

# STAAR CONNECTION™

## Diagnostic Series™

Reading  
**4**  
teacher  
v2



**KAMICO®**  
Instructional Media, Inc.

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Reading  
**4**  
teacher

## Diagnostic Series™

XXIX/i/MMXXII  
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 *STAAR CONNECTION 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 4 Reading**  
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**State of Texas Assessments of Academic Readiness**  
**Grade 4 Reading Assessment**  
**Texas Essential Knowledge and Skills**

**Strand 1**

- (3) **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 meaning, syllabication, and pronunciation;
  - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - (C) determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*;
  - (D) identify, use, and explain the meaning of homophones such as *reign/rain*.

**Strand 2**

- (6) **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.

### Strand 3

- (7) **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 to support an appropriate response;
  - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

### Strand 4

- (8) **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) infer basic themes supported by text evidence;
  - (B) explain the interactions of the characters and the changes they undergo;
  - (C) analyze plot elements, including the rising action, climax, falling action, and resolution.
- (9) **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 distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
  - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
  - (C) explain structure in drama such as character tags, acts, scenes, and stage directions;

- (D) recognize characteristics and structures of informational text, including
  - (i) the central idea with supporting evidence;
  - (ii) features such as pronunciation guides and diagrams to support understanding;
  - (iii) organizational patterns such as compare and contrast;
- (E) recognize characteristics and structures of argumentative text by
  - (i) identifying the claim;
  - (ii) explaining how the author has used facts for an argument;
  - (iii) identifying the intended audience or reader;
- (F) recognize characteristics of multimodal and digital texts.

## **Strand 5**

- (10) **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) explain 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 imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
  - (E) identify and understand the use of literary devices, including first- or third-person point of view;
  - (F) discuss how the author's use of language contributes to voice.

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

### The Circular House

When I was a child,  
my friends lived in square houses  
topped with triangular roofs that sloped  
toward the ground and pointed toward the sky.

5 My neighborhood was filled with bungalows of this kind.

They stood on their lots, those square houses I mean, looking down  
on everything different—like me. We had the only circular house around.  
To my parents, our house was a magical castle tower or a glowing column  
of light falling from the full moon, but to me, it was an old can of spinach,  
10 a stack of spare tires. How I wished with all my might for a square house  
topped with a triangular roof that sloped toward the ground and pointed toward  
the sky! My mother and father tried to remind me what good reasons they'd had  
for building our home. It was my mother's idea, or so father always said,  
to build a circular house of red brick and stone. It would be easier to find our way  
15 back, she insisted. All the cookie-cutter houses were content to be the same,  
look-alikes needing the glow of a porch light every night to serve as a signal and  
guide for all those away. My mother wished to make it so easy for us to return  
every evening without ever once thinking we were in the wrong place. Our home  
was round and welcomed us back with a smiling face, and in time, I understood.  
20 Since then, the world has been kind to me and my own, to people I've loved  
and people I've known, to my parents at home in the old circular house,  
and to those I now wake from their beds every morning. The two little ones  
greet me like beautiful flowers in the morning sunlight. They beg me to let  
them stay under their sheets at least until the treats are served at  
25 the breakfast table. How am I able to resist their charms, my wife  
wonders as she takes my arm and whisks me away on a  
whirlwind tour of the kitchen, the study, the garage,  
and the den before we find ourselves staring again  
out the window of our own circular house,  
30 to which I will return day after day. More  
than a house, it is a home, and  
in a home I will stay.



- 1 Why does the speaker compare the house to an *old can of spinach, a stack of spare tires* in lines 9 and 10?
- A to tell readers that the house was not very clean
  - B to explain that the house was very fragile
  - C to show that the speaker did not like the way the house looked
  - D to point out that the house was too small for people to live inside it
- 2 Read this sentence from lines 15 through 17.

*All the cookie-cutter houses were content to be the same, look-alikes needing the glow of a porch light every night to serve as a signal and guide for all those away.*

Which words from these lines help the reader know what cookie-cutter means?

- F *same, look-alikes*
- G *houses, needing*
- H *All, night*
- J *glow, porch light*

- 3 Read this sentence from lines 10 through 12.

*How I wished with all my might for a square house topped with a triangular roof that sloped toward the ground and pointed toward the sky!*

What does the word might mean in this sentence?

