and Skills**

Reporting Category 1:

Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (B) develop drafts by categorizing ideas and organizing them into paragraphs; ***Readiness Standard***
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; ***Readiness Standard***
 - (D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. ***Readiness Standard***
- (18) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) create brief compositions ***Readiness Standard***
 - that
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement.

Reporting Category 2:

Revision

The student will demonstrate an ability to revise a variety of written texts.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience. **Readiness Standard**
- (18) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to
- (A) create brief compositions that
 - (i) establish a central idea in a topic sentence; **Supporting Standard**
 - (ii) include supporting sentences with simple facts, details, and explanations; **Supporting Standard**
 - (iii) contain a concluding statement. **Supporting Standard**

Reporting Category 3:

Editing

The student will demonstrate an ability to edit a variety of texts.

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. **Readiness Standard**
- (20) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: **Readiness Standard**
 - (i) verbs (irregular verbs); **Supporting Standard**

- (ii) nouns (singular/plural, common/proper); **Supporting Standard**
 - (iii) adjectives (e.g., descriptive, including purpose: *sleeping bag, frying pan*) and their comparative and superlative forms (e.g., *fast, faster, fastest*); **Supporting Standard**
 - (iv) adverbs (e.g., frequency: *usually, sometimes*; intensity: *almost, a lot*); **Supporting Standard**
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; **Supporting Standard**
 - (vi) reflexive pronouns (e.g., *myself, ourselves*); **Supporting Standard**
 - (vii) correlative conjunctions (e.g., *either/or, neither/nor*); **Supporting Standard**
 - (viii) use time-order transition words and transitions that indicate a conclusion; **Supporting Standard**
- (B) use the complete subject and the complete predicate in a sentence; **Readiness Standard**
- (C) use complete simple and compound sentences with correct subject-verb agreement. **Supporting Standard**
- (21) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to
- (B) use capitalization **Readiness Standard**
 - for
 - (i) historical events and documents; **Supporting Standard**
 - (ii) titles of books, stories, and essays; **Supporting Standard**
 - (iii) languages, races, and nationalities; **Supporting Standard**
 - (C) recognize and use punctuation marks **Readiness Standard**
 - including
 - (i) commas in compound sentences; **Supporting Standard**
 - (ii) quotation marks. **Supporting Standard**

(22) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell words with more advanced orthographic patterns rules:

Readiness Standard

(i) plural rules (e.g., words ending in *f* as in *leaf, leaves*; adding *-es*);
Supporting Standard

(ii) irregular plurals (e.g., *man/men, foot/feet, child/children*);
Supporting Standard

(iii) double consonants in middle of words; ***Supporting Standard***

(iv) other ways to spell sh (e.g., *-sion, -tion, -cian*); ***Supporting Standard***

(v) silent letters (e.g., *knee, wring*); ***Supporting Standard***

(B) spell base words and roots with affixes (e.g., *-ion, -ment, -ly, dis-, pre-*);
Supporting Standard

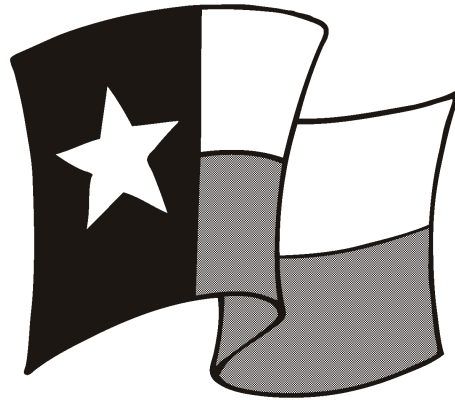
(C) spell commonly used homophones (e.g., *there, they're, their; two, too, to*); ***Supporting Standard***

(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings. ***Supporting Standard***

Name _____ Date _____

Read the selection, and choose the best answer to each question.

Lana wrote about Francita Alavez, an important person from Texas history. Read Lana's paper, and think about how it should be revised. Then answer the questions that follow.



The Angel of Goliad

(1) Although she is one of Texas's greatest heroes, many details of her life are unknown today. (2) We do not know when she was born. (3) We do not know where she is buried. (4) We do know, however, that the woman known as the "Angel of Goliad" risked her life to save dozens of brave men.

(5) The Angel of Goliad's story begins in 1836. (6) At that time, Texas was fighting a war to be free from Mexico. (7) Francita Alavez was the wife of a Mexican officer. (8) She went with her husband as he led Mexican troops against the Texans. (9) Many Texas soldiers taken as prisoners were not treated well. (10) Francita saw how poorly they were treated. (11) She thought this was unfair.

(12) Francita did everything she could to make life better for these prisoners.

(13) Once, she looked around and saw that some Texas prisoners' hands were tied up really, really tight with ropes. (14) The men were in pain. (15) Francita persuaded the Mexican soldiers to loosen the ropes, making the men more comfortable.

(16) In March 1836, hundreds of Texans were taken prisoner near Goliad.

(17) Francita was there with her husband. (18) She learned that the prisoners were to be killed on Palm Sunday. (19) The night before, Francita visited them and helped many escape. (20) If she had been caught, she likely would have been killed herself.

(21) Francita's kindness was remembered by those she saved.

(22) They called her the Angel of Goliad. (23) She risked her life for others.

(24) Francita was kind to people who were her enemies.

