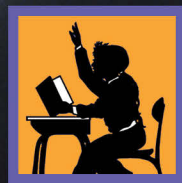


STAAR CONNECTION™

Diagnostic Series™

Writing
6
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
6
teacher

Diagnostic Series™

XX/iv/MMXVIII
Version 2



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 6 Writing
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**State of Texas Assessment of Academic Readiness
Grade 6 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, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

- (14) **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 choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
 - (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; and
 - (D) edit drafts for grammar, mechanics, and spelling.
- (17) **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 multi-paragraph essays to convey information about a topic that
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs.

Reporting Category 2: Revision

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

- (14) **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 to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
- (17) **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 multi-paragraph essays to convey information about a topic that
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs.
- (18) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

Reporting Category 3: Editing

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

(14) **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.

(19) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will 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:

(i) verbs (irregular verbs and active and passive voice);

(ii) noncount nouns (e.g., rice, paper);

(iii) predicate adjectives (She is *intelligent*.) and their comparative and superlative forms (e.g., many, more, most);

(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);

(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;

(vi) indefinite pronouns (e.g., all, both, nothing, anything);

(vii) subordinating conjunctions (e.g., while, because, although, if); and

(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);

(B) differentiate between the active and passive voice and know how to use them both; and

(C) use complete simple and compound sentences with correct subject-verb agreement.

- (20) **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
- (A) use capitalization for
 - (i) abbreviations;
 - (ii) initials and acronyms; and
 - (iii) organizations;
 - (B) recognize and use punctuation marks including
 - (i) commas in compound sentences;
 - (ii) proper punctuation and spacing for quotations; and
 - (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and
 - (C) use proper mechanics including italics and underlining for titles of books.
- (21) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to
- (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
 - (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and

Name _____ Date _____

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

Victoria read about Japan and Pearl Harbor. She wrote this paper to tell about what she learned. Read Victoria's paper, and think about how it should be revised. Then answer the questions that follow.

The Reasons behind the Battle of Pearl Harbor

(1) December 7, 1941, was called "a date which will live in infamy" by President Franklin Roosevelt. (2) On that day, the Empire of Japan made a surprise attack on the American naval ships at Pearl Harbor, Hawaii. (3) By the end of that fateful day, over 2400 Americans had been killed, 6 U.S. warships had been sunk, and almost 200 U.S. aircraft had been destroyed. (4) Perhaps most significantly, the attack led to the United States' entry into World War II, an event that would forever alter the course of the nation's history. (5) What were the motivations behind the Japanese attack?

(6) The attack on Pearl Harbor was a surprise, though the United States government was wary of a forthcoming war with Japan. (7) Tensions between the two countries had been high since 1931. (8) That was when Japan invaded Manchuria in China. (9) In 1937, fighting between the Chinese and Japanese escalated. (10) Following one battle, Japanese soldiers killed hundreds of thousands of Chinese civilians. (11) The United States, Britain, France, and other world powers protested the Japanese invasion and the massacre. (12) They also feared that Japan would attack their colonies and territories in the Far East.

(13) In 1939, World War II began in Europe when Germany invaded Poland.

(14) Soon, France, Britain, and their allies were fighting Germany, Italy, and their allies. (15) However, the United States remained neutral. (16) In 1940, Japan signed a treaty with Germany and Italy. (17) The treaty bound Germany and Italy to come to Japan's aid if Japan were attacked. (18) Also in that year, Japan invaded Indochina, a French colony in Southeast Asia.

(19) The United States stopped trade with Japan. (20) It refused to supply Japan with resources. (21) These resources included scrap iron, steel, oil, and gasoline. (22) At the time, 80 percent of Japan's oil came from the United States. (23) The United States also stopped Japanese ships from passing through the Panama Canal. (24) This hurt Japan's ability to fight.

(25) Japan needed stuff like oil and rubber to continue its fight against China. (26) The Japanese wanted to attack places like Brunei, Malaya, and Borneo that had resources they could use. (27) They feared that doing this, though, would cause the United States to attack Japan. (28) So, Japanese leaders decided to act first and destroy the U.S. Pacific Fleet at Pearl Harbor before the American warships could be used against them.

(29) Therefore, in December of 1941, Japan destroyed much of the U.S. Pacific Fleet. (30) It then implemented its plan to invade the islands of Southeast Asia. (31) The United States declared war on Japan. (32) Germany and Italy then declared war on the United States. (33) The United States had been pulled into the conflict at last.

- 1 Which sentence could be added to the end of the first paragraph (sentences 1-5) to strengthen the introduction to this paper?
- A The Japanese attacked Pearl Harbor with fighter planes that launched from nearby aircraft carriers; they also attacked with several small submarines.
 - B Simply put, the Japanese hoped to quickly destroy the U.S. Pacific Fleet so that they could attack important sites in the Pacific, helping their war effort against China.
 - C By the end of the war, the United States, Britain, France, and their allies had defeated Germany, Japan, Italy and their allies after fighting in Asia, Europe, and Africa.
 - D Some of the ships that were sunk by the Japanese included the USS *West Virginia*, USS *Arizona*, the USS *California*, and the USS *Oklahoma*.
- 2 Victoria wants to add a topic sentence to the fourth paragraph (sentences 19-24). Which of these would be the **best** topic sentence for this paragraph?
- F The Dutch East Indies were a group of islands in the South Pacific that were rich in oil resources.
 - G The Japanese wanted to invade the Philippine Islands, which at the time were a U.S. commonwealth.
 - H The United States tried to stop Japan without resorting to war.
 - J World War II ended when the Japanese surrendered to the United States aboard the battleship USS *Missouri*.

