STAAR CONNECTION™

Diagnostic Series™

EOC

English I

teacher

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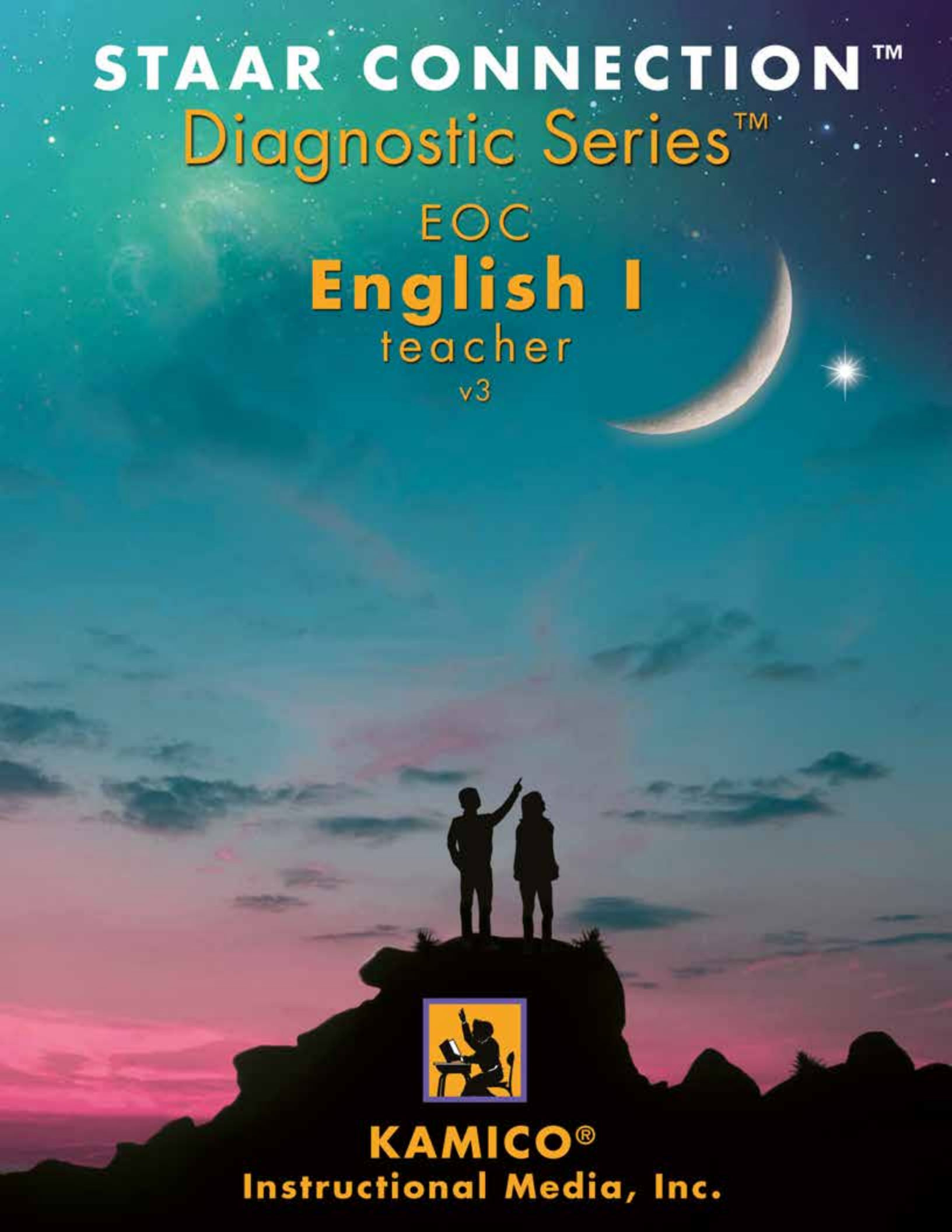

KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

EOC
English I
teacher

Diagnostic Series™

XVI/ix/MMXXVI
Version 3.1

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KAMICO® Instructional Media, Inc.
CONNECTION® to the TEKS
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **CONNECTION® to the TEKS 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 **CONNECTION® to the TEKS Developmental Series™** consists of instructional activities and assessments over isolated TEKS to allow for the remediation and 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 contains assessments on isolated TEKS 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 **CONNECTION® to the TEKS Developmental Series™**.

KAMICO's **Game Gallery®** consists of over 300 board games in English and in Spanish. These games create a game-based learning environment to facilitate additional reinforcement of TEKS.

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STAAR CONNECTION™
Diagnostic Series™
English I Reading Language Arts (RLA)
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TEKS Reading Alignment Chart and
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State of Texas Assessments of Academic Readiness
English I Reading Language Arts (RLA)
Texas Essential Knowledge and Skills

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Category 1
Reading

The student will understand and analyze a variety of texts from various genres.

