STAAR CONNECTION™

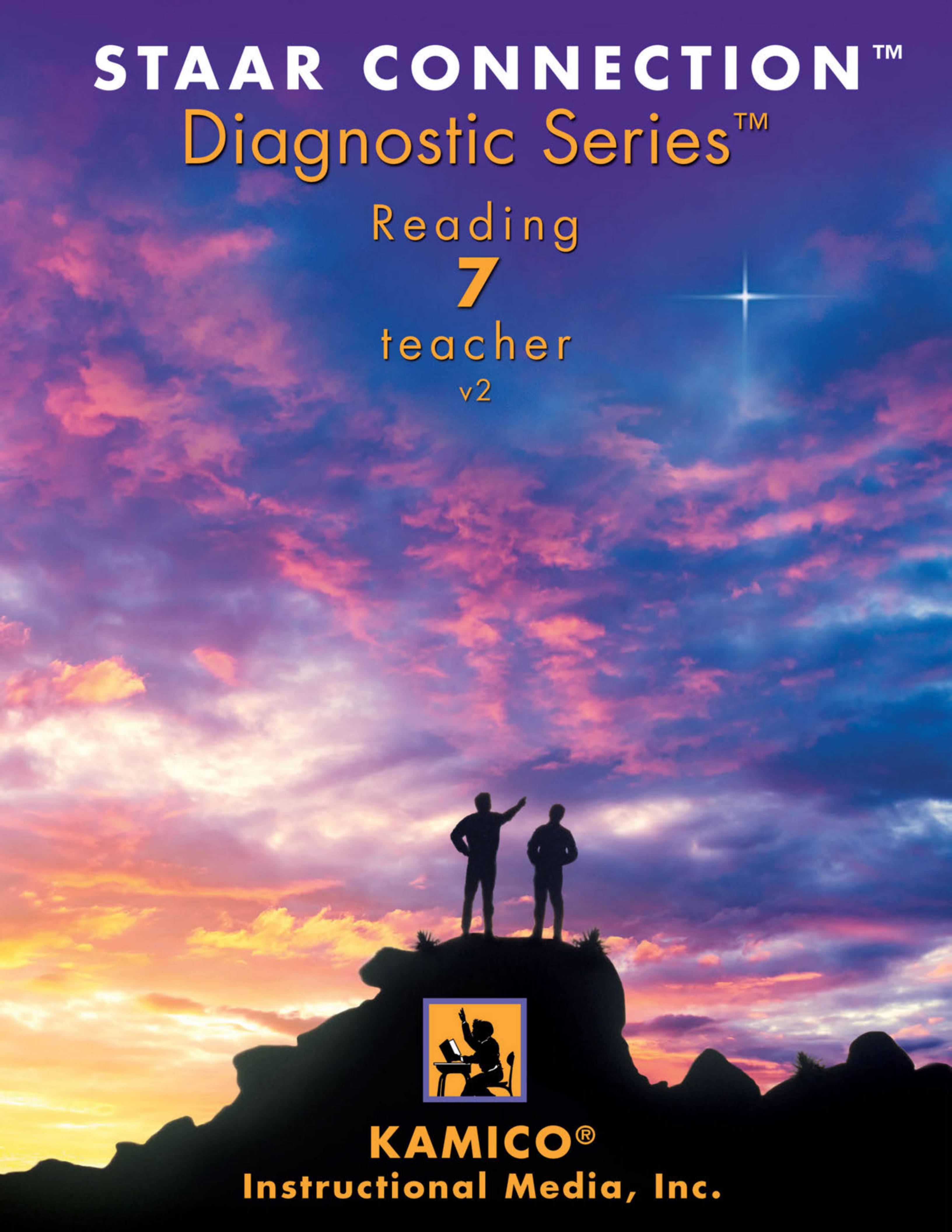
Diagnostic Series™

Reading

7

teacher

v2



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Reading
7
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 7 Reading
Table of Contents

State of Texas Assessments of Academic Readiness
Grade 7 Reading Assessment
Texas Essential Knowledge and Skills

Strand 1

(2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to

(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

(B) use context such as contrast or cause and effect to clarify the meaning of words; and

(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *omni*, *log/logue*, *gen*, *vid/vis*, *phil*, *luc*, and *sens/sent*.

