

STAAR CONNECTION™

Developmental Series™

Writing
4
teacher
v2



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Writing
4
teacher

Developmental Series™

VI/xi/MMXX
XIII/xi/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 *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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Grade 4 Writing

Texas Essential Knowledge and Skills

WRITTEN COMPOSITION SECTION

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;
 - (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.
- (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.

Written Composition Activities (Activities all fall under multiple TEKS.)	TE	SE
Activity 1 (prewriting) – Prewriting Questions	17	7
Activity 2 (prewriting) – Visual Brainstorming	20	10
Activity 3 (prewriting) – Clusters	23	11
Activity 4 (prewriting) – Neighborhooding	26	14
Activity 5 (prewriting) – Freewriting	30	16
Activity 6 (prewriting) – Visualization	32	17
Activity 7 (prewriting) – Writing Journals	35	19

	TE	SE
Activity 8 (prewriting) – Considering Concepts	38	21
Activity 9 (prewriting) – Concept Spin	44	
Activity 10 (prewriting) – Journalists' Questions	46	31
Activity 11 (prewriting) – Pentads and Cubes	49	34
Activity 12 (prewriting) – Tagmemics	52	41
Activity 13 (prewriting) – Semantic Feature Analysis	55	43
Activity 14 (prewriting) – Time Lines and Flowcharts	58	44
Activity 15 (prewriting) – Trees and Outlines	62	50
Activity 16 (prewriting) – Comparing and Contrasting	65	54
Activity 17 (prewriting) – Text Structure	69	60
Activity 18 (prewriting) – A Likely Story	74	70
Activity (drafting) – Writing Drafts	77	74
Activity (editing) – Marked for Success	80	75
Written Composition Assessments		
Assessment 1	86	79
Assessment 2	87	80
Assessment 3	88	81
Assessment 4	89	82
Assessment 5	90	83
Assessment 6	91	84
Assessment 7	92	85
Assessment 8	93	86
Assessment 9	94	87
Assessment 10	95	88
Assessment 11	96	89
Assessment 12	97	90
Assessment 13	98	91
Assessment 14	99	92
Assessment 15	100	93

REVISION SECTION

Strand 6

TE SE

(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;		
	Activity (introductions) —		
	Proper Introduction	101	95
	Activity (transitions and conclusions) —		
	Building Bridges	103	100
(ii)	developing an engaging idea with relevant details; and		
	Activity (topic sentence) —		
	Mapping It Out	110	107
	Activity 1 (relevant details) —		
	Clean Sweep	113	115
	Activity 2 (relevant details) —		
	It's a Completion!	125	119
(C)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		
	Activity (revise for sentence structure) —		
	Compound Combos	127	122
	Activity (revise for organization) —		
	Orbiting Organization	129	125
	Activity 1 (revise for word choice) —		
	Wordy Crossword	132	130
	Activity 2 (revise for word choice) —		
	Sentence Mix-Up	134	133
	Activity 3 (revise for word choice) —		
	Which Who Is What?	136	134
	Activity 4 (revise for word choice) —		
	Whom Are You Talking To?	139	141

	TE	SE
Revising Assessments		
Assessment 1	148	144
Assessment 2	152	148
Assessment 3	156	152
Assessment 4	160	156
Assessment 5	164	160
Assessment 6	168	164
Assessment 7	172	168
Assessment 8	176	172
Assessment 9	180	176
Assessment 10	184	180
Assessment 11	188	184
Assessment 12	192	188
Assessment 13	196	192
Assessment 14	200	196
Assessment 15	204	200

EDITING SECTION

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; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables;		
Activity 1 — Spelling Relays	207	
Activity 2 — See It, Say It, Spell It, Write It . .	209	203
(ii) spelling homophones;		
Activity 1 — Spelling Relays	207	
Activity 2 — See It, Say It, Spell It, Write It . .	209	203
(iii) spelling multisyllabic words with multiple sound-spelling patterns;		
Activity 1 — Spelling Relays	207	
Activity 2 — See It, Say It, Spell It, Write It . .	209	203