(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 such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; ***[Strand 1] Supporting Standard***

(B) analyze context to distinguish between the denotative and connotative meanings of words; ***[Strand 1] Readiness Standard***

(C) determine the meaning of foreign words or phrases used frequently in English such as *bona fide*, *caveat*, *carte blanche*, *tête-à-tête*, *bon appétit*, and *quid pro quo*. ***[Strand 1] Supporting Standard***

(4) **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; ***[Strand 2] Important Standard Not Included in Assessed Curriculum***

(B) generate questions about text before, during, and after reading to deepen understanding and gain information; ***[Strand 2] Important Standard Not Included in Assessed Curriculum***

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures; ***[Strand 2] Supporting Standard***

(E) make connections to personal experiences, ideas in other texts, and society; ***[Strand 2] Supporting Standard***

(F) make inferences and use evidence to support understanding; ***[Strand 2] Readiness Standard***

(G) evaluate details read to determine key ideas; ***[Strand 2] Readiness Standard***

(H) synthesize information from two texts to create new understanding. ***[Strand 2] Readiness Standard***

(5) **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

(C) use text evidence and original commentary to support a comprehensive response; ***[Strand 3] Readiness Standard***

(D) paraphrase and summarize texts in ways that maintain meaning and logical order; ***[Strand 3] Readiness Standard***

(J) defend or challenge the authors' claims using relevant text evidence. ***[Strand 3] Important Standard Not Included in Assessed Curriculum***

(6) **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 characterization and plot in a variety of literary texts; ***[Strand 4] Supporting Standard***

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; ***[Strand 4] Readiness Standard***

(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; ***[Strand 4] Readiness Standard***

(D) analyze how the setting influences the theme. ***[Strand 4] Supporting Standard***

(7) **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) read and respond to American, British, and world literature; ***[Strand 4] Supporting Standard***

(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; ***[Strand 4] Supporting Standard***

(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; ***[Strand 4] Supporting Standard***

(D) analyze characteristics and structural elements of informational texts such as

(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; ***[Strand 4] Readiness Standard***

(ii) multiple organizational patterns within a text to develop the thesis; ***[Strand 4] Supporting Standard***

(E) analyze characteristics and structural elements of argumentative texts such as

(i) clear arguable claim, appeals, and convincing conclusion; ***[Strand 4] Readiness Standard***

(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and ***[Strand 4] Readiness Standard***

(iii) identifiable audience or reader; ***[Strand 4] Supporting Standard***

(F) analyze characteristics of multimodal and digital texts. ***[Strand 4] Important Standard Not Included in Assessed Curriculum***

(8) **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) analyze the author's purpose, audience, and message within a text; ***[Strand 5] Readiness Standard***

(B) analyze use of text structure to achieve the author's purpose; ***[Strand 5] Supporting Standard***

(C) evaluate the author's use of print and graphic features to achieve specific purposes; ***[Strand 5] Supporting Standard***

(D) analyze how the author's use of language achieves specific purposes; ***[Strand 5] Readiness Standard***

(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; ***[Strand 5] Supporting Standard***

(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; ***[Strand 5] Readiness Standard***

(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments. ***[Strand 5] Supporting Standard***

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Informational
- Argumentative
- Persuasive

Reporting Category 2
Writing
Revising and Editing

The student will revise and edit a variety of texts from various genres.

(9) **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 use appropriate conventions. The student is expected to

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by

(i) using an organizing structure appropriate to purpose, audience, topic, and context; ***[Strand 6] Readiness Standard***

(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; ***[Strand 6] Readiness Standard***

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; ***[Strand 6] Readiness Standard***

(D) edit drafts using standard English conventions, including ***[Strand 6] Supporting Standard***

(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; ***[Strand 6] Readiness Standard***

(ii) consistent, appropriate use of verb tense and active and passive voice; ***[Strand 6] Supporting Standard***

(iii) pronoun-antecedent agreement; ***[Strand 6] Supporting Standard***

(iv) correct capitalization; ***[Strand 6] Supporting Standard***

(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; ***[Strand 6] Supporting Standard***

(vi) correct spelling. ***[Strand 6] Supporting Standard***

Extended Constructed Response

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

(5) **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 texts within and across genres. ***[Strand 3] Readiness Standard***

(10) **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 such as explanatory essays, reports, and personal essays using genre characteristics and craft; ***[Strand 6] Readiness Standard***

(C) compose argumentative texts using genre characteristics and craft; ***[Strand 6] Readiness Standard***

(D) compose correspondence in a professional or friendly structure. ***[Strand 6] Supporting Standard***

Name _____ Date _____

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

The Weekly Partisan

A Weekly Publication of the Ft. Hopewell Political Service Council

October Issue Volume 34, Issue 45

Presidential Executive Duties: Moving Beyond What Presidents Are Required to Do

Mario Sledge

1 The United States' system of government is based on the people's right to elect those whom they deem worthy of leadership. That idea was truly radical when it was put into effect over two hundred years ago, and it continues to be a work in progress. Some call it "an evolving experiment," and that is not necessarily a bad thing. In fact, the Founding Fathers intended it to be that way. By being deliberately vague in some areas of the Constitution, they acknowledged that future generations may be faced with unanticipated needs of their government.