Strand 2

(5) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas; and

(H) synthesize information to create new understanding.

Strand 3

(6) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to

(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;

(C) use text evidence to support an appropriate response; and

(D) paraphrase and summarize texts in ways that maintain meaning and logical order.

Strand 4

(7) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to

(A) infer multiple themes within and across texts using text evidence;

(B) analyze how characters' qualities influence events and resolution of the conflict;

(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and

(D) analyze how the setting influences character and plot development.

(8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to

(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;

(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;

(C) analyze how playwrights develop characters through dialogue and staging;

(D) analyze characteristics and structural elements of informational text, including

(i) the controlling idea or thesis with supporting evidence;

(iii) organizational patterns that support multiple topics, categories, and subcategories;

(E) analyze characteristics and structures of argumentative text by

(i) identifying the claim;

(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and

(iii) identifying the intended audience or reader; and

(F) analyze characteristics of multimodal and digital texts.

Strand 5

(9) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to

(A) explain the author's purpose and message within a text;

(B) analyze how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;

(E) identify the use of literary devices, including subjective and objective point of view;

(F) analyze how the author's use of language contributes to mood, voice, and tone; and

(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.

Name ______________________________ Date ________________

Explore Your World **Unit 6: Physical Science**

Investigation #4: Vacuums, Vacuums Everywhere

Background

1 When you hear the word *vacuum*, you probably picture a household appliance with powerful suction used to clean carpets, but in its scientific sense, the word *vacuum* means something entirely different. When scientists refer to a vacuum, they mean space that contains no matter.

2 Vacuums are either complete or partial. A complete vacuum contains no air or other matter at all. A partial vacuum is space that is mostly free of air and has a pressure much lower than the air pressure of the space that surrounds it.

3 While complete vacuums are extremely rare, occurring only in outer space, partial vacuums are relatively commonplace. They can be found all around us and, in fact, within us. For example, each time a person inhales, a partial vacuum forms in the lungs. This allows air to be drawn in. Have you ever used a drinking straw? If so, you have made a partial vacuum. A partial vacuum is what forces liquids up a drinking straw when a person sucks on the straw. The grocery store is filled with partial vacuums. When most food is exposed to air at room temperature, it spoils. Partial vacuums are used in sealed cans and jars to keep foods that would normally require refrigeration safe to eat, even when stored at room temperature. Partial vacuums not only make our lives easier, they make our lives possible.

Did You Know . . .

. . . that the inside of a thermos bottle consists of two walls with a partial vacuum in between them? The vacuum keeps heat or cold from escaping your drink because heat cannot travel in a vacuum.

? ? ? ? ?

Inquiry

4 The following experiments will allow you to investigate various properties of vacuums and how matter reacts in the presence of vacuums. Even though each experiment is followed by an explanation, try to formulate your own explanation for what occurs in each experiment before reading the explanation provided.

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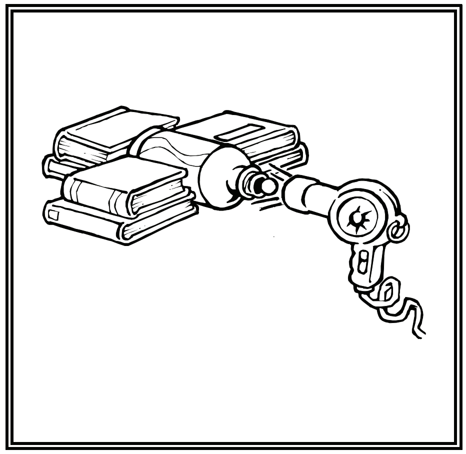
Experiment 1