- A the power or ability to do something
  - B a very small object, person, or animal
  - C a tiny animal with eight legs similar to spiders and ticks
  - D a small coin or amount of money
- 4 Why is the poem written so that the lines form a circle?
- F to explain how the speaker feels about his family
  - G to show that the ends of the lines rhyme
  - H to make the reader think about the subject of the poem
  - J to make the poem easier to read
- 5 What is the theme of this reading selection?
- A An idea can be a good one no matter who thinks of it.
  - B Parents do not feel the same about things as their children do.
  - C Sometimes being different is a very good thing.
  - D It is hard to find your way home if the porch light is not lit.

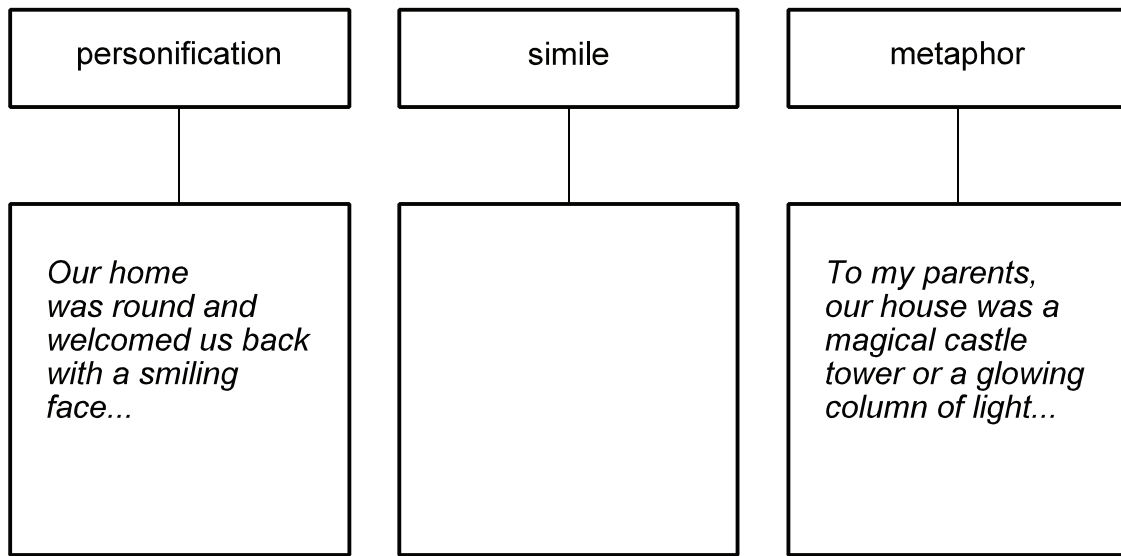
- 6 What is the major change that occurs in this poem?
- F After the speaker got lost on his way home, his mother started leaving the porch light on for him.
  - G When the speaker's parents realized how their son felt about their circular house, they chose to sell it.
  - H When the speaker had children of his own, he decided to raise them in a normal rectangular house.
  - J As the speaker got older, he learned to appreciate the value of living in a unique house.
- 7 Line 5 reads, *My neighborhood was filled with bungalows of this kind.* Look at the dictionary definition for the word bungalow.

**bun • ga • low** \ 'bəng-gə-lō\ *noun* a house with one story and a low roof [1676; from Hindi *banglā*, meaning a Bengal-style *house*]

Which of these is a syllable in the word bungalow?

- A *banglā*
- B noun
- C bəng-gə-ō
- D low

8 Look at the diagram. It shows examples of figurative language in the poem.



Which of the following belongs in the blank?

- F *My mother and father tried to remind me what good reasons they'd had for building our home.*
- G *The two little ones greet me like beautiful flowers in the morning sunlight.*
- H *They beg me to let them stay under their sheets . . .*
- J *When I was a child, my friends lived in square houses topped with triangular roofs that sloped toward the ground and pointed toward the sky.*

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



**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 4 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 4 social studies, science, health, and/or art TEKS.

<b>Assessment 7</b>			
<b>Question Number</b>	<b>Answer</b>	<b>Strand</b>	<b>TEKS</b>
1	C	4	9B
2	F	1	3B
3	A	1	3D
4	H	5	10B
5	C	4	8A
6	J	4	8B
7	D	1	3A
8	G	4	9B