2 The Founding Fathers did an excellent job in their design of our government. As outlined in the Constitution, the federal government consists of three branches: the executive, the legislative, and the judicial. The Constitution clearly articulates the roles and limitations of each of these branches while establishing a way for each branch to check and balance the power of the other two. The Founding Fathers, weary of the tyranny they had just overthrown, clearly did not want one branch to become omnipotent. They were especially concerned about the executive branch. They feared that a president might be tempted to assume kinglike power. In fact, under the Articles of Confederation, the United States had no president for the first several years of its existence.

3 The office of president has therefore evolved over time. While the Founding Fathers feared creating an American king, they recognized the need for a strong, decisive executive who could implement the laws of the United States and oversee its armed forces. Generally speaking, the Founding Fathers limited the power of the chief executive, but at times throughout history, presidents have assumed certain roles and responsibilities not expressly forbidden them or granted to other branches

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by the Constitution. The need for this expanded role has been especially felt during times of national crisis. At these times, presidents often assume additional duties to lead our country through difficulties.

4 Thus, since the earliest days of our republic, presidents have assumed roles not specifically spelled out in the Constitution. During times of national crisis, some presidents have comforted or consoled our nation. When fear has gripped our nation, various presidents have confidently led us back into a relative sense of normalness. Although this role is not described in the Constitution, many presidents understand that the American people expect them to fill it during certain times. These presidents have shown that personal qualities of determination, resilience, compassion, and resolve are just as important as political tact and technical knowledge. We as a nation should embrace these personal traits in our leaders and encourage them as we elect presidents. Showing strong character during times of crisis or pain represents a key quality that every president who leads our nation must possess.

5 Our thirty-sixth president, Lyndon Baines Johnson, understood the unwritten duties of those who occupy the highest office in the land. Article II of the Constitution describes the responsibilities of the chief executive, outlining how the president is to serve as commander in chief of the armed forces, chief executive of all the government agencies and employees, and head of state to represent our nation abroad. Yet, in his March 5, 1965, address to a joint session of Congress, Johnson articulated other things that presidents should—and should not—do. His speech, titled "We Shall Overcome," included the following:

> This is the richest and the most powerful country which ever occupied this globe. The might of past empires is little compared to ours. But I do not want to be the president who built empires, or sought grandeur, or extended dominion.
>
> I want to be the president who educated young children to the wonders of their world.
>
> I want to be the president who helped to feed the hungry and to prepare them to be tax payers instead of tax eaters.
>
> I want to be the president who helped the poor to find their own way and who protected the right of every citizen to vote in every election.

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GO ON

I want to be the president who helped to end hatred among his fellow men and who promoted love among the people of all races and all regions and all parties.

I want to be the president who helped to end war among the brothers of this Earth.

6 Like some presidents before him and a few after, Johnson saw beyond the black and white of what is merely required in the Constitution and forged new presidential roles and responsibilities. He envisioned his role as president as both a leader and as someone who set the national example of what it means to be an American. Through his words in his speech, Johnson articulated American ideals and morals. Johnson led us through significant changes including the events surrounding the passage of the Civil Rights Act of 1964. Johnson understood well the role and responsibility of a president.

7 Another president, Ronald Reagan, showed our country a particular kind of leadership as well during a time of sadness and national despair. On January 28, 1986, Reagan demonstrated what it means to lead when he spoke to the nation about the tragedy of the space shuttle *Challenger* explosion. He spoke of a crew that was dedicated to its mission and to the advancement of science. He positioned those people carefully in their historical context, noting that their death came on the same day that centuries earlier, Sir Francis Drake died aboard his ship. His words still vibrate even decades later:

> There's a coincidence today. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and a historian later said, "He lived by the sea, died on it, and was buried in it." Well, today we can say of the *Challenger* crew: Their dedication was, like Drake's, complete.
>
> The crew of the space shuttle *Challenger* honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for the journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."

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GO ON

8 In speaking about the astronauts, Reagan served as leader and chief mourner during a national tragedy. He moved beyond merely chief executive and commander in chief; he spoke for a nation that suffered a tragedy and helped us move toward a healing that we needed to overcome the disaster. Reagan helped redefine how we expect our presidents to respond during national tragedies, and because of his efforts, we look more to our presidents to help us make sense of national disasters.

