

# STAAR CONNECTION™

## Diagnostic Series™

Reading

8

teacher

v2



**KAMICO®**  
**Instructional Media, Inc.**

# STAAR CONNECTION™

Reading  
**8**  
teacher

## Diagnostic Series™

XXXI/vii/MMXX  
Version 2



**KAMICO®**  
Instructional Media, Inc.

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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Introduction**

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Diagnostic Series™**  
**Grade 8 Reading**  
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**State of Texas Assessments of Academic Readiness  
Grade 8 Reading Assessment  
Texas Essential Knowledge and Skills**

**Strand 1**

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
  - (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and
  - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *ast*, *qui*, *path*, *mand/mend*, and *duc*.

**Strand 2**

- (5) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to determine key ideas; and
  - (H) synthesize information to create new understanding.

### Strand 3

- (6) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
  - (C) use text evidence to support an appropriate response;
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; and
  - (J) defend or challenge the authors' claims using relevant text evidence.

### Strand 4

- (7) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
- (A) analyze how themes are developed through the interaction of characters and events;
  - (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;
  - (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) explain how the setting influences the values and beliefs of characters.

- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
  - (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
  - (C) analyze how playwrights develop dramatic action through the use of acts and scenes;
  - (D) analyze characteristics and structural elements of informational text, including
    - (i) the controlling idea or thesis with supporting evidence;
    - (ii) features such as footnotes, endnotes, and citations; and
    - (iii) multiple organizational patterns within a text to develop the thesis;
  - (E) analyze characteristics and structures of argumentative text by
    - (i) identifying the claim and analyzing the argument;
    - (ii) identifying and explaining the counter argument; and
    - (iii) identifying the intended audience or reader; and
  - (F) analyze characteristics of multimodal and digital texts.

## Strand 5

- (9) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to
- (A) explain the author's purpose and message within a text;
  - (B) analyze how the use of text structure contributes to the author's purpose;
  - (C) analyze the author's use of print and graphic features to achieve specific purposes;
  - (D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
  - (E) identify and analyze the use of literary devices, including multiple points of view and irony;
  - (F) analyze how the author's use of language contributes to the mood, voice, and tone; and
  - (G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.



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

### Immigration Station, Angel Island

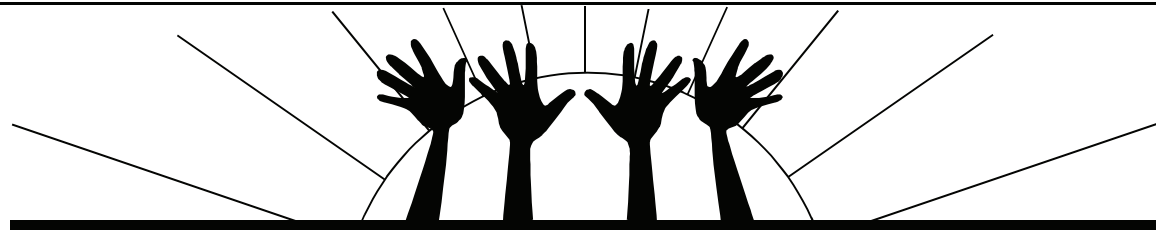
- 1 The history of American immigration brings to mind the Statue of Liberty welcoming the poor and hungry to her shores. Most people have heard of Ellis Island in New York Harbor, where millions of immigrants from Europe passed through on their way to the New World. However, a lesser-known entry lay on the other side of the country. In San Francisco Bay, Immigration Station was built on Angel Island to sift through the immigrants, mostly Asian, coming over the Pacific Ocean. In the years of its operation, from 1910 until 1940, about one million immigrants came through Angel Island, many of them unwelcome in America. Thus, Angel Island was known as the Guardian of the Western Gate. These immigrants had to deal with racism, poor living conditions, and an overwhelming uncertainty about whether or not they would ever even be allowed on the mainland.
  
- 2 Angel Island was, for many immigrants, a detention center. Though all immigrants underwent official checks when they came to the United States, the average holdover for Europeans coming through Ellis Island was three to five hours. For Asians coming to America, the average stay on Angel Island was much longer. In fact, some were detained for months or even years. The barbed-wire fences and armed guards on the island gave a clear signal that these immigrants faced a different kind of scrutiny.
  
