

STAAR CONNECTION™

Diagnostic Series™

Writing
4
teacher
v4



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
4
teacher

Diagnostic Series™

XXV/vi/MMXX
Version 4



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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™
Grade 4 Writing
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State of Texas Assessments of Academic Readiness
Grade 4 Writing Assessment
Eligible Texas Essential Knowledge and Skills

Strand 1

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to
- (B) demonstrate and apply spelling knowledge by
- (i) spelling multisyllabic words with closed syllables; open syllables; *V**C**e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables;
 - (ii) spelling homophones;
 - (iii) spelling multisyllabic words with multiple sound-spelling patterns;
 - (iv) spelling words using advanced knowledge of syllable division patterns;
 - (v) spelling words using knowledge of prefixes; and
 - (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

Strand 6

- (11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to
- (B) develop drafts into a focused, structured, and coherent piece of writing by
- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea with relevant details;

- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and
 - (D) edit drafts using standard English conventions, including
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) past tense of irregular verbs;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey frequency and adverbs that convey degree;
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns, including reflexive;
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
 - (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Name _____ Date _____

Read the selection, and choose the best answer to each question. Then fill in the answer on your answer document.

Bo wrote about saving water by collecting rain. Read Bo's paper, and think about how it should be revised. Then answer the questions that follow.

Catching the Rain to Save Water

(1) People need to conserve water. (2) Though it may seem that water is all around us, only about 1 percent of the water on Earth is usable fresh water.

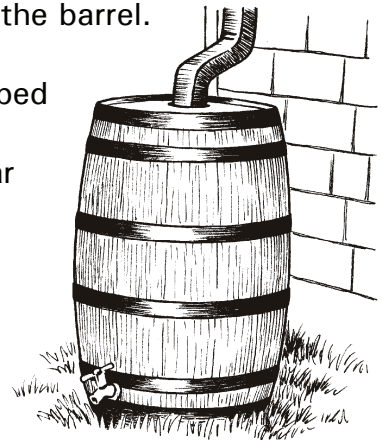
(3) The rest is locked up in ice. (4) It is also found in unusable salt water in our oceans. (5) This is why it is important to use water wisely. (6) Sweeping your driveway instead of hosing it off saves water.

(7) Luckily, you can conserve water by catching rain. (8) It is easy and only takes a little bit of time and money. (9) One way to collect rain is by putting rain barrels at the bottom of the downspouts on your house. (10) Rain barrels will catch all this rain as it runs off your roof and into your gutters. (11) Water from your roof is not drinkable, but it has other uses.

(12) Rain barrels come in many shapes and sizes. (13) All you need to do after installing your barrel is to connect a hose to the bottom of the barrel.

(14) Then, you can use the rainwater to water your flowerbed or lawn. (15) You can also use it to wash your parents' car or lawn equipment. (16) You can even use it to moisten a compost pile or the foundation of your house.

(17) Catching rain is a great way to save water.



- 1 Bo wants to insert the following sentence into his paper.

In other words, we need to work to find ways to save water and not waste it.

What is the **BEST** place to insert this sentence?

- A after sentence 1
 - B after sentence 2
 - C after sentence 10
 - D after sentence 15
- 2 What is the **BEST** way to combine sentences 3 and 4?
- F Though the rest is locked up in ice, it is also found in unusable salt water in our oceans.
 - G The rest is either locked up in ice or found in unusable salt water in our oceans.
 - H Since the rest is locked up in ice, it is also found in unusable salt water in our oceans.
 - J The rest is locked up in ice, so it is also found in unusable salt water in our oceans.

- 3 Bo wants to add another supporting sentence to the second paragraph (sentences 7–11). He wants to add the sentence after sentence 9. Which would be the **BEST** supporting sentence for this paragraph?
- A Rain falls when water droplets in a cloud get too large and heavy to be kept up by the airflow within the cloud.
 - B There are many different types of house roofs, like hipped roofs, mansard roofs, and gabled roofs.
 - C Sometimes rain actually evaporates back into clouds before it even hits the ground.
 - D During an average year, up to two thousand gallons of rain fall on the average-sized roof.
- 4 Bo wants to replace sentence 12 with a better topic sentence. Which of these sentences would be the **BEST** replacement for sentence 12?
- F The water from your roof might contain harmful bacteria, so you should never drink it.
 - G Rain barrels often have screens over the top to let water in but keep insects out.
 - H If you install a rain barrel, you can catch rain and use it in many ways.
 - J The water from a rain barrel can be used to moisten clay for art projects.