9 One role that presidents should take is that of challenging us to make our country (and by proxy, ourselves) better. That role was clearly articulated by John F. Kennedy in his inaugural speech on January 20, 1961. During that speech, Kennedy said the following:

> In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.
>
> And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

10 His last sentence became a famous line that many people remember about Kennedy. This idea challenged listeners to embrace the ideals of public service and civic action and not to depend simply on the government to solve all their problems. Through challenges like this, Kennedy expanded how we think about our presidents and their role as leader.

11 Our presidents should serve as more than leaders of our military and chief executives of our government; they should serve as figureheads and models from which we can all see the ideals and morals of our country. Presidents must take the initiative and lead us when times are good, but more importantly when times are bad. We look not for monarchs in our elected leaders; rather, we look to our presidents to help us illuminate or imagine a future in ways that we could not see before. We should seek presidents with qualities like Johnson, Reagan, and Kennedy—those willing to go above and beyond the responsibilities outlined in the Constitution to better serve all Americans.

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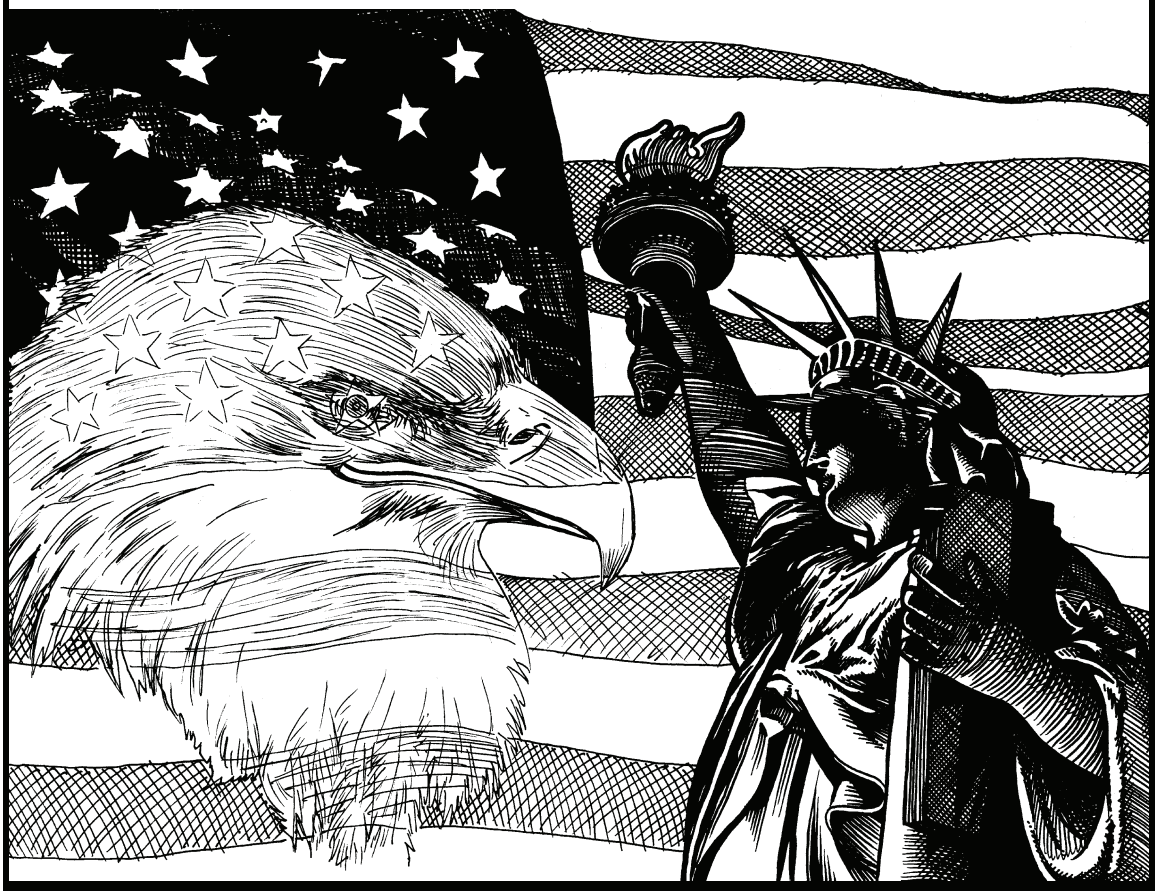
This Election Day, Don't Forget to Get Out and Vote!



Every year, millions of eligible voters in the United States choose to let their voices go unheard.

Democracy depends on citizen participation in order to thrive. Be sure to make it to your local polling place to cast your vote for freedom!

Contact your local election board to find your polling place or to learn how to register to vote.

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GO ON

1 Read this sentence from paragraph 2.

> *The Founding Fathers, weary of the tyranny they had just overthrown, clearly did not want one branch to become omnipotent.*

The word *omnipotent* comes from Latin. This word means —

Ⓐ having any power.