- 3 What is the **best** way to combine sentences 20 and 21?
- A It refused to supply Japan with resources, but these resources included scrap iron, steel, oil, and gasoline.
 - B When it refused to supply Japan with resources, these resources included scrap iron, steel, oil, and gasoline.
 - C It refused to supply Japan, resources, scrap iron, steel, oil, and gasoline.
 - D It refused to supply Japan with resources including scrap iron, steel, oil, and gasoline.
- 4 The meaning of sentence 25 can be improved by changing **stuff** to —
- F ones.
 - G resources.
 - H some of them.
 - J them.

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

Ahslee had a good experience entering sixth grade. She wrote this letter to a friend to share her experience. Proofread Ashlee's letter, and look for any mistakes she has made. When you finish reading, answer the questions that follow.

1

September 16, 2011

2 Dear Margot

3 I have had a great transition from fifth grade to sixth grade at Jerome

4 Middle School. I wanted to share my experiences with you. The best part of

5 being in sixth grade now is that I get to pick my electives. As a fifth-grader

6 filling out my middle school schedule, I was worried about this at first. What

7 if I picked an elective that was too hard or one I didn't like? The counselors'

8 at Jerome Middle School made this easy for me. When I was still in fifth

9 grade, the counselors did several things to help me pick the right electives.

10 They gave me an interest inventory. They showed videos made by students

11 already enrolled in some elective classes. Finally, they showed me samples of

12 elective teachers' syllabi and work expectations. These steps made it easy for

13 me to pick electives that I love.

14 The first thing the counselors did for me was to give me an interest

15 inventory. This is a survey that helped me better understand what my

16 interests are. It has questions on it such as, "What is your favorite book?"

17 I answered *the little prince*. My counselor said that means I might enjoy

18 taking French, since that book was originally written in French by a French

19 writer. The interest inventory helps the counselors better understand what I

20 like, so they could offer me meaningful suggestions on choosing my electives.

- 5 What change, if any, should be made to line 2?
- A change *Dear* to **dear**
 - B change *Dear* to **Deer**
 - C add a comma after *Margot*
 - D make no change
- 6 What change should be made to the underlined sentence in lines 7 and 8?
- F change *counselors'* to **counselors**
 - G change *Middle School* to **middle school**
 - H change *made* to **maked**
 - J change *for* to **fore**
- 7 What change, if any, should be made to the underlined sentence in line 17?
- A change *I* to **My**
 - B add a comma after *answered*
 - C change *the little prince* to **The Little Prince**
 - D make no change

- 8 What change, if any, should be made to the underlined sentence in lines 26 and 27?
- F change *students* to **Students**
 - G change *is* to **are**
 - H change *intresting* to **interesting**
 - J no change is needed
- 9 What change should be made to the underlined sentence in lines 37 through 39?
- A delete the comma after *year*
 - B add a comma after *and*
 - C change *you're* to **your**
 - D change *information* to **infomation**
- 10 What change, if any, should be made to line 42?
- F change *your* to **Your**
 - G change *your* to **you're**
 - H delete the comma after *friend*
 - J make no change

READ the information in the box below.

In 2008, researchers at the London School of Economics did a study. They asked Americans how happy they were. Then, they looked at whether or not those Americans volunteered. The scientists learned that people who volunteered said that they were very happy more often than people who did not volunteer. Those who volunteered monthly said they were very happy 7 percent more often than those who did not volunteer. People who volunteered weekly were about 16 percent more likely to be very happy than those who never volunteered.

THINK carefully about the following statement.

Volunteering has many different kinds of benefits.

WRITE an essay explaining why it is important to volunteer in the community.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

STAAR CONNECTION™
Diagnostic Series™ Grade 6 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 6 social studies, science, health, or math TEKS. The following tables show which TEKS are reinforced within this book.

| Assessment 1 | | | |
|------------------------------------|---------------|----------------------------|-------------|
| Question Number | Answer | Reporting Category | TEKS |
| 1 | B | 2 | 17Ai |
| 2 | H | 2 | 17Aii |
| 3 | D | 2 | 14C |
| 4 | G | 2 | 14C |
| 5 | C | 3 | 20B |
| 6 | F | 3 | 20B |
| 7 | C | 3 | 20A |
| 8 | H | 3 | 21B |
| 9 | C | 3 | 21A |
| 10 | F | 3 | 20A |
| Cross-Curricular Alignments | | | |
| | | Social Studies TEKS | |
| Revising Section | | 1A, 1B, 2B | |

| Assessment 2 | | | |
|------------------------------------|---------------|----------------------------|-------------|
| Question Number | Answer | Reporting Category | TEKS |
| 1 | C | 2 | 14C |
| 2 | H | 2 | 14C |
| 3 | A | 2 | 17Ai |
| 4 | H | 2 | 17Aiii |
| 5 | C | 3 | 20B |
| 6 | H | 3 | 20A |
| 7 | C | 3 | 20B |
| 8 | F | 3 | 21A |
| 9 | D | 3 | 14D |
| 10 | G | 3 | 20Biii |
| Cross-Curricular Alignments | | | |
| | | Social Studies TEKS | |
| Revising Section | | 2B, 20B | |
| Editing Section | | 2B, 20B | |