

**STAAR CONNECTION™**

**Diagnostic Series™**

English II - Writing

**EOC**  
teacher

v3



**KAMICO®**

**Instructional Media, Inc.**

# STAAR CONNECTION™

English II 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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**STAAR CONNECTION™**  
**Diagnostic Series™**  
**EOC English II Writing**  
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**State of Texas Assessments of Academic Readiness  
English II 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 thesis; 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 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***
- (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 ***Readiness Standard***
- that includes
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;
  - (D) an organizing structure appropriate to the purpose, audience, and context;
  - (E) an analysis of the relative value of specific data, facts, and ideas.



**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 thesis or controlling idea; ***Supporting Standard***
  - (iv) an organizing structure appropriate to purpose, audience, and context; ***Supporting Standard***
  - (v) relevant evidence and well-chosen details; ***Supporting Standard***
  - (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. ***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**
  - (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). **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) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; **Supporting Standard**
  
      - (ii) quotation marks to indicate sarcasm or irony.  
**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 \_\_\_\_\_

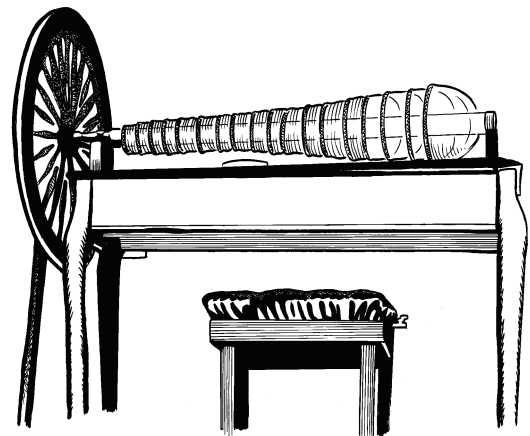
Read the selection, and choose the best answer to each question.

*Giuseppe learned about strange instruments from the past. He wrote this paper to tell about what he learned. Read Giuseppe's paper, and think about how it should be revised. Then answer the questions that follow.*

### **Marching to a Different Beat: Interesting Instruments from around the World**

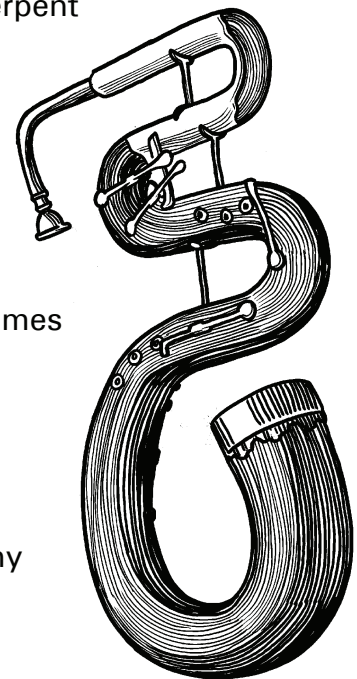
(1) Most casual music fans are familiar with guitars, trumpets, snare drums, and flutes. (2) After all, these instruments—and ones like them—are featured in dozens of different types of contemporary music. (3) However, today's popular instruments are only the most recent development in a long succession. (4) In fact, musical instruments have been around since the beginning of human culture, and over time, they have taken many different forms. (5) In the past, weird woodwinds, bizarre brasses, strange strings, and peculiar percussions were used to create myriad varieties of sounds and music. (6) Some of these are still used today. (7) Three such odd historic instruments are the glass armonica, the serpent, and the didgeridoo.

(8) Few instruments, if any, bear any resemblance in either appearance or sound to the glass armonica. (9) Invented in 1761 by Benjamin Franklin, this instrument produces a sort of droning chime. (10) Before inventing the armonica, Franklin had observed musicians playing songs by running their fingers along the



rims of water goblets that were filled with different amounts of water. (11) He liked the sound, but thought the design of the "instrument" could be improved. (12) Thus, he created the first glass armonica, which consisted of a horizontal spindle on which were mounted thirty-seven different-sized glass bowls. (13) By working a foot pedal, the musician could turn the spindle and the bowls. (14) Then, by placing a moist finger along the rim of the spinning bowls, the musicians could play the instrument. (15) The sound was odd, and some critics believed it would actually drive audiences mad. (16) For a time, though, this instrument was quite popular. (17) As time passed and tastes in musical venues changed, the glass armonica proved too quiet to keep an audience's interest in large concert halls. (18) Its popularity waned, and it became a curious footnote in musical history.