Ⓑ having too little power.

Ⓒ having unlimited skill.

Ⓓ having unlimited power.

---

2 How do the text of the article and the images in the ad function in similar ways?

Ⓐ Both persuade the audience through the emotional use of patriotism.

Ⓑ Both mainly use scientific logic to persuade readers.

Ⓒ Both describe the history of elections in the United States.

Ⓓ Both reveal important information about their authors.

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GO ON

3 The excerpt of Ronald Reagan's speech uses an allusion to a past event. This strategy is meant to —

Ⓐ compare explorers from the United States to explorers from England.

Ⓑ illustrate how the *Challenger* astronauts were more successful than explorers in the past.

Ⓒ help his audience better understand major events that occurred in American history.

Ⓓ show that the *Challenger* astronauts should be honored as great explorers.

---

4 Based on the information in the selection, the reader can infer that —

Ⓐ many late-twentieth-century presidents assumed expanded roles for their office.

Ⓑ the Constitution requires presidents to comfort the nation during national crises.

Ⓒ many space shuttle missions ended in disaster during the 1980s.

Ⓓ Lyndon Johnson was president during a time of peace and tranquility.

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5 Read the following sentence from President John F. Kennedy's inaugural speech.

> *And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.*

This sentence is an example of an antimetabole, a rhetorical device in which the speaker reverses the order of repeated words. Antimetabole is used to place added emphasis on the final part of the statement. Which of the following is also an example of antimetabole?

Ⓐ "This nation, for all its hopes and boasts, will not be fully free until its citizens are free." — John F. Kennedy, 1963

Ⓑ "Forgive your enemies, but never forget their names."
— John F. Kennedy, quoted in 1984 by Ed Koch

Ⓒ "Mankind must put an end to war, or war will put an end to mankind."
— John F. Kennedy, 1961

Ⓓ "A man may die, nations may rise and fall, but an idea lives on."
— John F. Kennedy, 1962

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GO ON

6 Read this quotation from paragraph 6.

> *Like some presidents before him and a few after, Johnson saw beyond the black and white of what is merely required in the Constitution and forged new presidential roles and responsibilities.*

Record your answer in the space provided.

The word *forged* suggests what Johnson did took a great amount of ___(1)___.

1 _____

---

7 What of these best describes the author's tone?

Select **TWO** correct answers.

- ◯ Comic
- ◯ Bitter
- ◯ Journalistic
- ◯ Professional
- ◯ Callous

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8 Read "Presidential Executive Duties: Moving Beyond What Presidents Are Required to Do." Based on the information in the selection, write a response to the following:

Explain the main purpose of this selection, and describe how the author achieves that purpose.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Record your response in the box provided.

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GO ON

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

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USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

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Written Composition

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GO ON

Written Composition

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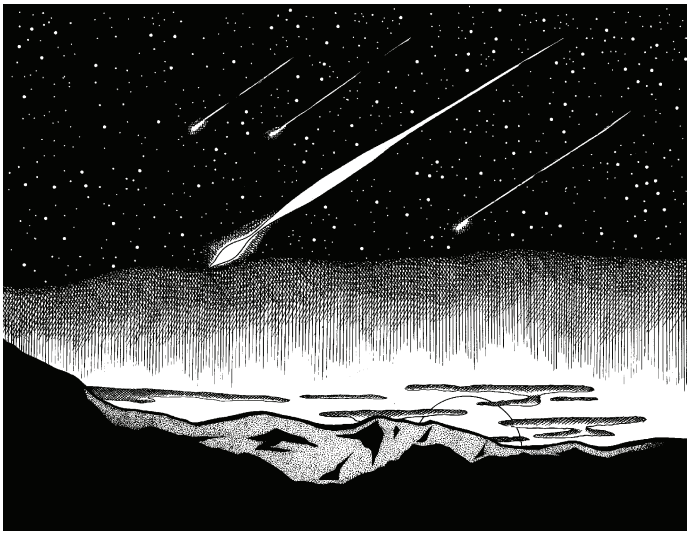
GO ON

Samson is writing a paper in response to an astronomy class assignment. Read Samson's paper, and look for revisions he needs to make. Then answer the questions that follow.



Some Rocky Relationships with Our Earthly Neighbors

(1) On February 15, 2013, a massive asteroid 150 feet wide—nearly one half of a football field—passed within 17,200 miles of Earth. (2) This may not sound close, but it is actually ten times closer to Earth than the orbit of the moon; indeed, it is closer to us than many human-made communication satellites orbiting our planet. (3) That same day, in an unrelated event, a large meteor entered the atmosphere above Chelyabinsk, Russia, exploding several miles above the ground. (4) This explosion released a massive shockwave that damaged over 7,000 buildings, injuring about 1,500 people. (5) These two events were dramatic reminders that our planet experiences close encounters from space objects all the time. (6) Learning about space objects, such as asteroids, comets, and meteors, can help us better understand the solar system and our own planet.