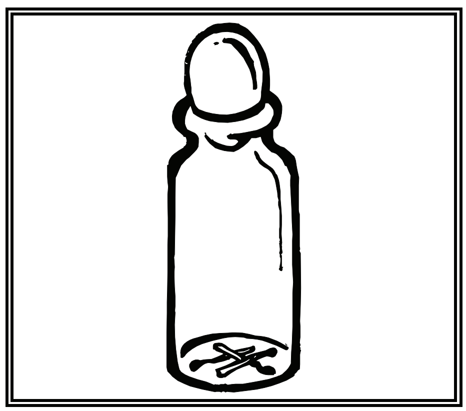


5 Lay an empty two-liter plastic soda bottle on its side, and position books on either side of the bottle and behind it so it will not move. Using crumpled paper, make a ball small enough to fit easily through the mouth of the plastic bottle. Point a hair dryer set to its highest fan speed at the mouth of the plastic bottle, and try to blow the ball into the bottle. Are you able to, and—if not—what is the reason for this?

Explanation

6 You cannot blow the crumpled paper ball into the plastic bottle because the airstream from the hair dryer is increasing the air pressure inside the bottle so that it is higher than the air pressure outside the bottle. The bottle is so full of air that there is no room for anything else, not even the small ball of crumpled paper.

Experiment 2



7 This experiment must be done under the supervision of an adult. Boil an egg, and peel it. Find a glass bottle with a neck just smaller than the boiled egg. Drop three lit wooden matches into the bottle, and wait for them to go out. Quickly put the egg on the bottle neck, small end down. What happens to the egg?

Explanation

8 The heat from the matches makes the air in the bottle expand, and some of it escapes. When you block the bottle neck with the egg, you seal the bottle. As the air inside the bottle cools and contracts and no additional air is allowed to enter, the air pressure inside the bottle falls, and the higher pressure outside the bottle forces the egg inside the bottle.

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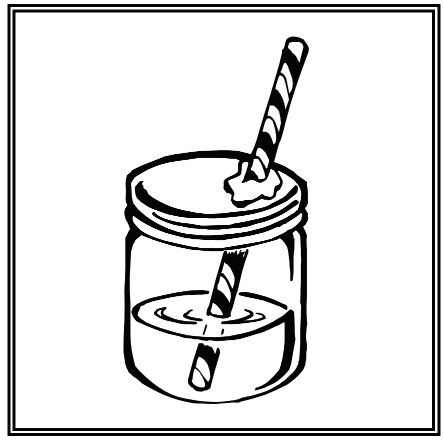
GO ON

Experiment 3



9 First, chew a piece of chewing gum, and keep it in your mouth. Find a small jar with a metal lid, remove the lid, fill the jar about three-fourths full with water, and put the lid on the jar. Use something sharp to puncture the lid with a hole just large enough to admit a drinking straw. Next, put the straw through the hole and into the water. Carefully seal up any opening around the straw with the gum, and suck on the straw. Can you suck any water out of the jar? How do you explain what happens?

Explanation

10 You cannot suck any water out of the jar because the lid and the chewing gum are keeping the air from applying constant pressure on the water; without the weight of the air, the liquid cannot be forced up the straw.

? ? ? ? ? ? ? ? ? ? ? ? ?

Experiment 4

11 Fill an empty milk jug with water, and then, over a sink, quickly turn the milk jug straight upside down. Observe the water pouring from the jug. Next, fill the empty milk jug again, but this time, empty the jug by simply tilting it slightly instead of turning it completely upside down. Again observe the water as it pours from the jug. What differences do you notice between the way the water poured the first time and the way it poured the second time? How do you explain these differences?

Explanation

12 The water poured more easily and steadily the second time because the first time the water was poured from the jug, escaping water took up the whole mouth of the jug, keeping air from entering it. A partial vacuum formed in the jug, so the air pressure outside it was greater than the air pressure inside, making it more difficult for the water to escape.

<u>What's Next?</u>

13 Of course, the best scientists come up with their own experiments to explore the world around them. What kinds of vacuum experiments can you think up? Can you come up with a way to show differences in air pressure? You should brainstorm for ideas and then share them with your class. Think hard, and plan your experiment thoroughly. Maybe you will stumble upon some great discovery like the other curious scientists before you! Well, what are you waiting for?

