

# STAAR CONNECTION™

## Diagnostic Series™

Writing  
**2**  
teacher  
v4



**KAMICO®**  
Instructional Media, Inc.

# STAAR CONNECTION™

Writing  
**2**  
teacher

## Diagnostic Series™

XXIX/i/MMXXII  
Version 4



**KAMICO®**

Instructional Media, Inc.

© 2020–2022 KAMICO® Instructional Media, Inc. ("KAMICO®"). All Rights Reserved. No part of these materials may be reproduced, stored in a retrieval system, distributed, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from KAMICO® Instructional Media, Inc., with the limited exceptions found below.

**Reproduction of these materials for use by an individual teacher solely in his or her classroom and not for sale or any other use is permissible. REPRODUCTION OF THESE MATERIALS FOR ANY OTHER USE (INCLUDING WITHIN ANY GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM) IS STRICTLY PROHIBITED.**

KAMICO® Instructional Media, Inc.

P.O. Box 1143

Salado, Texas 76571

Telephone: 254.947.7283 Fax: 254.947.7284

E-mail: [kmichael@kamico.com](mailto:kmichael@kamico.com) Website: <https://www.kamico.com>

**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.

---

© 2020–2022 KAMICO® Instructional Media, Inc. ("KAMICO®"). **All Rights Reserved.** No part of these materials may be reproduced, stored in a retrieval system, distributed, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from KAMICO® Instructional Media, Inc., with the limited exceptions found below.

**Reproduction of these materials for use by an individual teacher solely in his or her classroom and not for sale or any other use is permissible. REPRODUCTION OF THESE MATERIALS FOR ANY OTHER USE (INCLUDING WITHIN ANY GRADE LEVEL, SCHOOL, OR SCHOOL SYSTEM) IS STRICTLY PROHIBITED.**

KAMICO® Instructional Media, Inc.  
P.O. Box 1143  
Salado, Texas 76571  
Telephone: 254.947.7283 Fax: 254.947.7284  
E-mail: kmichael@kamico.com Website: <https://www.kamico.com>

**KAMICO® Instructional Media, Inc.**  
**STAAR CONNECTION™**  
**Diagnostic Series™**  
**Grade 2 Writing**  
**Table of Contents**

Texas Essential Knowledge and Skills . . . . .	7
Assessment 1 . . . . .	9
Assessment 2 . . . . .	18
Assessment 3 . . . . .	27
Assessment 4 . . . . .	35
Assessment 5 . . . . .	44
Assessment 6 . . . . .	53
Assessment 7 . . . . .	62
Assessment 8 . . . . .	71
Assessment 9 . . . . .	80
Assessment 10 . . . . .	89
Assessment 11 . . . . .	98
Assessment 12 . . . . .	107
Assessment 13 . . . . .	116
Assessment 14 . . . . .	125
Assessment 15 . . . . .	133
Expository Writing Rubric . . . . .	141
Answer Key . . . . .	145
TEKS Writing Alignment Chart and Cross-Curricular Alignments (Social Studies, Science, and Health) . . . . .	150
Student Progress Chart . . . . .	158
Strategies for Reducing Your Students' Test Anxiety . . . . .	159
KAMICO® Product Information . . . . .	160

**State of Texas Assessment of Academic Readiness  
Grade 2 Writing Assessment  
Texas Essential Knowledge and Skills**

**Strand 1**

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to

(C) demonstrate and apply spelling knowledge by

- (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; *VCe* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables;
- (ii) spelling words with silent letters such as *knife* and *gnat*;
- (iii) spelling compound words, contractions, and common abbreviations;
- (iv) spelling multisyllabic words with multiple sound-spelling patterns;
- (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
- (vi) spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*;

**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

- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;

- (B) develop drafts into a focused piece of writing by
  - (i) organizing with structure; and
  - (ii) developing an idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) edit drafts using standard English conventions, including
  - (i) complete sentences with subject-verb agreement;
  - (ii) past, present, and future verb tense;
  - (iii) singular, plural, common, and proper nouns;
  - (iv) adjectives, including articles;
  - (v) adverbs that convey time and adverbs that convey place;
  - (vi) prepositions and prepositional phrases;
  - (vii) pronouns, including subjective, objective, and possessive cases;
  - (viii) coordinating conjunctions to form compound subjects and predicates;
  - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;
  - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
  - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to
  - (B) compose informational texts, including procedural texts and reports.



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

**Read the selection. Choose the best answer to each question.**

*Esme wrote about strange foods. Read Esme's paper. Think about how it should be revised. Then answer the questions that follow.*



### **Enjoy Your Meal**

(1) What is your favorite food? (2) Do you like pizza? (3) Do you prefer hamburgers? (4) Maybe tacos are your favorite. (5) In the United States, these foods are common. (6) Yet, in some countries, people eat different things. (7) Their foods seem strange to us. (8) Some of their foods seem gross or odd. (9) In some countries, people eat soup made from birds' nests. (10) In some countries they eat guinea pigs. (11) In some countries they even eat bugs.

(12) Bird's nest soup is thought to be a tasty treat in China.

(13) This soup is made with the help of birds called swifts. (14) The swifts make nests from their saliva. (15) Saliva is a liquid that is made in the birds' mouths. (16) When the birds spit the saliva out, the saliva gets hard. (17) The birds use the saliva to make nests. (18) People take the nests. (19) People soak them in water. (20) The nests get soft. (21) Then they are ready to eat.