(7) The term *asteroid* typically refers to a metallic, carbon-rich, or rocky object in the inner solar system. (8) Like planets and comets, asteroids orbit the sun. (9) However, their size, composition, and orbital patterns distinguish them from these other space bodies. (10) Of the millions of asteroids, most are found orbiting in a belt between Mars and Jupiter. (11) Not all asteroids are in the asteroid belt, though. (12) Some are found very close to Earth; these are called near-Earth asteroids. (13) Many near-Earth asteroids have orbits that intersect with Earth's orbit. (14) Many scientists believe that asteroids were formed around the same time as the planets, so studying these bodies can teach us about the formation of our own planet. (15) Exploring asteroids can

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GO ON

also help us better understand how asteroid impacts have affected our planet in the past and how they may affect it in the future.

(16) The most distinguishing feature of a comet is its long tail, or coma, which flairs out as the comet gets closer to the sun. (17) The coma is made of streaming gases, ice, and dust. (18) These materials are blown by the solar wind as the comet approaches the sun. (19) Most comets are invisible to the unaided eye, but occasionally a comet will fly very close to Earth, and then it appears as a dramatic object in the nighttime—or even daytime—sky.

(20) Leaving a bright trail of light in its wake, everyone oohs and aahs when a shooting star streaks across the sky. (21) However, those "shooting stars" are not really stars at all. (22) Rather, they are meteors. (23) Meteors are small asteroids or pieces of a comet's tail that burn up as they enter Earth's atmosphere. (24) These space objects travel fast on their way to Earth's surface and consequently generate a tremendous amount of friction against the atmosphere surrounding our planet. (25) Friction results in heat, and the intense heat generated is enough to completely destroy most meteors, leaving only the familiar streak of light across the sky. (26) However, sometimes meteors are so large that they do not burn up completely. (27) When this happens, they strike the surface of Earth, often with a tremendous impact. (28) Meteors that have hit Earth are called meteorites.

(29) Near-Earth space objects can be beautiful to behold, but they can also cause catastrophic collisions. (30) About 50 million years ago, a meteor over 50 meters across struck what is today Arizona with a force equal to ten million tons, more force than some nuclear bombs. (31) That site is nothing compared to the Vredefort Crater in South Africa, where a meteor over 3 miles in diameter struck more than 2 billion years ago, creating a crater over 300 miles wide. (32) Some scientists believe that a similarly large meteor strike led to the extinction of the dinosaurs. (33) Learning about these types of things is very interesting.

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GO ON

9 Samson wants to add a sentence to support the idea expressed in the second paragraph (sentences 7 through 15). Which of the following could best follow sentence 12 and strengthen this paragraph?

Ⓐ Spacecraft have explored several asteroids so that scientists can learn more about their composition.

Ⓑ Some extremely large asteroids are known as minor planets, dwarf planets, or planetoids.

Ⓒ Scientists have identified almost 9,000 near-Earth asteroids, ranging in size from 1 meter to 32 kilometers in diameter.

Ⓓ Asteroids range in size from a grain of sand to massive boulders 590 miles in diameter.

---

10 The word *Exploring* does not effectively convey Samson's meaning in sentence 15. Which of the following would be the best replacement for ***Exploring***?

Ⓐ Studying

Ⓑ Visiting

Ⓒ Traveling over

Ⓓ Revealing

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11 Samson wants to improve the transition between the second paragraph (sentences 7 through 15) and the third paragraph (sentences 16 through 19). Which sentence could best precede sentence 16 and help improve this transition?

Ⓐ A comet, a ball of dust and ice, is another type of an orbiting space object.

Ⓑ Many people have heard of Halley's comet, but it is only one of many impressive comets in the solar system.

Ⓒ A wayward asteroid that enters Earth's atmosphere becomes a meteor.

Ⓓ In ancient times, comets were often seen as sinister omens.

---

12 Samson wants to combine the ideas in sentences 17 and 18. In the box provided, write a new sentence that combines these ideas in a clear and effective way.

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GO ON

13 What is the best way to revise sentence 20?

Ⓐ Everyone oohs and aahs when a shooting star streaks across the sky, leaving a bright trail of light in its wake.

Ⓑ Everyone, leaving a bright trail of light in its wake, oohs and aahs when a shooting star streaks across the sky.

Ⓒ Everyone oohs and, leaving a bright trail of light in its wake, aahs when a shooting star streaks across the sky.

Ⓓ Leaving a bright trail of light in its wake when a shooting star streaks across the sky, everyone oohs and aahs.

---

14 Samson wants to strengthen the closing of his paper by revising sentence 33 so that it better summarizes the paper's main idea. In the box provided, write a new sentence that would help bring this paper to a more effective conclusion.