	TE	SE
(iv) spelling words using advanced knowledge of syllable division patterns;		
Activity 1 — Spelling Relays	207	
Activity 2 — See It, Say It, Spell It, Write It . .	209	203
(v) spelling words using knowledge of prefixes; and		
Activity 1 — Spelling Relays	207	
Activity 2 — See It, Say It, Spell It, Write It . .	209	203
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants.		
Activity 1 — Spelling Relays	207	
Activity 2 — See It, Say It, Spell It, Write It . .	209	203
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;		
Activity — Transition Recognition	218	209
(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;		
Activity 1 — Weed 'Em Out!	224	222
Activity 2 — Make-a-Sentence	250	230
Activity — What's the Matter Here?	252	233
(ii) past tense of irregular verbs;		
Activity — What's the Matter Here?	252	233
(iii) singular, plural, common, and proper nouns;		
Activity — What's the Matter Here?	252	233

	TE	SE
(iv) adjectives, including their comparative and superlative forms; Activity — What's the Matter Here?	252	233
(v) adverbs that convey frequency and adverbs that convey degree; Activity — What's the Matter Here?	252	233
(vi) prepositions and prepositional phrases; Activity — Preposition Prowess	277	240
(vii) pronouns, including reflexive; Activity — What's the Matter Here?	252	233
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences; Activity — Seven Fanboys	279	241
(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; Activity 1 — Three-in-a-Row Activity 2 — Up and Down Activity 3 — Capitalization Toss	283 296 315	248 275
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and Activity 1 — Punctuation Chain Activity 2 — Beanbag Punctuation	319 328	278
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. Activity 1 — Spelling Relays Activity 2 — See It, Say It, Spell It, Write It . .	207 209	203

	TE	SE
Editing Assessments		
Assessment 1	331	279
Assessment 2	335	283
Assessment 3	339	287
Assessment 4	343	291
Assessment 5	347	295
Assessment 6	351	299
Assessment 7	355	303
Assessment 8	359	307
Assessment 9	363	311
Assessment 10	367	315
Assessment 11	371	319
Assessment 12	375	323
Assessment 13	379	327
Assessment 14	383	331
Assessment 15	387	335
Expository Writing Rubric	13	
Answer Key	391	
Student Bubble Answer Sheet		339
Bubble Answer Key	398	
KAMICO® Product Information	401	

REVISING
TEKS 6/11Bii

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

ACTIVITY
(topic sentence)
Mapping It Out

Materials

Mapping It Out paragraph cards (student edition)

Mapping It Out topic sentence cards (student edition)

Scissors for each student or pair

Glue for each student or pair

Procedure

Remind students that, in most writing, the paragraph is one of the basic units of meaning. A paragraph consists of a group of sentences about one—and only one—main idea. This idea is often expressed in a topic sentence. The sentences in a paragraph are not equally important; if they were, the textual unit would be just a collection of unrelated ideas, not a paragraph. Rather, a paragraph is developed around one main idea, the most important idea in the paragraph, and is in turn supported by details such as examples, reasons, definitions, and explanations. Many times, a topic sentence is found at the beginning of the paragraph. Other times, it is found elsewhere in the paragraph, or the main idea is implied.

Discuss with students the importance of a paragraph's main idea. Explain how a topic sentence is like a compass on a map: it tells the reader where the paragraph is "going." By understanding the topic sentence, the reader can better understand the details in the paragraph and the purpose of the reading selection as a whole.

Students turn to the *Mapping It Out* paragraph cards and *Mapping It Out* topic sentence cards in their student editions. Students cut out the topic sentence cards and spread them out faceup. Students can work independently or with a partner.