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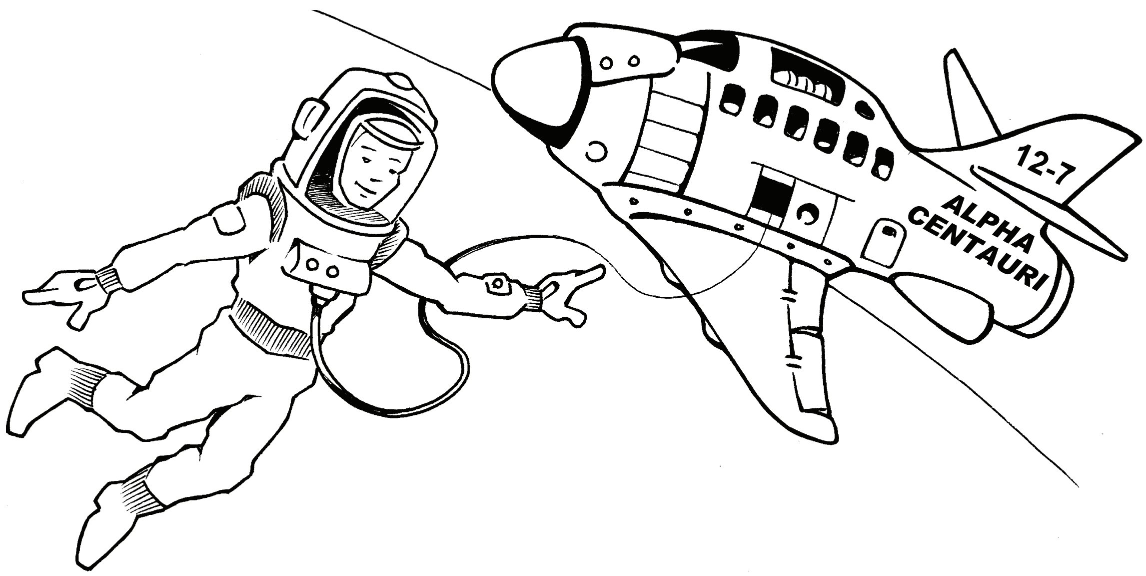
GO ON

Sky Rockets in Flight

1 As Kirsten floated in space, tethered to the space plane *Alpha Centauri* by a strong, thin polymer-compound line, she smiled at the thought of the nothingness that existed inside of a vacuum. Here she was, the first fourteen-year-old girl to float in space, hundreds of miles above Earth. She thought back to how she had ended up floating here in the vast emptiness of space.



2 Connor Dawes had immediately told everyone not to enter the rocket competition since, as he had said, he was going to win. Connor was always bragging about things like this, but he did seem to win almost everything he entered. Not this time, Kirsten thought. She could design a rocket and a launch system that would beat his.

3 The rocket competition required that contestants design and launch prototypes of real rockets from Earth. The first rocket to make it to a ten-mile boundary above Earth without exploding or veering off course would be declared the winner, and its creator would win a ride on the next space plane flight in October 2214, only four months away. The only requirement would be that contestants had to use the same propulsion system; however, they could design the rocket and the launchpad however they liked.

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Do you think you can build the next award-winning cold-fusion-propelled rocket?

Prove it!

This year, dozens of students will compete in the Race to Space. Contestants must build a cold-fusion-propelled rocket using any launching system they can design. The first rocket to reach a sensor located ten miles above Earth wins its designer a trip into space aboard the space plane *Alpha Centauri*!

It's everyone's dream to travel into space. . . .

Make your dream a *reality*!

Contest entry form deadline is 6/11/2214.
All contestants must be between the ages of fourteen and sixteen.
Look online for additional rules.