-
- 1** Lana wants to add a topic sentence to the beginning of the fourth paragraph (sentences 16–20). Which would be the **best** topic sentence for this paragraph?
- A** In February 1836, a small group of Texas soldiers began to fight against a huge Mexican army at the Alamo.
 - B** As the war continued, many men were taken prisoners by both the Texans and the Mexicans.
 - C** Besides making prisoners more comfortable, Francita also saved many of their lives.
 - D** Women have played important roles in Texas history since the state's earliest days.

- 2 Lana does not think that sentence 13 is appropriate for this assignment. She does not think the tone is appropriate for her audience. How should she change the sentence?
- F One time she saw these prisoners from Texas, and they'd been tied up tight with ropes.
 - G Once, she noticed that some Texas prisoners' hands were tied too tight with ropes.
 - H This one time, she saw that some Texas prisoners' hands were tied like way too tight with these long ropes.
 - J She was looking around once and saw prisoners from Texas who had their hands tied tight with ropes!
- 3 What is the **best** way to combine sentences 2 and 3?
- A We do not know when she was born or where she is buried.
 - B We do not know when she was born, and we do not know where she is buried.
 - C We do not know when she was born, or we do not know where she is buried.
 - D Though we do not know when she was born, we do not know where she is buried.
- 4 Lana wants to add one more supporting sentence to the end of the paragraph containing sentences 12 through 15. Which would be the **best** supporting sentence for this paragraph?
- F She also made the Mexican soldiers give the starving prisoners food and water.
 - G The men were led by Major William P. Miller, who was born around 1802 in Ireland.
 - H These prisoners were volunteers who had come from Nashville, Tennessee, to fight for Texas.
 - J This happened at Copano Bay, where the men had been captured by Mexican general Urrea's troops.

- 5 Lana wants to insert the following sentence into her paper.

Through her brave actions, she saved about twenty people from certain death.

Where is the **best** place to insert this sentence?

- A before sentence 1
 - B after sentence 6
 - C after sentence 15
 - D after sentence 19
- 6 What is the **best** concluding statement to add to the end of this selection?
- F She also helped Texas prisoners in Matamoros following the Battle of San Jacinto.
 - G After Texas won its independence, she returned to Mexico City with her husband.
 - H Some people think her first name might actually have been Francisca, Panchita, or Pancheta and that her last name may have been Alvarez or Alvesco.
 - J Her brave and caring deeds are remembered by people throughout Texas even today.

Read the selection, and choose the best answer to each question.

Ben wrote this paper about what he thinks his life will be like in twelve years. He would like you to read his paper and look for any edits he needs to make. When you finish reading, answer the questions that follow.

It Will All Be Worth It

(1) When I wake up, I am still a little sleepy. (2) Stayed up late last night again studying for my final exam. (3) I do not have much time to get to class. (4) I brush my teeth, grab a muffin for breakfast, and dash out of my dorm. (5) Today will be the best day of my life.

(6) I get to class and open my laptop computer. (7) My final mathematics exam appears on the screen and I start working on it. (8) As I answer the questions, I think back to when I was younger.

(9) When I was in elementary school, mathematics was very tough for me. (10) However, I worked hard at understanding it. (11) I asked my teacher for extra work so I could practice. (12) I went to after-school tutoring. (13) My mom and dad helped me with my homework, and I slowly got better at math. (14) By high school, I was a math whiz. (15) I earned a mathematics scholarship to my favorite college.

(16) Now, I am about to finish my last class before graduating. (17) The questions flashes up on the screen, and I answer each one. (18) It is not hard because I have prepared me well. (19) At last, I am finished. (20) My grade appears on the screen. (21) I did not miss a single question!

(22) I walk to the campus bookstore. (23) There, I get fitted for my graduation gown. (24) I will wear the black gown proudly in one week when I walk across the stage to get my diploma. (25) I have reached my goal. (26) I will be the first person in my family to graduate from college.

- 7 What change, if any, should be made in sentence 7?
- A change ***final mathematics exam*** to **Final Mathematics Exam**
 - B change ***appears*** to **apears**
 - C add a comma after ***screen***
 - D make no change
- 8 What change, if any, should be made in sentence 13?
- F delete the comma after ***homework***
 - G change ***better*** to **more good**
 - H change ***mom and dad*** to **Mom and Dad**
 - J make no change
- 9 What change, if any, should be made in sentence 17?
- A change ***flashes*** to **flash**
 - B delete the comma after ***screen***
 - C change ***one*** to **won**
 - D make no change

10 What change, if any, should be made to sentence 18?

F change *is* to **are**

G change *because* to **becaus**

H change *me* to **myself**

J make no change

11 Which of these should be added to the beginning of sentence 25?

A First,

B Therefore,

C However,

D Finally,

12 Which of the following is an incomplete sentence?

F sentence 2

G sentence 5

H sentence 8

J sentence 16

READ the information in the box below.

St. Augustine, a famous philosopher, wrote,
"The world is a book, and those who do not
travel read only one page."

THINK about an exciting place you would like to visit.

WRITE about this place and why you would like to go there.

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

STAAR CONNECTION™
Diagnostic Series™ Grade 4 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 4 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.

Assessment 1

Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard
1	C	2	18Ai	Supporting
2	G	2	15C	Readiness
3	A	2	15C	Readiness
4	F	2	18Aii	Supporting
5	D	2	15C	Readiness
6	J	2	18Aiii	Supporting
7	C	3	21Ci	Supporting
8	J	3	15D	Readiness
9	A	3	20C	Supporting
10	H	3	20Avi	Supporting
11	D	3	20Aviii	Supporting
12	F	3	20B	Readiness

Cross-Curricular Alignments

	Social Studies TEKS
Revising Section	3A, 3B