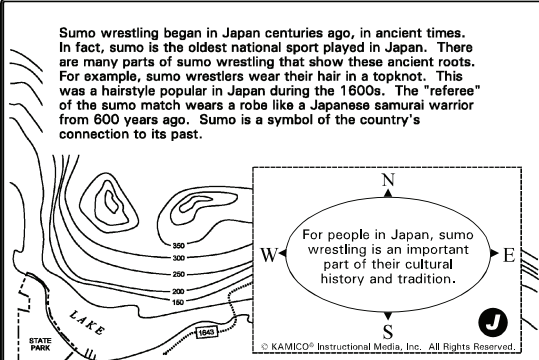
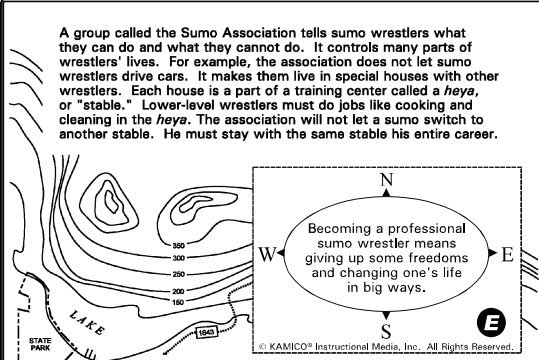
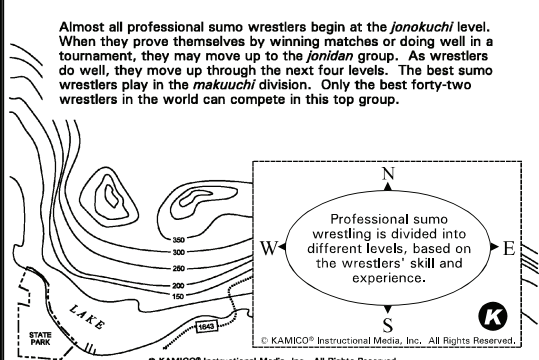
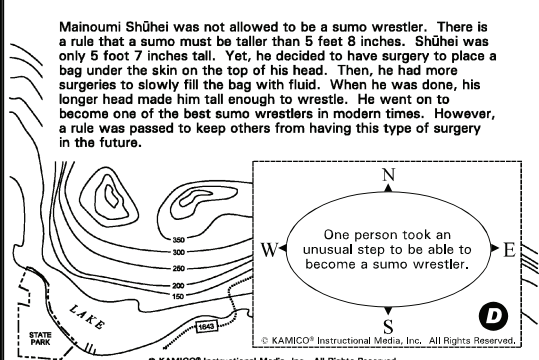
To begin, each student reads the first paragraph card. (S)He then determines which topic sentence card best states the main idea of the paragraph. (S)He indicates a match by gluing the left side of the topic sentence card in the lower right-hand corner of the paragraph card. Next, (s)he repeats this process with the next paragraph card. If desired, inform students that not all topic sentence cards will be used.

When all students have finished making matches, read each paragraph as a class. Discuss the correct answers as a class, allowing students to explain why they are the best choices. Ask students to volunteer to explain why some of their incorrect choices were wrong.

Enrichment

Students group the cards into two sets, those that cover sumo wrestling and those that cover geckos. They try to come up with a topic sentence to express the main idea of all the cards in each group. Discuss their responses as a class. Then students revisit each group of cards, adding additional paragraphs (i.e., topic sentences and details) and concluding sentences (to existing paragraphs) to create a more cohesive essay from the cards in each group. In creating these essays, students may wish to take the topic sentence cards that were not used in the activity and create paragraphs for them with supporting details.

