

STAAR CONNECTION™

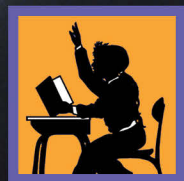
Diagnostic Series™

English I - Writing

EOC

teacher

v3



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

English I Writing
EOC
teacher

Diagnostic Series™

XIX/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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EOC English I Writing
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**State of Texas Assessment of Academic Readiness
English I Writing Assessment
Eligible Texas Essential Knowledge and Skills**

Reporting Category 4:

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.

- (13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; ***Readiness Standard***
 - (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; ***Readiness Standard***
 - (D) edit drafts for grammar, mechanics, and spelling. ***Readiness Standard***
- (15) **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) write an [analytical] essay of sufficient length ***Readiness Standard*** that includes
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;
 - (iii) a controlling idea or thesis;
 - (iv) an organizing structure appropriate to purpose, audience, and context;
 - (v) relevant information and valid inferences.

Genres Represented in the Revision and Editing Sections of the Test:

Literary

- Literary Nonfiction

Informational

- Expository
- Persuasive

Reporting Category 5:

Revision

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

- (13) **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 improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
Readiness Standard
- (15) **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) write an [analytical] essay of sufficient length that includes
- (i) effective introductory and concluding paragraphs and a variety of sentence structures; ***Supporting Standard***
 - (ii) rhetorical devices, and transitions between paragraphs;
Supporting Standard
 - (iii) a controlling idea or thesis; ***Supporting Standard***
 - (iv) an organizing structure appropriate to purpose, audience, and context; ***Supporting Standard***
 - (v) relevant information and valid inferences. ***Supporting Standard***

- (16) **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 an argumentative essay to the appropriate audience that includes
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; **Supporting Standard**
 - (C) counter-arguments based on evidence to anticipate and address objections; **Supporting Standard**
 - (D) an organizing structure appropriate to the purpose, audience, and context; **Supporting Standard**
 - (E) an analysis of the relative value of specific data, facts, and ideas. **Supporting Standard**

Reporting Category 6:

Editing

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

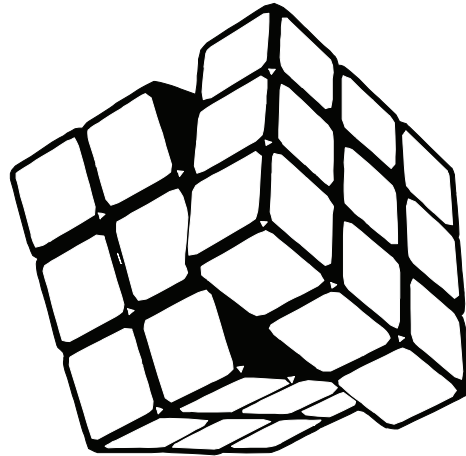
- (13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to
- (D) edit drafts for grammar, mechanics, and spelling. **Readiness Standard**
- (17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. 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) more complex active and passive tenses and verbals (gerunds, infinitives, participles); **Supporting Standard**
 - (ii) restrictive and nonrestrictive relative clauses; **Supporting Standard**
 - (iii) reciprocal pronouns (e.g., each other, one another); **Supporting Standard**

- (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). **Readiness Standard**
- (18) **[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 conventions of capitalization; **Readiness Standard**
 - (B) use correct punctuation marks **Readiness Standard** including
 - (i) quotation marks to indicate sarcasm or irony; **Supporting Standard**
 - (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions. **Supporting Standard**
- (19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to
 - (A) spell correctly, including using various resources to determine and check correct spellings. **Readiness Standard**

Name _____ Date _____

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

Kaden found an old puzzle game in a box in his attic. He did some online research to find out more about the game. He wrote this paper to share what he learned. Read Kaden's paper, and look for revisions he should make. Then answer the questions that follow.