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4 Kirsten began reading to determine how to design her rocket and launchpad. She read how the first rockets were designed and launched back in the mid-twentieth century. She worked her way through the twenty-first and early twenty-second centuries, noting information about solar sails, hydrogen propulsion systems, neutronian mass biofuel experiments, and finally cold fusion as a rocket-launching system. In 2159, scientists realized they could create energy easily and cheaply through cold fusion. By passing atomic material through an antigravity and antielectrical force generator to fuse the nuclei of atoms together, massive amounts of energy could be created. For this competition, each contestant's rocket propulsion system would use cold fusion to propel his or her rocket skyward.

5 However, the key, she thought, would be the launching system. Since everyone had to use the same cold-fusion propulsion system, the difference in winning and almost winning had to do with how the rocket left the launchpad. While reading over the past few hundred years of rocket history, she stumbled upon an interesting article by a scientist named Dr. Charles K. Denier. In the year 2027, Denier had incorporated the idea of utilizing a vacuum to help propel objects quickly. Denier had written that launching an object through some sort of vacuum propelled it faster than passing it through Earth's atmosphere.

6 Bingo, Kirsten thought. If I can create a vacuum, a space without anything in it, I can launch my rocket, and it will go faster than it would with just a propulsion system. It made perfect sense, she thought. In a vacuum, the pressure would be lower, and when you opened the vacuum, the rocket would be propelled out faster.

7 She got to work. First, she designed the rocket and added the competition's standard propulsion system. She kept the design of the rocket simple, with sleek aerodynamics to help it soar through the air. The rocket was three feet tall, shaped like the *Apollo* rockets from the late twentieth century. Her biggest challenge would be creating the vacuum launch system. After reading Denier and others, she calculated that she needed a tube that was forty-two feet tall to give her enough of an edge to propel her rocket the fastest. After a month of work, she had created a polymer-plastic tube long enough for her rocket. The tube's design and materials could handle having all the air and molecules sucked out of it.

8 The day of the competition arrived, and she set up her tube. When Connor saw it, he began laughing. "What's that?" he laughed, getting the other contestants laughing as well. "Are you going to shoot your rocket into the sky like a gun?"

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9 Kirsten simply smiled and said, "I'm going to do something like that. You'll see soon enough after I win this competition."

10 The judges had rigged a sensor system ten miles above the launch area. The rocket that passed through the sensor first would win. To make the timing fair, each rocket's launch system was connected to a computer that made each rocket launch at the exact same time. Kirsten used an antimatter reverse generator to pull all the air and other molecules out of her long tube. She installed her rocket, and she was ready. The countdown came: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1—ROCKETS AWAY! All the rocket engines fired simultaneously.

11 When the top of Kirsten's vacuum tube opened, it operated exactly as she had designed it. Her rocket shot out faster than any of the others, and it reached launch velocity a full thirty-five seconds before any of the others. Hers was, far and away, the fastest, and it reached the ten-mile limit two and a half minutes faster than anyone else's rocket.

12 Everyone was amazed—even Connor. "Wow, Kirsten, that was a great launch design system. I never would have thought that a vacuum could help propel an object that fast, but it makes so much sense. Congratulations!" She had done it! She had finally beaten Connor!

13 As she floated in space thinking about her big win, she could not help but laugh at how she had come to be watching Earth from so high up. She had won because of, well, nothing. The nothingness of a vacuum had allowed her to be floating in the nothingness of space.

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Use "Vacuums, Vacuums Everywhere" to answer questions 1 through 4.

1 Which of the following words from paragraph 1 help the reader know what the word appliance means?

A *something*, *different*

B *picture*, *scientific sense*

C *household*, *clean carpets*

D *word*, *used to*

2 The main idea of paragraph 3 is that we encounter many types of partial vacuums on a regular basis. Which of the following sentences from paragraph 3 best supports this main idea?

F *This allows air to be drawn in.*

G *Have you ever used a drinking straw?*

H *When most food is exposed to air at room temperature, it spoils.*

J *The grocery store is filled with partial vacuums.*

3 How is experiment 1 similar to experiment 2?

A Both experiments involve changing the air pressure inside a bottle.

B Both experiments involve sealing the mouth of a bottle.