Activity Components Provided in Student Edition and Answer Key

Mapping It Out Paragraph Cards Revising TEKS 6/11Bii (topic sentence)	Revising TEKS 6/11Bii (topic sentence)
Sumo wrestling began in Japan centuries ago, in ancient times. In fact, sumo is the oldest national sport played in Japan. There are many parts of sumo wrestling that show these ancient roots. For example, sumo wrestlers wear their hair in a topknot. This was a hairstyle popular in Japan during the 1600s. The "referee" of the sumo match wears a robe like a Japanese samurai warrior from 600 years ago. Sumo is a symbol of the country's connection to its past.  For people in Japan, sumo wrestling is an important part of their cultural history and tradition. J © KAMICO® Instructional Media, Inc. All Rights Reserved.	A group called the Sumo Association tells sumo wrestlers what they can do and what they cannot do. It controls many parts of wrestlers' lives. For example, the association does not let sumo wrestlers drive cars. It makes them live in special houses with other wrestlers. Each house is a part of a training center called a <i>heya</i>, or "stable." Lower-level wrestlers must do jobs like cooking and cleaning in the <i>heya</i>. The association will not let a sumo switch to another stable. He must stay with the same stable his entire career.  Becoming a professional sumo wrestler means giving up some freedoms and changing one's life in big ways. E © KAMICO® Instructional Media, Inc. All Rights Reserved.
Almost all professional sumo wrestlers begin at the <i>jonokuchi</i> level. When they prove themselves by winning matches or doing well in a tournament, they may move up to the <i>jonidan</i> group. As wrestlers do well, they move up through the next four levels. The best sumo wrestlers play in the <i>makuuchi</i> division. Only the best forty-two wrestlers in the world can compete in this top group.  Professional sumo wrestling is divided into different levels, based on the wrestlers' skill and experience. K © KAMICO® Instructional Media, Inc. All Rights Reserved.	Mainoumi Shūhei was not allowed to be a sumo wrestler. There is a rule that a sumo must be taller than 5 feet 8 inches. Shūhei was only 5 foot 7 inches tall. Yet, he decided to have surgery to place a bag under the skin on the top of his head. Then, he had more surgeries to slowly fill the bag with fluid. When he was done, his longer head made him tall enough to wrestle. He went on to become one of the best sumo wrestlers in modern times. However, a rule was passed to keep others from having this type of surgery in the future.  One person took an unusual step to be able to become a sumo wrestler. D © KAMICO® Instructional Media, Inc. All Rights Reserved.

Revising TEKS 6/11Bii (topic sentence)

Some people once thought geckos could stick to walls because they had some sort of sticky stuff on their feet, like mucus. Other people thought that geckos could stick to walls because they had tiny suction cups on their toes. Still other people felt that geckos' sticking power had to do with the way water drops stick to each other. It turned out that none of these ideas was correct.

People once had many different ideas to explain how geckos can stick to walls.

Later, some scientists guessed geckos' ability to cling to things had to do with hairs on their feet. Geckos have millions of tiny foot hairs with even tinier, specially shaped ends. The scientists thought that the hair ends were able to get so close to a surface that the molecules, or smallest parts, of the hair ends attracted the molecules in the surface. They thought this made the gecko stick to it. To see if their guess was right, they made fake gecko foot hairs. The hairs they made worked just like real ones!

Scientists finally came up with an idea on how geckos can stick to walls, and they put this idea to the test.

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Revising TEKS 6/11Bii (topic sentence)

Scientists are making tiny hairs like those on geckos' feet. They think that small clumps of these hairs might hold objects that weigh hundreds of pounds. They are testing ways to make this work. In the future, the scientists may even find a way to make gloves and socks that allow humans to stick to things as geckos do. Maybe climbing walls will one day become an activity not just for geckos, but for humans, too.

Scientists who study geckos are excited about the inventions that could be made based on gecko foot hairs.

These little critters are not native to Texas, but they came to the United States on ships from Europe. They are very good hunters of nighttime insects, better than many native animals. Thus, they have quickly spread to many places across the state, but they prefer cities. They can often be seen near porch lights, catching moths, roaches, and other bugs.

Mediterranean house geckos have done a good job of making Texas home.

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Revising TEKS 6/11Bii (topic sentence)

Mapping It Out Topic Sentence Cards

Sumo wrestlers were once all Japanese, but today, sumo wrestlers come from many other countries.

The goal of a sumo wrestling match is for one wrestler to force the other out of a ring without touching the ground with any body part except the feet.

People once had many different ideas to explain how geckos can stick to walls.

One person took an unusual step to be able to become a sumo wrestler.

Becoming a professional sumo wrestler means giving up some freedoms and changing one's life in big ways.

Scientists who study geckos are excited about the inventions that could be made based on gecko foot hairs.

There are more species of geckos than there are of any other type of lizard in the world.

Geckos are known for making high-pitched chirps or squeaks that they use to call other geckos.