The Mind-Twisting Rubik's Cube

(1) What puzzle has six sides, six colors, billions of possible moves, and only one correct solution? (2) If you guessed the internationally known Rubik's Cube, you guessed correctly. (3) It is a challenging puzzle game that takes careful thought to solve. (4) As a result of this challenge and other factors, the Rubik's Cube is one of the most popular games in the world. (5) This widespread popularity can be attributed to the game's simplicity, its difficulty, and its social appeal.

(6) The Rubik's Cube is based on a simple concept that was conceived by a very clever man. (7) Erno Rubik, a Hungarian architecture professor, invented the cube in 1974. (8) Rubik taught interior design and was therefore interested in the multiple uses of space. (9) He designed the cube as a tool to show how parts

could move independently in space to create new combinations. (10) However, when he tried to put his cube back in order after scrambling it, he realized he had created a puzzle. (11) The puzzle was a brilliantly simple concept. (12) On each of the six faces of the cube are nine colored stickers; these stickers are orange, red, blue, white, yellow, and green. (13) The object is to spin parts of the cube so that all nine stickers on each of the six faces are the same color. (14) Anyone can understand the rules and manipulate the cube, which has contributed to the puzzle's popularity. (15) Each sticker is attached to a smaller cube that can be twisted.

(16) Solving the Rubik's Cube takes time and practice because it challenges players to think strategically as well as spatially. (17) The Rubik's Cube has more than 43 quintillion combinations—that is *43 with eighteen zeroes after it*.

(18) There is strategy involved with solving the cube. (19) For instance, the yellow side is always opposite the white side on a solved cube. (20) Puzzle solvers know not to waste time trying to build a cube with these colors on adjacent sides. (21) Many solutions are available that reduce the process to as few as seven steps involving approximately fifty-six rotations. (22) Thus, far from being a random sequence of twists and turns, solving a Rubik's Cube involves strategy and planning, adding to the puzzle's popularity.

(23) Since solving Rubik's Cubes can be even more fun with other people, Rubik's Cube-solving tournaments are held every year. (24) Hundreds of people participate in these contests. (25) The first one was held in Hungary in

June 1982. (26) During that month, nineteen "cubists" challenged each other to various games to see who could solve the cube the fastest. (27) To get ready for the championship, a computer scrambled the cubes—one for each contestant—and the cubes were then sealed so that contestants could not see them. (28) Right before the competition, contestants were given fifteen seconds to examine their cube. (29) Then, they had to solve their cube, with everyone being timed to within one one-hundredth of a second. (30) That year's winner was an awesome American guy called Minh Thai, who solved the puzzle in 22.95 seconds. (31) Today, competitions take place all over the world, and even include challenges like solving blindfolded, solving underwater with only one breath, and solving using only one's feet. (32) These contests have made the cube even more popular.

(33) Everyone loves playing with the Rubik's Cube because it challenges people to think. (34) The little cube is simple to understand and operate, but challenging to solve. (35) Tournaments have been set up to test competitors' cube-solving skills. (36) Its simplicity and difficulty and the opportunity it gives for socializing has made the cube one of the most popular toys in history.

- 1** Kaden wants to add more information to support the ideas in the first paragraph (sentences 1-5). Which of the following could best follow sentence 4 and strengthen the information in this sentence?
- A** In fact, about one-eighth of the world's population has played with it.
 - B** After all, who doesn't love the game?
 - C** As a matter of fact, even adults enjoy playing it.
 - D** As a result, many people are playing with the puzzle every day.
- 2** Kaden does not think that sentence 15 effectively contributes to the organization of his paper. Where should he move this sentence to improve his paper's organization?
- F** after sentence 6
 - G** after sentence 8
 - H** after sentence 10
 - J** after sentence 12
- 3** What is the most effective way to combine sentences 19 and 20?
- A** For instance, the yellow side always being opposite the white side on a solved cube and puzzle solvers knowing not to waste time, they try to build a cube with these colors on adjacent sides.
 - B** For instance, the yellow side is always opposite the white side on a solved cube, so puzzle solvers know not to waste time trying to build a cube with these colors on adjacent sides.
 - C** For instance, the yellow side is always opposite the white side on a solved cube, and puzzle solvers know this, do not waste time, and try to build a cube with these colors on adjacent sides.
 - D** For instance, the yellow side is always opposite the white side on a solved cube because puzzle solvers know not to waste time trying to build a cube with these colors on adjacent sides.