- 5 What is the **BEST** concluding statement to add to the end of this selection?
- A Scientists believe that the human body is between 90 and 94 percent water.
 - B There are other things you can do to save natural resources, too, like recycling paper.
 - C Saving water helps us make sure that there is plenty of water for everyone for years to come.
 - D Water skiing, fishing, and swimming are great ways to enjoy water.
- 6 Which sentence should be removed from this selection?
- F sentence 6
 - G sentence 7
 - H sentence 13
 - J sentence 14

Read the selection, and choose the best answer to each question. Then fill in the answer on your answer document.

Piper wrote this paper about King John of England. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.

King John and the Magna Carta

(1) King John, who ruled England from 1199 until 1216. (2) John did not care what happened to England's people. (3) All he wanted was power. (4) Once he had power, he used it.

(5) Besides England, John also ruled parts of France. (6) In 1204, the French army conquered Normandy, a part of France ruled by John. (7) To win back Normandy, John needed money to pay for an army. (8) So, he made his subjects pay high taxes. (9) Anyone who did not pay was punished. (10) John took large sums of money from his people.

(11) English nobles became angry about John's power. (12) They wrote a list of rules for the king to follow. (13) They called it the Magna Carta. (14) It set limits on the king's power.

(15) John asked the nobles to join his fight against the French but the nobles refused to help. (16) Instead, they insisted John follow the rules of the Magna Carta. (17) To get the nobles' support, John agreed to follow the rules.

(18) For the first time, the king of England was not all powerful.

(19) Today, Americans can replace the people who run their government if they ignore citizens' wishes. (20) With the declaration of independence, the Founding Fathers ensured that America would never have an all-powerful ruler like King John.

- 7 Piper wants to change sentence 4 to explain how King John used his power. Which word should she add to the end of sentence 4 to explain how King John used his power?
- A twice
 - B sadly
 - C poorly
 - D quickly
- 8 What change, if any, should be made to sentence 8?
- F change *made* to *maked*
 - G change *subjects* to *subjects'*
 - H change *taxs* to *taxes*
 - J make no change
- 9 What change, if any, should be made to sentence 10?
- A change *taked* to *took*
 - B change *sums* to *somes*
 - C change the period after *people* to a question mark
 - D make no change

- 10 What change, if any, should be made to sentence 15?
- F change *asked* to *askt*
 - G change *fight* to **Fight**
 - H insert a comma after *French*
 - J make no change
- 11 What change, if any, should be made in sentence 20?
- A change *declaration of independence* to **Declaration of Independence**
 - B change *America* to **American**
 - C change *would never have* to **would not never have**
 - D make no change
- 12 Which of these sentences is not a complete sentence?
- F sentence 1
 - G sentence 5
 - H sentence 17
 - J sentence 19

READ the information in the box below.

President Franklin D. Roosevelt once said,
"Nobody will ever deprive the American people
of the right to vote except the American people
themselves—and the only way they could do
this is by not voting."

THINK about how important voting is to Americans.

WRITE about why it is important for people to vote in local and state elections.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



STAAR CONNECTION™
Diagnostic Series™ Grade 4 Writing
TEKS Writing Alignment Chart and Cross-Curricular Alignments

KAMICO® supports cross-curricular teaching strategies and encourages efforts to apply, transfer, and integrate knowledge across multiple content areas. Therefore, each assessment in this writing book reinforces at least one grade 4 social studies or science TEKS.

Assessment 2			
Question Number	Answer	Strand	TEKS
1	A	6	11C
2	G	6	11C
3	D	6	11Bii
4	H	6	11Bii
5	C	6	11Bi
6	F	6	11Bii
7	C	6	11Dv
8	H	6	11Dxi
9	A	6	11Dii
10	H	6	11Dx
11	A	6	11Dix
12	F	6	11Di
Cross-Curricular Alignments			
		Social Studies TEKS	
Writing Prompt		17C	
Revising Section			
Editing Section		15C	