(19) The appearance and construction of the serpent, a Renaissance instrument, are very odd by today's standards. (20) The serpent has finger holes and is usually made of wood like a woodwind, but it also has a mouthpiece like a brass instrument. (21) It is long and winding—typically six feet in length—and twists back and forth three or four times before ending in a large hook. (22) The serpent's sound is peculiar, too. (23) It can be blown softly to produce warm, rich notes or strongly to make a harsh, loud sound that many people think sounds like a large animal in distress. (24) Researchers believe it was probably created to augment



men's voices during sacred songs, providing a blended sound to choral singing.

(25) Some performers and composers still work with the serpent. (26) For the most part, it has been replaced by valved instruments like the tuba.

(27) The oldest of these three bizarre instruments, the didgeridoo, is perhaps the one that is still most widely used. (28) Invented by the Aboriginal people who lived in northern Australia, its popularity has spread slowly throughout the world over hundreds of years. (29) The didgeridoo is essentially a long, hollow log that is narrow at one end and larger at the other. (30) Traditionally, the Aborigines made the instrument from eucalyptus wood whose insides had been eaten away by termites. (31) Today's didgeridoos are made from a variety of natural or synthetic material. (32) A didgeridoo player blows, hums, and vibrates his or her lips on the instrument's mouthpiece, creating a droning, resonating sound. (33) To keep the sound constant, the player uses a difficult breathing technique called circular breathing that can take years to master. (34) Meanwhile, while the instrument may look deceptively simple, it can actually be quite challenging to play. (35) Despite the challenge, many are drawn to the strange sound of the didgeridoo, contributing to its widespread popularity.

(36) In many ways, the glass armonica, serpent, and didgeridoo represent some of the strangest instruments in the world. (37) From their appearances, their construction, and the sounds they produce, these three instruments are odd in many ways. (38) However, each has also contributed to the rich musical history that makes our culture so rich and diverse.

- 1** Giuseppe wants to add a detail to support the idea expressed in sentence 16. Which of the following could best follow sentence 16 and strengthen this paragraph?
- A** Benjamin Franklin considered the glass armonica one of his greatest inventions.
  - B** Today, some of them can still be found in museums throughout the world.
  - C** Mozart, Handel, and Beethoven all composed works for the glass armonica.
  - D** My brother once saw a modern replication of a glass armonica in a music store.
- 2** Giuseppe wants to improve the transition between the second paragraph (sentences 8-18) and the third paragraph (sentences 19-26). Which sentence could go before sentence 19 and help improve this transition?
- F** Another nearly forgotten instrument from the past is the peculiar, snakelike serpent.
  - G** Aztec slit drums, Egyptian lutes, and Chinese zithers are some instruments that were developed long ago.
  - H** When most people hear the word *serpent*, they think of an animal, not an instrument.
  - J** Many mythologies describe the origin of instruments, often ascribing their creation to dieties or supernatural beings.