- 4** Kaden does not think that sentence 30 is appropriate for this assignment. He does not think the tone is appropriate for his audience. How should he change the sentence?
- F** That year's winner was an American named Minh Thai, and man, he was a total Rubik's Cube puzzle master, solving the puzzle in 22.95 seconds.
 - G** That year's winner was a cool American named Minh Thai, who breezed through the puzzle in 22.95 seconds.
 - H** That year's winner was an American named Minh Thai, who solved the puzzle in 22.95 seconds.
 - J** Can you believe that that year this American named Minh Thai won by knocking out the puzzle in 22.95 seconds?
- 5** Kaden wants to improve the transition between the fourth paragraph (sentences 23-32) and the fifth paragraph (sentences 33-36). Which sentence could best precede sentence 33 and help improve this transition?
- A** Whether playing with a Rubik's Cube in a tournament or at the dinner table, no one can deny the puzzle's allure.
 - B** Most people would love to have a Rubik's Cube of their own to play with since everyone loves the Rubik's Cube.
 - C** People who compete by racing to solve Rubik's Cubes are often known as "speedcubers."
 - D** Educators like Erno Rubik continue to use the Rubik's Cube to educate their students.

- 6** Kaden wants to provide a better closing paragraph for his paper. Which of the following is the best choice to add after sentence 36 to suggest what will happen in the future?
- F** It is a game for children of all ages.
 - G** More people should get involved in puzzles as a hobby instead of playing video games.
 - H** The popularity of the Rubik's Cube shows no sign of diminishing any time soon.
 - J** Erno Rubik must be very proud of his invention because it has brought many people much happiness.

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

Alejandro loves to go camping with his uncle because his uncle always tells such entertaining stories. Alejandro wrote this personal narrative to tell a story about a memorable campout with his uncle. Read Alejandro's paper, and look for any mistakes he has made. Then answer the questions that follow.



Tio Fernando's Chupacabra

(1) Alejandro rolled his eyes at his uncle because he knew what was coming next.

(2) "Everyone knows that El Chupacabra is real," his uncle Fernando said as his eyes gleamed at his audience. (3) "What—don't you know about El Chupacabra?"

(4) Most of Alejandro's friends shook their heads as they lounged around the campfire in the growing darkness of the woods. (5) Alejandro and his friends in the Infinite Explorers Group 417 had backpacked deep into the Parker mountains north of Salandero and had been camping for several days. (6) Tio Fernando and

several other adults had drove to the camping area, bringing the boys food and equipment. (7) Everyone would stay and rock climb and practice his rappelling for the next two days. (8) Fernando continued his campfire story.

(9) "El Chupacabra is a creature that lives throughout this part of the country," Fernando said as his eyes swept from boy to boy. (10) "It travels at night and stands only about four feet tall it has green scaly skin, monstrous fangs, and exceedingly sharp claws. (11) It attacks livestock and can suck the blood from an animal quickly. (12) That's how it got its name, which is Spanish for 'goat sucker.' (13) Some people believe that it likes to attack people, too."

(14) Some of the Explorers shifted in their seats, moving slightly closer to the campfire, with a few looking over their shoulders into the darkened woods.

(15) "Tio Fernando you know this is all just a hoax," Alejandro said, rolling his eyes again and grinning. (16) "You used to tell us this story when we were little kids just to scare us."

(17) "Oh, but Alejandro, El Chupacabra is real!" Fernando said, standing up to walk around. (18) He pulled out his smart phone and typed in something.

(19) "Even though no one has been able to photograph El Chupacabra, many people have drawn pictures of him. (20) Look at this one, and you'll believe it's true."