- 3 People of many nationalities came through Angel Island, and they were not all treated the same. Though Asians as a whole met with more discrimination and difficulties than other immigrants coming to the United States, some Asian countries had strong political ties with America. People from these Asian countries were generally treated better. China did not have strong ties with the United States. America made no secret of its desire to keep the Chinese out of its borders. It established Immigration Station on Angel Island, in part, to stop their immigration.
  
- 4 A look at the history of Chinese immigration helps explain the conflict. When word of the California gold rush in 1849 spread across the ocean, the first wave of Chinese came to the United States. They left behind poverty and political turmoil in their homeland to seek "*Gam Saan*," or "Gold Mountain," in the New World. As the number of Chinese grew, racism forced them out of the gold mines and reduced them to menial labor.

- 5 American businessmen welcomed the Chinese as cheap labor and used them to help build the transcontinental railroad. The railroad was completed in 1869. When an economic depression hit America in the 1870s, white laborers blamed the Asian immigrants for increasing the labor pool and driving down wages. This hostility led to Congress's passing the Chinese Exclusion Act of 1882. This is the only law in American history to bar the entrance of a specific ethnic group into the country.
- 6 The Chinese Exclusion Act almost ended Chinese immigration, but the law did have some exceptions. Officials at Immigration Station on Angel Island were in charge of making these exceptions. The act still let some professionals and some of the members of the higher classes enter the country. However, the law prohibited the members of the laboring classes from entering the United States unless these people could prove they had a relative or spouse already living in America.
- 7 Many Chinese were desperate to get into America for the opportunities they believed awaited them. Some tried to prove their ties to America with false documents, such as birth certificates or marriage certificates. These immigrants were called "paper sons" or "paper daughters," for their ties existed only on paper. Other Chinese had real ties but no official papers for proof because public recordkeeping during this era was inefficient.
- 8 Immigration officials came up with a system of oral questioning that was very difficult for the Chinese to pass. The examinations asked detainees for details about their family histories, house decors, or home villages. These facts would then be checked for accuracy against the answers of relatives living in the United States. Gathering this information often took a long time, and memories did not always match. In fact, the nature of the questions seemed to set the immigrants up to fail.
- 9 Some immigrants and their family members were expected to remember how many steps led up to their house or what time they had gone to sleep every night back home. If just one memory did not match, an immigrant was usually sent back to China. Thus, Angel Island became a detention center where immigrants waited for the chance to prove their ties to America. If they did not pass the tests, they waited to be deported.
- 10 In addition to dealing with the interrogations, the immigrants held on Angel Island endured poor living conditions during their waits. Officials split up families when they came to the island. Men and women were housed in separate crowded barracks. Detainees reported filthy bathrooms and dining halls that served unappetizing, sometimes rotten food. Unsanitary conditions made some people very ill. Detainees could not have any guests, and

immigration officials opened and read all mail. Immigrants suffered from loneliness and boredom while enduring the strict daily routine. They longed for the day when they would be cleared to enter San Francisco and they would be reunited with their families.

11 Immigrants faced uncertainty in the length of their detentions and in their future prospects. The time spent on Angel Island varied from a couple of hours to many months. Some immigrants spent up to two years on the island. Many immigrants who were detained on Angel Island expressed emotions of loneliness, frustration, fear, and sorrow through poetry. They carved these poems into the wooden walls of the detention center. Not all waits ended with a new life in America. An estimated 20 to 25 percent of immigrants were refused entry and were sent back to China. (In contrast, only about 2 percent of the immigrants to Ellis Island were refused entry.) Some Chinese could not face the thought of return, or the seemingly endless detentions, and so, suicides were not uncommon.

12 Immigration Station closed in 1940 after a fire damaged the facilities. In 1943, when China became a United States ally in World War II, Congress repealed the Chinese Exclusion Act. Today, California preserves Angel Island as a state park. Visitors can hike and bike in the beautiful surroundings, tour the museum dedicated to the immigrants, and read the poetry that remains on the detention center walls, telling the story of the many who passed through.



