

**STAAR CONNECTION™**

**Diagnostic Series™**

English I - Reading

**EOC**  
teacher



**KAMICO®**

**Instructional Media, Inc.**

# STAAR CONNECTION™

## EOC English I Reading

Teacher Edition

# Diagnostic Series™

VI/iii/MMXIV  
Version 1



**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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**Diagnostic Series™**  
**EOC English I Reading**  
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**State of Texas Assessments of Academic Readiness**  
**English I Reading Assessment**  
**Eligible Texas Essential Knowledge and Skills**

**Genres Assessed:**

**Literary**

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

**Informational**

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded)
- Media Literacy (Embedded)

**Reporting Category 1:**  
**Understanding and Analysis Across Genres**

**The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.**

- (1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; ***Supporting Standard***
  - (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; ***Readiness Standard***
  - (D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); ***Supporting Standard***
  - (E) use a dictionary, a glossary, or a thesaurus ( printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. ***Readiness Standard***

(2) **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) analyze how the genre of texts with similar themes shapes meaning; ***Supporting Standard***

(9) **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

(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. ***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. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding. ***Readiness Standard***

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

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

(2) **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

(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; ***Supporting Standard***

(C) relate the figurative language of a literary work to its historical and cultural setting. ***Supporting Standard***

- (3) **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) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. ***Supporting Standard***
- (4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
- (A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. ***Supporting Standard***
- (5) **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) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; ***Supporting Standard***
- (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; ***Readiness Standard***
- (C) analyze the way in which a work of fiction is shaped by the narrator's point of view. ***Supporting Standard***
- (6) **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 provide evidence from text to support their understanding. Students are expected to
- (A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. ***Supporting Standard***

(7) **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) explain the role of irony, sarcasm, and paradox in literary works.

***Supporting Standard***

(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts; ***Supporting Standard***

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. ***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. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding. ***Readiness Standard*** (Fiction) /

***Supporting Standard*** (Literary Nonfiction, Poetry, Drama)

### **Reporting Category 3:**

#### **Understanding and Analysis of Informational Texts**

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

(8) **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

(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. ***Readiness Standard***



- (9) **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) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; ***Readiness Standard***
  - (B) differentiate between opinions that are substantiated and unsubstantiated in the text; ***Supporting Standard***
  - (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. ***Readiness Standard***
- (10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; ***Supporting Standard***
  - (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. ***Supporting Standard***
- (11) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); ***Supporting Standard***
  - (B) analyze factual, quantitative, or technical data presented in multiple graphical sources. ***Supporting Standard***

(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts; ***Supporting Standard***

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. ***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. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding. ***Readiness Standard*** (Expository) / ***Supporting Standard*** (Persuasive)

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

# From Alternators to Zerk Fittings

Your A to Z Online Resource for Auto Care

Showing posts sorted by relevance for query "How to change a flat tire" [Sort by date](#) [Show all posts](#)

POSTED 07 OCTOBER 2012

## How to Safely Change a Flat

by Maria Lopez-Smith

1 Picture yourself driving on a remote mountain road, far from civilization, while on a relaxing vacation. Or, imagine you are stuck in bumper-to-bumper traffic in over 100° weather. Maybe you are zooming down a slick highway in the rain, late for a big job interview. What do all these situations have in common? They are all horrible spots to get a flat tire.

2 Truth be told, there is actually no good place to have a flat tire. However, a few things can make the experience a little less miserable and a whole lot safer. After all, let's face it—at some point, we will all have a flat tire, usually when it is least expected. When it happens (and again, it *will* happen), drivers cannot count on someone being there to help. Therefore, everyone who drives a car should know how to change a tire in an emergency situation. With the right knowledge and equipment, changing a flat tire should be no problem.

3 The task may seem daunting to some, but almost anyone can change a tire. No special skills are necessary, and even though there are hundreds of different models of cars, the process of changing a tire varies very little from car to car.

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We depend on your contributions!