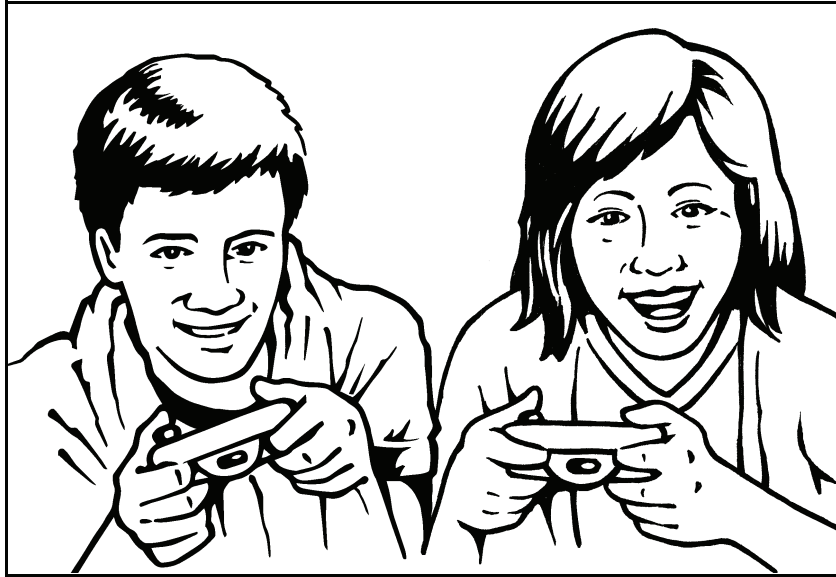
- 3** What is the most effective way to combine sentences 25 and 26?
- A** Some performers and composers still work with the serpent, so for the most part, it has been replaced by valved instruments like the tuba.
  - B** Whenever some performers and composers still work with the serpent, for the most part, it has been replaced by valved instruments like the tuba.
  - C** Some performers and composers who still work with the serpent, for the most part, have been replaced by valved instruments like the tuba.
  - D** While some performers and composers still work with the serpent, for the most part, it has been replaced by valved instruments like the tuba.
- 4** What is the most effective way to rewrite sentence 28?
- F** The didgeridoo was invented by the Aboriginal people who lived in northern Australia, and its popularity has spread slowly throughout the world over hundreds of years.
  - G** Invented by the Aboriginal people who lived in northern Australia, the popularity of the didgeridoo has spread slowly throughout the world over hundreds of years.
  - H** Living in northern Australia, the Aboriginal people invented and their popularity has spread slowly throughout the world over hundreds of years.
  - J** Invented, the Aboriginal people who lived in northern Australia have a popularity that has spread slowly throughout the world over hundreds of years.

- 5 What is the most effective way to combine sentences 30 and 31?
- A Traditionally, the Aborigines made the instrument from eucalyptus wood whose insides had been eaten away by termites because today's didgeridoos are made from a variety of natural or synthetic material.
  - B Traditionally, the Aborigines made the instrument from eucalyptus wood whose insides had been eaten away by termites and today's didgeridoos, which are made from a variety of natural or synthetic material.
  - C Traditionally, the Aborigines made the instrument from eucalyptus wood whose insides had been eaten away by termites, when today's didgeridoos are made from a variety of natural or synthetic material.
  - D Traditionally, the Aborigines made the instrument from eucalyptus wood whose insides had been eaten away by termites, but today's didgeridoos are made from a variety of natural or synthetic material.
- 6 The word ***Meanwhile*** does not effectively convey Giuseppe's meaning in sentence 34. Which of the following would be the best replacement for ***Meanwhile***?
- F Similarly
  - G Besides
  - H Namely
  - J Therefore



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

*Mahalia started her own business. She gets paid thousands of dollars to do something she loves. Mahalia wrote this paper to tell about her experiences. Proofread Mahalia's paper, and look for any mistakes she has made. When you finish reading, answer the questions that follow.*



### **My Path to Owning a Business at Seventeen**

(1) Growing up, I was taught that hard work is the key to success in life.  
(2) Therefore, from a young age, I wanted to contribute to society by working.  
(3) I found opportunities babysitting, but as I got older, I found these unfulfilling.  
(4) Then, in my sophomore year, I registered for mr. Gibson's business management course. (5) With my teacher's help, I learned how to create a business plan and how to implement that plan. (6) My business idea was so successful that I was able to launch a company that today generates thousands of dollars in revenue. (7) At the age of seventeen I am one of the most successful business owners in my community.

(8) The most important lesson that my teacher taught me is that a business plan must be meticulously detailed. (9) Entrepreneurs should try to anticipate all possible expenses and obstacles. (10) This planning is challenging because there are many expenses that novice entrepreneurs often do not consider. (11) For example, I knew I did not have much capital—or funds for starting a business. (12) So, I tried to think of a business that would not require much money to start. (13) I knew that a web-based company with a virtual product would not need much space or raw material. (14) I also knew that I enjoyed playing video games. (15) I decided to create a company that would post online videos showing gamers how to do well on video games. (16) I thought I could offer my product for free at first, and then after establishing a loyal market, I could generate revenue from advertisements and subscriptions.