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Revising TEKS 6/11Bii (topic sentence)

Scientists finally came up with an idea on how geckos can stick to walls, and they put this idea to the test.

For people in Japan, sumo wrestling is an important part of their cultural history and tradition.

Professional sumo wrestling is divided into different levels, based on the wrestlers' skill and experience.

Mediterranean house geckos have done a good job of making Texas home.

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

Chandra wrote the following paper about a fun science experiment she saw online. Read her paper, and look for any revisions she should make. Then answer the questions that follow.



The Fabulous Elephant Toothpaste Experiment

(1) Have you ever cleaned a scraped knee with hydrogen peroxide? (2) If you have, you saw tiny bubbles form on your skin. (3) These bubbles show that a chemical reaction was taking place. (4) Do you want to do an experiment?

(5) To understand the experiment, you need to know a little about chemistry. (6) You may know that a water molecule is made of one oxygen atom and two hydrogen atoms. (7) That is why the formula for water is H_2O . (8) The H_2 stands for the two hydrogen atoms. (9) The O stands for oxygen. (10) Hydrogen peroxide is like water. (11) It has an extra oxygen atom. (12) Its symbol is H_2O_2 . (13) It is easy to separate the extra oxygen atom to make water and oxygen gas.

(14) To make elephant toothpaste, you will need a few things. (15) Gather hydrogen peroxide, warm water, and dry yeast. (16) You also need dish soap, safety glasses, and an empty soda bottle. (17) A strong hydrogen peroxide solution works better than the kind you find in a drug store.

(18) First, put on your glasses. (19) Then pour about a cup of hydrogen peroxide into the bottle. (20) Add a few drops of dish soap. (21) On the other hand, mix four tablespoons of warm water with one tablespoon of dry yeast. (22) The yeast is called the "catalyst." (23) Pour the yeast into the bottle with the hydrogen peroxide. (24) Then stand back. (25) You will see a fountain of suds gush from the bottle. (26) It looks like what an elephant might use to brush its tusks!

(27) In this experiment, the yeast reacts with the hydrogen peroxide. (28) It turns the H_2O_2 into water and releases oxygen gas. (29) The oxygen gets trapped in the soap. (30) That is what has filled the bubbles. (31) This same thing happens when you put hydrogen peroxide on a cut, only the germs on your cut work as the catalyst.

- 1 Chandra wants to strengthen the focus of her paper. Which of the following is the **BEST** replacement for sentence 4?
- A If you like learning about science, you should think about getting a job as a scientist one day.
 - B There are always all sorts of chemical reactions going on in the world.
 - C You can do a fun experiment called "elephant toothpaste" to learn more about this neat reaction.
 - D A bubble is a thin sphere of liquid that contains a gas.
-
- 2 What is the **BEST** way to combine sentences 10 and 11?
- F Hydrogen peroxide is like water, but it has an extra oxygen atom.
 - G Hydrogen peroxide is like water because it has an extra oxygen atom.
 - H Either hydrogen peroxide is like water, or it has an extra oxygen atom.
 - J Whenever hydrogen peroxide is like water, it has an extra oxygen atom.
-
- 3 Chandra would like to add a topic sentence to the beginning of the fourth paragraph (sentences 18-26) to introduce the ideas in this paragraph. Which of the following would be the **BEST** sentence to add just before sentence 18?
- A It is very important to protect your eyes when working with chemicals.
 - B Once you have all your supplies, you are ready to begin.
 - C Dry yeast can often be found in the baking goods aisle of a grocery store.
 - D Science is all around us, which is why I love it so much.

- 4 Chandra needs to use a more appropriate transition at the beginning of sentence 21. Which of the following should replace ***On the other hand***?

F For example

G Next

H Yet

J In fact

- 5 Which sentence should Chandra add to the end of her paper to bring it to a better close?

A The next experiment I am going to do is called "Make Your Own Frozen Slime."

B This is a fun and exciting experiment to better understand how chemical reactions work.

C When you are done, be sure to clean up the mess you made so your parents do not get upset.

D If you get a really bad cut or scrape, you should go to the doctor instead of treating it yourself.

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