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GO ON

Ernie is writing a paper about a natural phenomenon he has always wanted to see in person. Read Ernie's paper, and look for corrections he needs to make. Then answer the questions that follow.

The Aurora Polaris: Glowing up a Storm

(1) From time to time, nature puts on a spectacular exhibition of light that surpasses even the most impressive fireworks show. (2) Called the "aurora polaris" this event produces lights that resemble immense glowing curtains, patches, arcs, and clouds. (3) Like a fireworks show, the aurora polaris delights those lucky enough to see it. (4) However, to witness this event, one must usually travel to one of the planet's two polar regions, the lights are typically visible only at the top or bottom of the globe. (5) In the Northern Hemisphere, we call these lights the "aurora borealis"; in the Southern Hemisphere, they are called the "aurora australis." (6) Regardless of what they are called, there is an amazing story behind these stunning lights, one that involves solar wind, geomagnetic storms, and offline cell phones.

(7) The aurora polaris is the result of a complex series of events that begin more than 93 million miles away on the surface of the sun. (8) The sun is a giant thermonuclear reactor where violent explosions sometimes occur as atoms are fused together. (9) Exploding gases on the sun's surface, called "coronal mass ejections," start the process that culminates with the aurora polaris. (10) These random explosions send gases spewing out from the sun toward the planets in the solar system. (11) Occasionally, a pulse of fast-moving gas particles resulting from a coronal mass ejection strike Earth. (12) Researchers call these pulsing gases "solar wind." (13) As any good weather forecaster can tell you, when the winds blow, storms often follow.

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GO ON

(14) The lights of the aurora polaris are generated when solar wind pounds into the strong magnetic field that surrounds Earth, causing a "geomagnetic storm." (15) This powerful collision causes a chain reaction in our atmosphere. (16) Specifically, it causes oxygen and nitrogen atoms in our atmosphere to become electrically charged. (17) Once charged, they glow with different colored lights: the aurora polaris. (18) Low-altitude oxygen glows greenish yellow; high-altitude oxygen, red; and nitrogen, blue or purplish. (19) Since the atmospheric particles are constantly moving, the aurora polaris appear to change shape as well. (20) Furthermore because Earth's magnetic poles are situated near its geographic poles, the lights are most apparent in these regions. (21) The result of this complex interaction is the multicolored dancing lights familiar to viewers in the far northern and southern latitudes.

(22) The aurora polaris is not the only effect of a geomagnetic storm, though. (23) During such an event, many other effects are felt on Earth. (24) For example, during a geomagnetic storm, communications devices that rely on the atmosphere to transmit signals can be disrupted. (25) Those include radios and cell phones. (26) In the past, even telegraph transmissions were disrupted by these storms. (27) Also, electrical transformers can be harmed, causing widespread damage to entire electrical grids, which results in power outages. (28) Satellites can be damaged, resulting in problems with gps devices. (29) Geomagnetic storms can wreak havoc on certain animals' navigating as well. (30) Scientists think that some animals use Earth's magnetism to navigate while traveling long distances, and these storms impair that ability. (31) While most of these effects are temporary and relatively minor, scientists warn that a major geomagnetic storm might cause more serious problems.

(32) The aurora polaris is beautiful and tranquil, yet it has violent origins in explosions and forceful collisions. (33) Furthermore, it can co-occur with major problems like power outages and communications failures. (34) It reminds us that our life on Earth is constantly affected by forces beyond our control. (35) The spectacular dancing lights we know as the aurora polaris are only one effect of many complex processes.

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GO ON

15 Ernie has made an error in sentence 2. Select the response that corrects this error.

Called the "aurora

Ⓐ	polaris" this event produced
Ⓑ	polaris," this event produces
Ⓒ	polaris this event produces
Ⓓ	polaris" this event produses

lights that resemble immense glowing curtains, patches, arcs, and clouds.

---

16 What is the correct way to write sentence 4?

Ⓐ However, to witness this event, one must usually travel to one of the planet's two polar regions, the lights are typically visible only. At the top or bottom of the globe.

Ⓑ However, to witness this event. One must usually travel to one of the planet's two polar regions, the lights are typically visible only at the top or bottom of the globe.

Ⓒ However, to witness this event, one must usually travel to one of the planet's two polar regions. The lights are typically visible only at the top or bottom of the globe.

Ⓓ The sentence is written correctly in the paper.

---

17 What change, if any, should be made in sentence 9?

Ⓐ Change ***gases*** to **gass**

Ⓑ Change ***sun's*** to **suns'**

Ⓒ Delete the comma after ***surface***

Ⓓ No change should be made.

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18 Ernie has made an error in sentence 11. Select the response that corrects this error.