(17) With my idea, I next needed to get supplies. (18) I did not need any production material since my product was virtual. (19) For the same reason, I did not need to acquire a storefront, manufacturing facility, or warehouse. (20) However, I did need a few resources, and these were more than I could afford. (21) Namely, I needed a computer with a lot of memory and a high processing speed. (22) I also needed screen-capture software and video-editing software to record myself playing the video games. (23) I needed a web host for my site. (24) Finally, although I already owned many video games, I needed to purchase or rent some of the newest and most popular ones.

(25) To meet my needs, I approached my parents. (26) They said they would help me acquire the computer, software, host, and games. (27) However, their aid was conditional, they expected a return on their investment. (28) I agreed to provide them a set share of my profits. (29) With everything I needed, we set to work creating my videos and setting up my website.

(30) I started with a handful of videos that showed strategies for conquering bosses, accessing new levels, and how to score maximum points. (31) Word quickly spread. (32) My site began getting more hits every day. (33) On one day alone, I had 123,000 unique visitors to my site from locations across the globe. (34) That kind of traffic got advertisers' attention. (35) I began to be approached by online gaming companies wishing to advertise on my site. (36) That was when I really started making money. (37) Eventually, I hired an attorney to help negotiate deals that would make the most money. (38) I even set up a subscription site for "premium" videos, generating even more revenue.

(39) Today, I run a successful company that employs fourteen people. (40) I believe that I have contributed to society by providing a desirable product. (41) However, the best part is that I get paid to play video games. (42) I am hopeful that, soon, a larger company will offer to buy mine. (43) That sale would leave me adequate capital to start all over with a new and exciting business.

- 7 What change should be made in sentence 4?
- A change *sophomore* to **sophmore**
  - B change *registered* to **register**
  - C change *mr.* to **Mr.**
  - D change *Gibson's* to **Gibsons'**
- 8 What change, if any, needs to be made in sentence 7?
- F add a comma after *seventeen*
  - G change *successful* to **sucessful**
  - H change *business owners* to **Business Owners**
  - J no change needs to be made
- 9 What change, if any, should be made in sentence 11?
- A change *knowed* to **knew**
  - B change *much* to **hardly any**
  - C change *business* to **business**
  - D no change should be made to sentence 11
- 10 What change needs to be made in sentence 30?
- F change *handful* to **handfull**
  - G change *that* to **who**
  - H change *bosses* to **Bosses**
  - J change *how to score* to **scoring**

11 What change, if any, needs to be made in sentence 39?

- A change *l* to *i*
- B add a comma after *run*
- C change *forteem* to *fourteen*
- D make no change

12 Which sentence is a run-on?

- F sentence 18
- G sentence 20
- H sentence 27
- J sentence 43

Read the following quotation.

"A people without the knowledge of their past history, origin, and culture is like a tree without roots."  
— Marcus Garvey

Think carefully about the following statement.

Some people think that learning history means reading about dates and places and that those things do not connect with the present day or our future; other people think that by understanding our history, we can connect better to our present and future.

Write an essay in which you take a position on whether studying history actually helps us better connect to our present and future.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling



**STAAR CONNECTION™**  
**Diagnostic Series™ EOC English II 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.

<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	C	5	15Av	Supporting
2	F	5	15Aii	Supporting
3	D	5	13C	Readiness
4	F	5	13C	Readiness
5	D	5	13C	Readiness
6	J	5	13C	Readiness
7	C	6	18A	Readiness
8	F	6	18B	Readiness
9	A	6	17Ai	Supporting
10	J	6	17A	Readiness
11	C	6	19A	Readiness
12	H	6	17C	Readiness
<b>Cross-Curricular Alignments</b>				
Marching to a Different Beat: Interesting Instruments from around the World			World History – 26B, 26C	
My Path to Owning a Business at Seventeen			U.S. History – 18A	