(22) In Peru, people enjoy eating cuy. (23) Cuy is another name for guinea pig. (24) Guinea pigs are rodents, like mice and rats, which are rodents. (25) They look like plump hamsters. (26) In the United States, people keep them as pets. (27) In Peru, they are food. (28) People in Peru have been eating cuy for hundreds of years. (29) The Inca people in Peru once ate cuy as part of special ceremonies. (30) Now, anyone can order cuy off a menu in places in Peru. (31) The guinea pigs are usually fried or roasted and served with vegetables. (32) It is a very healthy meal.

(33) In many places around the world, people eat bugs. (34) For example, in parts of Mexico, people eat *chapulines*, or grasshoppers. (35) People in Thailand eat scorpions. (36) In all, scientists have



learned that over 1,400 types of bugs have been eaten by people all over the world.

(37) Many foods seem strange to us. (38) Yet, in other parts of the world, bird's nest soup, cuy, or bugs are as normal as pizza and hamburgers are to us. (39) Maybe some day you will get a chance to try some of these strange foods. (40) You might even find they are not too gross or odd after all.

---

1 What is the **BEST** way to combine sentences 19 and 20?

- A People soak them in water, and the nests get soft.
- B People and nests soak them in water and get soft.
- C People, nests, and water soak them and get soft.
- D People soak the nests in water, and the people get soft.

- 2 Esme thinks sentence 24 is too wordy. What is the **BEST** way to change this sentence?
- F Guinea pigs are like mice, rats, and rodents, which are rodents.
  - G Guinea pigs, like rodents, are mice and rats.
  - H Guinea pigs, mice, and rats are rodents, and they are like mice and rats, which are rodents.
  - J Guinea pigs are rodents, like mice and rats.
- 3 Esme wants to add the sentence below to her paper.

*In Colombia, people eat fried spiders.*

Where is the **BEST** place to add this sentence?

- A after sentence 11
- B after sentence 22
- C after sentence 27
- D after sentence 35

**Read the selection. Choose the best answer to each question.**

*Juana wrote this paper about germs. She would like you to read her paper and look for any edits she needs to make. When you finish reading, answer the questions that follow.*

### **Watch Out for the Mighty, Tiny Germ**

(1) Germs are tiny living things. (2) They are too small to see.

(3) Yet, these little things can cause big problems. (4) when germs get inside your body, they can make you sick. (5) It is important to keep germs from getting in your body. (6) Also, when you are sick, it is important to keep your germs from making others ill.

(7) Germs can make you sick in many ways. (8) When a germ gets in you body, it starts to do bad things. (9) Once inside you, germs make more germs. (10) These germs can cause a cold.

(11) They can cause the flu. (12) They can cause a cough. (13) Being sick with germs often means that you have to go to the doctor.

(14) It is important to try to keep germs out of your body.

(15) One of the best ways to keep germs from getting in your body is to wasch your hands. (16) Rub your hands for twenty seconds with soap and warm water this gets rid of germs on your hands. (17) That way, germs do not get in your mouth when you eat. (18) They do not

get in your nose when you wipe your nose. (19) Also, never eat food that someone else has started eating. (20) Never drink out of a cup that a friend has already used unless you clean it first.

(21) There are things you can do to keep from spreading germs.

(22) If you are sick, do not go to school. (23) Stay home until your doctor or parents tell you to go back to school. (24) Also, if you need to cough or sneeze, do it into the bend of your arm. (25) This keeps germs that fly out of your mouth and nose from getting in the air.

(26) Do not share food or drinks with your friends.

(27) Little germs can cause big problems if they make you sick.

(28) That is why you should try to keep germs out of your body.

(29) You should also try to keep germs from making your friends ill.

(30) Following these tips can help you be safe.

---

4 What change should be made to sentence 4?

F change *when* to **When**

G change *they* to **them**

H change *you* to **yoo**

J change the period after *sick* to a question mark

5 What change, if any, should be made to sentence 8?

- A change **gets** to **get**
- B change **you** to **your**
- C add a comma after **it**
- D make no change

6 What change, if any, should be made to sentence 15?

- F change **best ways** to **Best Ways**
- G add a period after **in**
- H change **wasch** to **wash**
- J make no change

7 How should Juana change sentence 16?

- A Rub your hands for twenty seconds with soap and warm water this gets rid. Of germs on your hands.
- B Rub your hands for twenty seconds with soap and warm water. This gets rid of germs on your hands.
- C Your hands for twenty seconds with soap and warm water. Gets rid of germs on your hands.
- D Sentence 16 does not need to be changed.

8 What change, if any, should be made to sentence 27?

F change *Little* to **Litle**

G add a comma after *germs*

H change *they* to **them**

J make no change



**READ** the information in the box.

An old Chinese saying says, "Teachers open the door, but you must walk through it yourself."

**THINK** about how teachers help people every day.

**WRITE** about why teachers are important in the lives of students.

Be sure to —

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

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



**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 2 Writing**  
**TEKS Writing Alignment Chart and Cross-Curricular Alignments**

KAMICO® supports cross-curricular teaching strategies and encourages efforts to apply, transfer, and integrate knowledge across multiple content areas. Therefore, each assessment in this writing book reinforces at least one Grade 2 social studies, science, or health TEKS. The following tables show which TEKS are reinforced within this book.

<b>Assessment 9</b>			
<b>Question Number</b>	<b>Answer</b>	<b>Strand</b>	<b>TEKS</b>
1	A	6	11C
2	J	6	11C
3	D	6	11Bii
4	F	6	11Dix
5	B	6	11Dvii
6	H	6	11Dxi
7	B	6	11Di
8	J	1 6	2C 11D
<b>Cross-Curricular Alignments</b>			
	<b>Health TEKS</b>		
Editing Section	1B, 4A, 4B, 4D		