## **Safety First**

- 4 Every year people are injured or killed while changing tires. Some are struck by motorists on the side of the road. Others are crushed when their car falls on them. Still others are lacerated by mishandled tire irons. Therefore, it is crucial to observe certain precautions when changing a tire.
- 5 The first thing to do when you get a flat is to find a safe place to replace it. Of course, the best way to encounter a flat is by walking out to your parked car in the driveway. This scenario does not require any special maneuvering. On the other hand, the absolute worst scenario to encounter a flat is when you have a blowout at high speed on a busy highway in the dark or in bad weather. This situation requires calm nerves, skill, and concentration.
- 6 If you have a tire go flat while driving, be very careful. First, make sure you do not overcorrect the steering. The car will likely pull to the side where the flat tire is located. Do not jerk the steering wheel back in the opposite direction as this can cause the car to flip or spin. Instead, smoothly straighten the car and immediately begin looking for a place to pull over. Use your mirrors, check your blind spots, and look around carefully so that you know where other cars are on the road. Use your turn signal to indicate where you will move. Slow your speed, and steer carefully to the side of the road. Once you are there, make sure you follow these safety procedures.
- Pull your car as far off onto the shoulder as you can.
  - Turn on your emergency flashers.
  - Place road hazard signs, warning lights, and/or flares out to show other drivers that you are experiencing an emergency.
- These steps should help you avoid being hit by getting you out of harm's way and by increasing your visibility. If you cannot follow these steps or otherwise do not feel comfortable, don't risk it—call 9-1-1 so a police officer can control traffic for you.

## **Archives**

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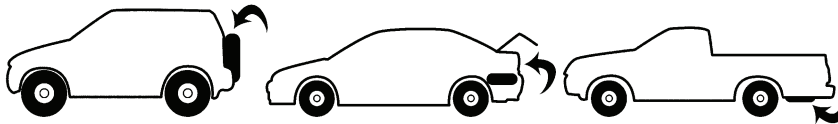
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- 7 Once you have the car in a safe location, follow these safety steps to reduce risk of your car's falling on you.
- If possible, find a spot that is level and where the ground is firm.
  - Set your vehicle's emergency brake.
  - Use bricks, logs, or large rocks as chocks behind and in front of one of the other tires to prevent the car from rolling.
  - Never put any part of your body under a car that is being held up by a jack!

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### Step-by-Step Instructions

- 8 ✘ Now, you are ready to get your hands dirty. First, find your owner's manual. This book will tell you the location of your spare tire, jack, and other items you might need for changing the tire (e.g., tire lock, lug-nut wrench, tire iron). The manual should also show you where to place the jack.



COMMON SPARE TIRE LOCATIONS


- 9 ✘ Once you locate all the items, remove them from the vehicle, and place them near the flat tire so that you can access them easily.
- 10 ✘ Making sure the jack is on the lowest setting, place it in the location noted in your owner's manual. Ensure that the jack will raise your vehicle on a location that is part of the vehicle's frame. Also, make sure the jack is flush against the ground.
- 11 ✘ Using the flat end of the lug-nut wrench, slide it into the hubcap (if your car has one) and carefully pry it loose so that you can easily access the lug nuts and lug bolts.

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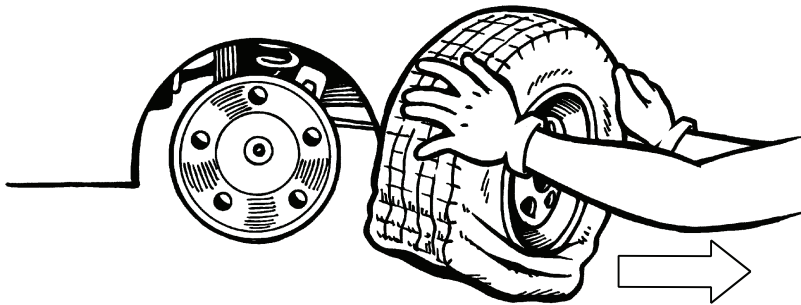
12 ✘ *Before* lifting the car with the jack, use the vehicle's lug-nut wrench to loosen the lug nuts.

13 **NOTE:** Some vehicles have locking nuts, and you will need a lug-nut key to unlock them.

14 ✘ As you use the jack to lift the vehicle, make slow, measured pumps, taking care to watch that the car will not roll as the flat tire begins to leave the ground.

15 ✘ Once the car is sufficiently off the ground (i.e., with enough room to replace the flat tire with the inflated spare), finish taking off the lug nuts, keeping them together so that you do not misplace them.

16 ✘ Grasp the flat tire with both hands, and pull it toward you until it comes off of the lug bolts. Roll the tire to your trunk so that you can take it to be repaired or replaced.