# Call for Volunteers

**The Angel Island Preservation Group needs volunteers to lead guided tours of Angel Island.**

The Angel Island Preservation Group is responsible for coordinating volunteer activities at Angel Island State Park. We organize trash cleanups, lead interpretive tours, advocate for the park with elected officials, and solicit donations for park improvements.

Our most pressing volunteer need is for guides to lead student groups on tours of the park. Our guides share the island's rich history with interested visitors on most weekends and holidays from May through October.

Angel Island receives over 1,000,000 visitors annually from around the world.

Thousands of these visitors are students eager to learn about the history of this amazing place.

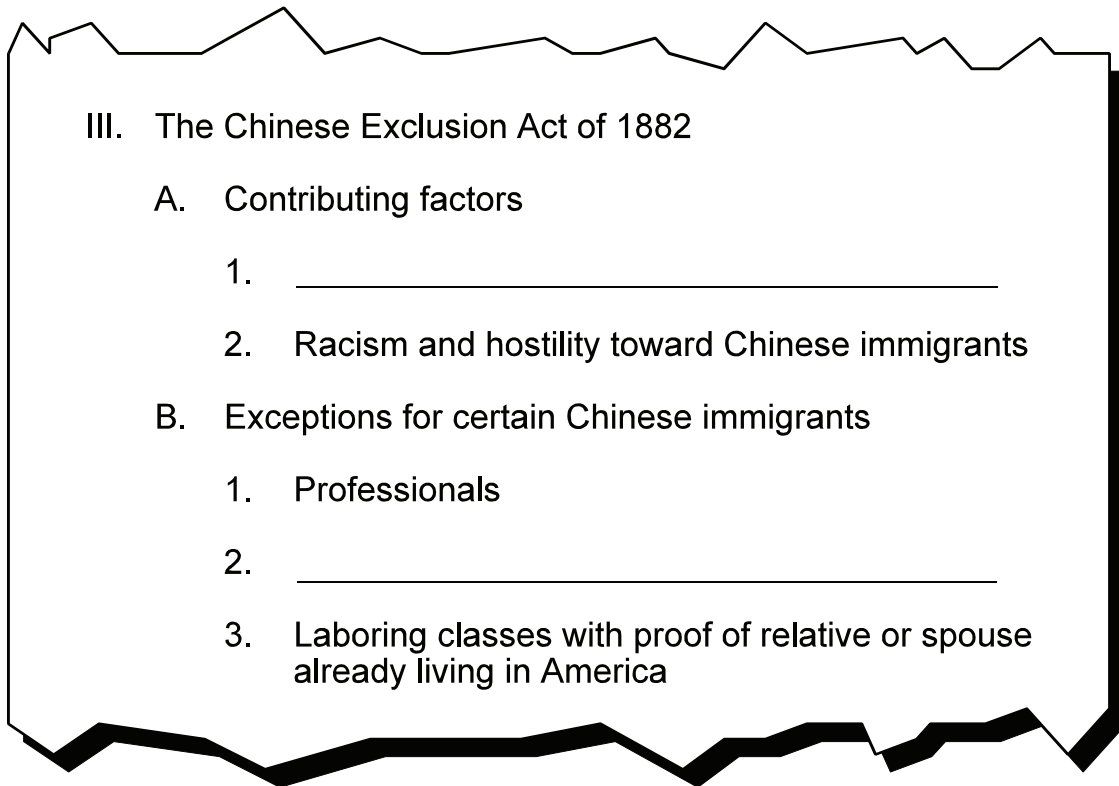
Unfortunately, without dedicated volunteers to

lead these tours, the experience is not nearly as beneficial to these young people. Sadly, without enough volunteer tour guides, we are forced to put too many visitors in each tour group, or at worst, we are forced to turn some visitors away. Please help us serve these visitors instead of denying them the learning experience they so badly want.



Please contact volunteer coordinator Roger Trujilio for information about how to volunteer at (415) 555-5667 ext. 456, or [rtrujilio@angelispg.org](mailto:rtrujilio@angelispg.org).