(21) Fernando handed his phone to the boys as they all peered at the glowing screen. (22) Sure enough, the image showed a green, scaly creature with a gigantic head, vicious-looking fangs, and sharp, black claws. (23) In the drawing, the artist had made the creature's eyes glow red as it looked menacingly at the

audience. (24) Alejandro's friend, Brayden shuddered as the phone made its way around the campfire to him.

(25) "The legend says that one of the most frightening things about El Chupacabra is his call," Fernando continued. (26) "It's a mournful cry that scares even grown men. (27) It sounds like this."

(28) Fernando cupped his hands around his mouth, tilted his head back, and let out a cry that sounded like a wounded animal screeching in the night.

(29) Alejandro had to admit the sound was scary.

(30) As Fernando finished his imitation of El Chupacabra, everyone began to notice the sudden silence. (31) The night birds had stopped calling and the crickets were ominously quiet. (32) At that moment, even Alejandro drew closer to the fire.

(33) Suddenly, from a long way off, a howling wail answered Fernando's call. (34) He grinned and said, "Ah, El Chupacabra finally answered." (35) He stood and stretched his arms and yawned. (36) "Well, time to hit the sack and go to sleep. (37) Goodnight, everyone, don't worry about El Chupacabra. (38) He doesn't like campfires." (39) He walked to his tent and stepped inside.

(40) "How about we pull our sleeping bags out and sleep by the fire tonight?" Brayden said, trying to smile to keep from seeming afraid.

(41) All the boys nodded, but everyone knew there would not be much sleep at all.

- 7 What change should be made in sentence 5?
- A change *friends* to **friends'**
 - B change *mountains* to **Mountains**
 - C change *north* to **North**
 - D add a comma after *Salandero*
- 8 What change, if any, should be made in sentence 6?
- F change *had drove* to **had driven**
 - G change *camping area* to **Camping Area**
 - H add **to bring** after the second *and*
 - J make no change
- 9 What change, if any, should be made in sentence 15?
- A insert comma after *Fernando*
 - B change *said* to **says**
 - C change *grinning* to **grining**
 - D no change is needed
- 10 What change should be made in sentence 23?
- F change *had made* to **had maked**
 - G change *creature's* to **creatures'**
 - H change *menaceingly* to **menacingly**
 - J change *audience* to **audeince**

11 What change, if any, should be made in sentence 24?

- A insert a comma after ***Brayden***
- B change ***shuddered*** to **shudered**
- C change ***its*** to **it's**
- D sentence 24 does not need to be changed

12 Which of the following sentences in this selection is a run-on?

- F sentence 2
- G sentence 10
- H sentence 14
- J sentence 20

Read the information in the box below.

For decades, a system of laws in South Africa required races to be segregated. Black South Africans were not allowed the same rights and freedoms as white South Africans, even though there were far more black citizens than white ones. Blacks could not vote or run for office. Finally, in 1994, apartheid ended, and all South Africans were considered equal in the eyes of the law. Every South African—black and white alike—was given his or her full rights as citizens.

Racism and segregation have long-lasting negative effects on all members of society. Think carefully about this statement.

Write an essay explaining why governments should not base a citizen's rights on the color of his or her skin.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

STAAR CONNECTION™
Diagnostic Series™ EOC English I 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, many assessments in this writing book reinforce at least one 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				
Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard
1	A	5	15Av	Supporting
2	J	5	15Aiv	Supporting
3	B	5	13C	Readiness
4	H	5	13C	Readiness
5	A	5	15Aii	Supporting
6	H	5	15Ai	Supporting
7	B	6	18A	Readiness
8	F	6	17Ai	Supporting
9	A	6	18B	Readiness
10	H	6	19A	Readiness
11	A	6	18Bii	Supporting
12	G	6	17C	Readiness
Cross-Curricular Alignments				
The Mind-Twisting Rubik's Cube			World History – 28E	