PULL THE TIRE OFF THE WHEEL.

17 **NOTE:** Even if the tire is beyond repair, plan to take your tire to a tire store or tire disposal center. Most states have laws that require people to take old or ruined tires to an approved center. Also, most tires are now recycled into other materials, so disposing of your old tire properly means that you will be working to help the planet.

18 ✘ Roll the spare over to the wheel well. Grasp the spare with both hands, and place it on the rotor's lug bolts. Ensure that the valve stem is facing you; otherwise you will install your tire backwards. Push the tire flush with the rotor.

**Our Favorite Links**  
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- 19 ✖ Replace the lug nuts in a star-shaped pattern, using your hands. Begin by hand tightening one, then move in that star-shaped pattern to a lug nut on the opposite side of the wheel face. Continue this until all lug nuts are replaced and tightened by hand.



TIGHTEN THE LUG NUTS.

- 20 ✖ Making sure there is nothing under the spare tire, carefully lower the vehicle back to the ground.
- 21 ✖ Using the lug-nut wrench, tighten the lug nuts in the same star-shaped pattern.
- 22 ✖ Remove the jack from under the car. Stow it in the vehicle where you found it. Put away all safety equipment, and reattach the hubcap.
- 23 **NOTE:** While some cars come equipped with a full-sized spare, many come with a "donut," a smaller emergency spare. If your car has a donut, you will be able to safely drive up to only about fifty miles per hour for about fifty miles.
- 24 Changing a flat tire may seem daunting to some people, but with easy-to-follow instructions, almost anyone can do it. The important thing is to make sure you know how before your tire goes flat because we all know that bad things like a flat tire always happen at the worst possible moments.

*Disclaimer: Maria Lopez-Smith and From Alternators to Zerk Fittings provides this information "as is" for informational purposes only. The risks of performing this operation are entirely assumed by the reader. In no event shall the writer and her employer be liable for damage caused by or suffered by using these instructions.*

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posted by Maria Lopez-Smith at 8:12 a.m.  
24 comments ([view](#))



## Karma<sup>1</sup> Trouble

I, I chose the road less traveled by,  
and that's when I had a flat tire.  
I didn't have the jack to buy a new jack,  
and the iron raised my ire.

5 I said, "Darn it!" at the donut,  
but I got back on the road.

Then I ran out of gas,  
and had to hitch a ride,  
which wasn't very easy  
10 on the less-traveled roadside,  
but I found an old gas station,  
and I got back on the road.

And at one point, the starter blew,  
and the engine's done some knocking,  
15 and the radiator spews hot steam,  
and the radio's not rocking,  
but I got back on the road less traveled,  
and *that* has made all the difference.

<sup>1</sup> **karma:** in this sense, one's fate or destiny

Use "How to Safely Change a Flat" to answer questions 1 through 4.

- 1 Look at the following dictionary definition for the word *remote*.

**re • mote** \ri-'mōt\ **adjective** 1. out-of-the-way, SECLUDED 2. distant in time 3. controlled from a distance 4. small in degree <a *remote chance*>  
**re • mote • ly** **adverb** **re • mote • ness** **noun** [1375-1425 from late Middle English; from Latin *remōtus*, from past participle of *removēre*, to remove or move back]