1 Read the outline portion.



III. The Chinese Exclusion Act of 1882

A. Contributing factors

1. \_\_\_\_\_
2. Racism and hostility toward Chinese immigrants

B. Exceptions for certain Chinese immigrants

1. Professionals
2. \_\_\_\_\_
3. Laboring classes with proof of relative or spouse already living in America

Which of the following should appear in the blank following III.B.2.?

- A Economic depression in the 1870s
- B Goldminers
- C No strong political ties with America
- D Higher classes

- 2 Which sentence best shows the reader that Asian immigrants were unhappy with their detention at Immigration Station, Angel Island?
- F** *As the number of Chinese grew, racism forced them out of the gold mines and reduced them to menial labor.*
- G** *For Asians coming to America, the average stay on Angel Island was much longer.*
- H** *Thus, Angel Island became a detention center where immigrants waited for the chance to prove their ties to America.*
- J** *They longed for the day when they would be cleared to enter San Francisco and they would be reunited with their families.*
- 3 The word exclusion in paragraph 5 is derived from Latin. This word means —
- A** the process of keeping out.
- B** the process of making or treating as part of a whole.
- C** a sudden cry of surprise, anger, or pain.
- D** a thing that is expected to happen.
- 4 In which of the following ways did Ellis Island differ from Angel Island?
- F** The immigration station on Ellis Island was in operation from 1910 to 1940, while the immigration station on Angel Island operated from 1882 to 1943.
- G** European immigrants arriving at Ellis Island were held over for an average of three to five hours, while Asian immigrants at Angel Island were held over much longer.
- H** Ellis Island is located off the West Coast of the United States, while Angel Island is located off the East Coast.
- J** Immigration officials on Ellis Island processed mainly Japanese immigrants, while officials on Angel Island processed mainly Chinese immigrants.

- 5 Paragraph 2 says, "The barbed-wire fences and armed guards on the island gave a clear signal that these immigrants faced a different kind of scrutiny." Look at the following thesaurus entry for the word scrutiny.

**scrutiny** [*noun*] *a close examination*

**synonyms:** analysis, audit, inspection, investigation, perusal, review, surveillance, survey, view

**antonyms:** cursory look, fleeting look, glance, peek

Which of the following words has the opposite meaning of scrutiny?

- A glance
  - B surveillance
  - C antonyms
  - D examination
- 6 Look at the call for volunteers ad. In order to attract volunteers, the writer of this ad tries to show that Angel Island is a very important place. How does the writer try to accomplish this goal?
- F The writer uses statistics to show that Angel Island is visited by many people every year.
  - G The writer shows that the Angel Island Preservation Group has a volunteer coordinator.
  - H The writer tells readers that the group only gives tours on weekends and holidays for part of the year.
  - J The writer suggests that Angel Island is covered in trash, that its buildings need improvement, and that it has many other problems.

- 7** Look at the call for volunteers. What is one way the writer of this ad tries to convince readers to volunteer to lead guided tours?
- A** The writer appeals to readers' patriotism by pointing out that Angel Island played an important part in American history.
  - B** The writer appeals to readers' emotions by telling how sad it would be if students were turned away from a tour group.
  - C** The writer appeals to readers' sense of authority by showing that elected officials think volunteering is important.
  - D** The writer appeals to readers' sense of tradition by telling how people have volunteered in the park for a long time.
- 8** Why did the author most likely write this selection?
- F** to inform readers about Angel Island, Chinese immigration, and the hardships endured by immigrants on Angel Island
  - G** to convince readers to visit Angel Island and Ellis Island to better understand and appreciate the difficult experiences of immigrants
  - H** to entertain readers with a story about how a determined and persistent immigrant tries to get into the United States
  - J** to express the author's personal sadness and regret regarding the treatment of Chinese immigrants at Angel Island

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





**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 8 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 grade 8 physical education, technology, social studies, and/or science TEKS.

<b>Assessment 4</b>			
<b>Question Number</b>	<b>Answer</b>	<b>Strand</b>	<b>TEKS</b>
1	D	4	8Di
2	J	3	6C
3	A	1	2C
4	G	3	6B
5	A	1	2A
6	F	4	8F
7	B	5	9G
8	F	5	9A
<b>Cross-Curricular Alignments</b>			
Social Studies TEKS			9D, 23A, 23C, 23D