Occasionally, a pulse of fast-moving gas particles resulting from a

Ⓐ coronal mass ejection, strike
Ⓑ Coronal Mass ejection strike
Ⓒ coronal mass ejecsion strike
Ⓓ coronal mass ejection strikes

Earth.

---

19 What change, if any, needs to be made in sentence 20?

Ⓐ Add a comma after ***Furthermore***

Ⓑ Change ***magnetic poles*** to **Magnetic Poles**

Ⓒ Change ***apparent*** to **apperent**

Ⓓ No change is needed.

---

20 What change, if any, should be made in sentence 28?

Ⓐ Change ***Satellites*** to **Sattelites**

Ⓑ Add a comma after ***resulting***

Ⓒ Change ***gps*** to **GPS**

Ⓓ No change should be made in sentence 28.

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STAAR CONNECTION™
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English I Reading Language Arts (RLA)
Answer Key

Assessment 1

1 **D** having unlimited power.

2 **A** Both persuade the audience through the emotional use of patriotism.

3 **D** show that the *Challenger* astronauts should be honored as great explorers.

4 **A** many late-twentieth-century presidents assumed expanded roles for their office.

5 **C** "Mankind must put an end to war, or war will put an end to mankind." — John F. Kennedy, 1961

6 effort

7 ✓ Journalistic
✓ Professional

8 A correct response could involve a student providing an extended response explaining that the author most likely wrote the article to persuade readers to expect certain leadership traits from their presidents. Rather than simply informing readers about presidential duties, the author encourages Americans to look for leaders who demonstrate strength, compassion, resilience, and the ability to unify the country in difficult times. The author organizes the selection by first explaining the limited powers given to presidents in the Constitution and then showing how great presidents have moved beyond those basic duties. The author uses examples such as Lyndon B. Johnson, who wanted to be remembered not for expanding power but for fighting poverty and injustice. Johnson's words show the type of character the author believes Americans should admire. The author also describes how Ronald Reagan comforted the nation after the *Challenger* disaster, helping people process grief and loss. Finally, the author includes John F. Kennedy's call for public service to demonstrate how presidents can inspire citizens to act. By highlighting these examples, the author persuades readers that personal qualities—such as courage, empathy, and moral vision—are just as important as the president's official powers.

9 **C** Scientists have identified almost 9,000 near-Earth asteroids, ranging in size from 1 meter to 32 kilometers in diameter.

10 **A** Studying

11 **A** A comet, a ball of dust and ice, is another type of an orbiting space object.

12 A correct response could be similar to the following: The coma is made of streaming gases, ice, and dust that are blown by the solar wind as the comet approaches the sun.

13 **A** Everyone oohs and aahs when a shooting star streaks across the sky, leaving a bright trail of light in its wake.

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14 A correct response could be similar to the following: Learning about these celestial neighbors can explain forces that have affected Earth in the past and ones that will affect it in the future.

15 **B** polaris," this event produces

16 **C** However, to witness this event, one must usually travel to one of the planet's two polar regions. The lights are typically visible only at the top or bottom of the globe.

17 **D** No change should be made.

18 **D** coronal mass ejection strikes

19 **A** Add a comma after ***Furthermore***

20 **C** Change ***gps*** to **GPS**

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STAAR CONNECTION™
English I Reading Language Arts (RLA)
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 high school social studies, science, health, and/or art TEKS.

Assessment 1						
Question Number	**Item Type**	**Answer**	**Strand**	**Reporting Category**	**TEKS**	**Readiness or Supporting**
1	Multiple Choice	D	1	1	2B	Readiness
2	Multiple Choice	A	2	1	4H	Readiness
3	Multiple Choice	D	5	1	8E	Supporting
4	Multiple Choice	A	2	1	4F	Readiness
5	Multiple Choice	C	5	1	8G	Supporting
6	Text Entry	see text key	1	1	2B	Readiness
7	Multiselect	see text key	5	1	8F	Readiness
8	Extended Constructed Response	see text key	5 6	1 2	8B 10B	Supporting Readiness
9	Multiple Choice	C	6	2	9Bii	Readiness
10	Multiple Choice	A	6	2	9C	Readiness
11	Multiple Choice	A	6	2	9C	Readiness
12	Short Constructed Response	see text key	6	2	9C	Readiness
13	Multiple Choice	A	6	2	9C	Readiness
14	Short Constructed Response	see text key	6	2	9Bi	Readiness
15	Inline Choice	B	6	2	9Dv	Supporting
16	Multiple Choice	C	6	2	9Di	Readiness
17	Multiple Choice	D	6	2	9D	Supporting
18	Inline Choice	D	6	2	9Dii	Supporting
19	Multiple Choice	A	6	2	9Dv	Supporting
20	Multiple Choice	C	6	2	9Div	Supporting

Cross-Curricular Alignments	
Astronomy TEKS	9D
Earth and Space Science TEKS	9D
United States Government TEKS	7B

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