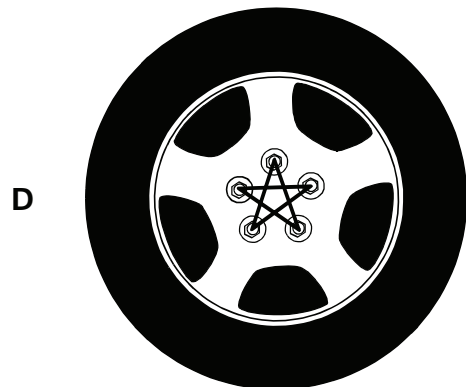
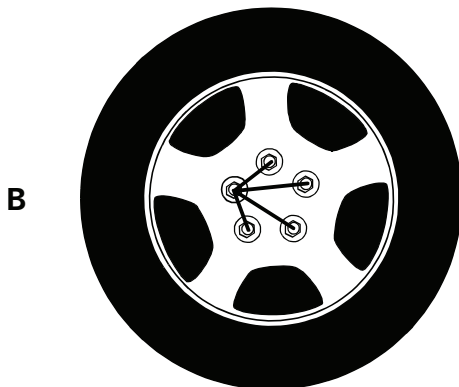
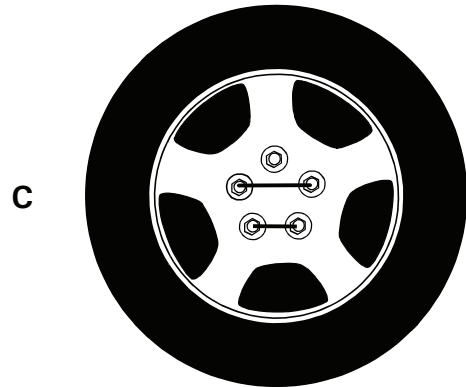
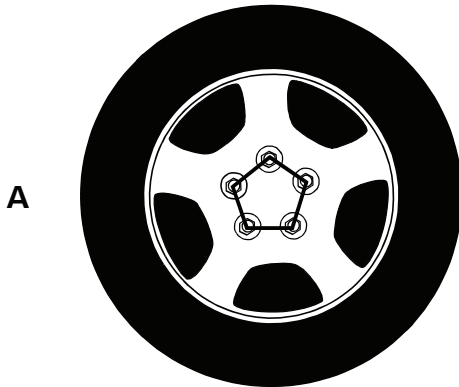
Which definition most closely matches the way *remote* is used in paragraph 1?

- A definition 1
- B definition 2
- C definition 3
- D definition 4
- 2 How does the author make the steps in changing a tire (paragraphs 9-23) easy to understand?
- F The author uses similes to relate the steps to something familiar.
- G The author makes the steps funny by using humor.
- H The author distinguishes each step by using a bulleted list.
- J The author organizes the steps in order of importance.

3 Below is the graphic illustration following paragraph 19.



Which of the following is the best improvement of the graphic?



- 4** What is the purpose of the sections labeled "NOTE"?
- F** These notes define technical vocabulary that is used by experts in the auto industry.
  - G** These notes direct readers to other resources that will be helpful in learning how to change a tire.
  - H** These notes explain the author's personal experiences while trying to change her own tires.
  - J** These notes provide information that is important but that is not part of the repair procedure.

**Use "Karma Trouble" to answer questions 5 through 7.**

- 5** Which of the following describes the tone of "Karma Trouble"?
- A** tender and loving
  - B** bitter and serious
  - C** clever and hopeful
  - D** formal and distant

- 6** Several parts of this poem allude to Robert Frost's famous poem "The Road Not Taken." The following is the last stanza of Frost's poem.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

The allusions made to Frost's poem —

- F** show that "Karma Trouble" is mocking "The Road Not Taken."
- G** create a thematic connection between "Karma Trouble" and "The Road Not Taken."
- H** reveal that the writer of "Karma Trouble" was dishonest and copied "The Road Not Taken."
- J** help the reader understand that "Karma Trouble" is really about the life of Robert Frost.
- 7** Explain the pun in the title of "Karma Trouble." Support your answer with evidence from the selection.

Use "How to Safely Change a Flat" and "Karma Trouble" to answer question 8.

- 8** How are the central messages of these two selections different?
- F** "How to Safely Change a Flat" points out the importance of patience, while "Karma Trouble" explains the importance of being spontaneous.
  - G** "How to Safely Change a Flat" details the importance of kindness to others, while "Karma Trouble" is concerned with the importance of self-advancement.
  - H** "How to Safely Change a Flat" stresses the importance of being prepared, while "Karma Trouble" emphasizes the importance of persistence.
  - J** "How to Safely Change a Flat" describes the importance of experiences, while "Karma Trouble" focuses on the importance of knowledge.

**STAAR CONNECTION™**  
**Diagnostic Series™ EOC English I 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 physical education, social studies, and/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**

<b>Question Number</b>	<b>Answer</b>	<b>Reporting Category</b>	<b>TEKS</b>	<b>Readiness or Supporting Standard</b>
1	A	1	1E	Readiness
2	H	3	11A	Supporting
3	D	3	11B	Supporting
4	J	3	11A	Supporting
5	C	2	Figure 19B	Supporting
6	G	2	3A	Supporting
7	s/a	2	3A	Supporting
8	H	1	Figure 19B	Readiness