C Both experiments involve using air pressure to keep an object from going inside a bottle.

D Both experiments involve using a hair dryer to heat air inside a bottle.

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GO ON

4 The pictures that are found in experiments 1, 2, and 3 are meant to help readers by showing them —

F the differences between partial vacuums and complete vacuums.

G what the materials in these experiments look like before they are assembled.

H each of these experiments in progress with the materials assembled.

J step-by-step directions on how to assemble each of these experiments.

Use "Sky Rockets in Flight" to answer questions 5 through 7.

5 What is one reason Kirsten tried so hard to win the rocket competition?

A Kirsten wanted to help scientists better understand vacuums.

B Kirsten wanted to beat Connor Dawes.

C Kirsten wanted to make a good grade in class.

D Kirsten wanted to earn money by inventing a new rocket launch system.

6 When the contest ad states, "This year, dozens of students will compete in the Race to Space," it is trying to influence students to enter the contest by using —

F appeal to common practice, trying to persuade someone to do something by pointing out that the action is done by many people.

G appeal to flattery, complimenting someone in order to persuade that person to do something.

H flag waving, attempting to persuade by using powerful patriotic images.

J an appeal to tradition, claiming that things that are old or that have been done for a long time are good for that reason alone.

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7 Look at the diagram. It shows the order of certain events from the selection.

↓
Kirsten read about the history of rocket design.
↓
Kirsten figured out how to use a vacuum to speed up the launch of her rocket.
↓
Kirsten set up her rocket and launch system at the contest.

Which of the following best completes the diagram?

A Connor congratulated Kirsten for winning.

B Kirsten floated in space thinking about vacuums.

C Connor told everyone he was going to win the rocket competition.

D Kirsten's rocket reached the ten-mile mark before the others'.

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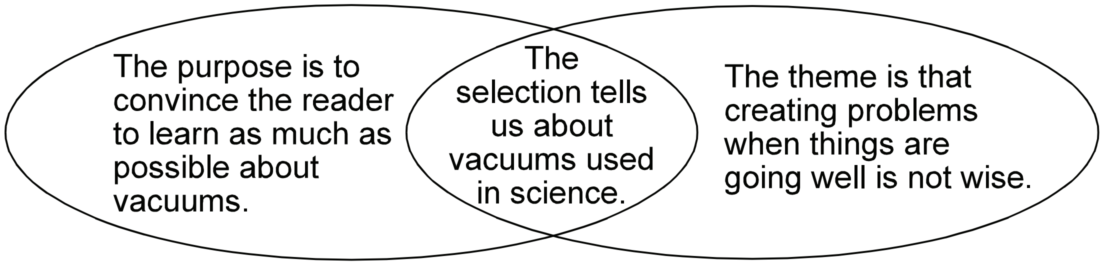
Use "Vacuums, Vacuums Everywhere" and "Sky Rockets in Flight" to answer question 8.

8 Which of the following Venn diagrams best shows the differences between these two selections?

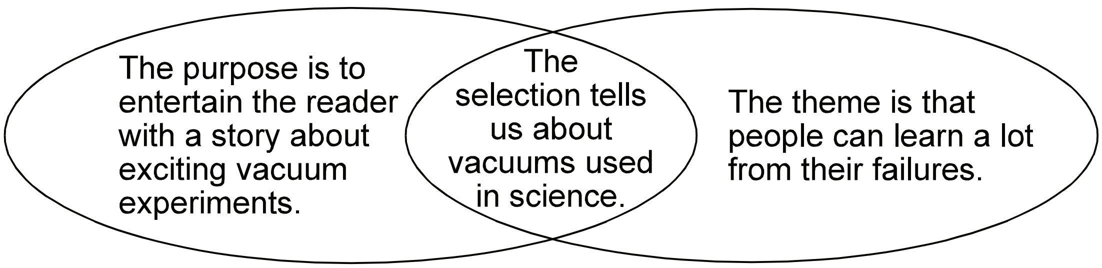
F

Vacuums, Vacuums Everywhere **Sky Rockets in Flight**



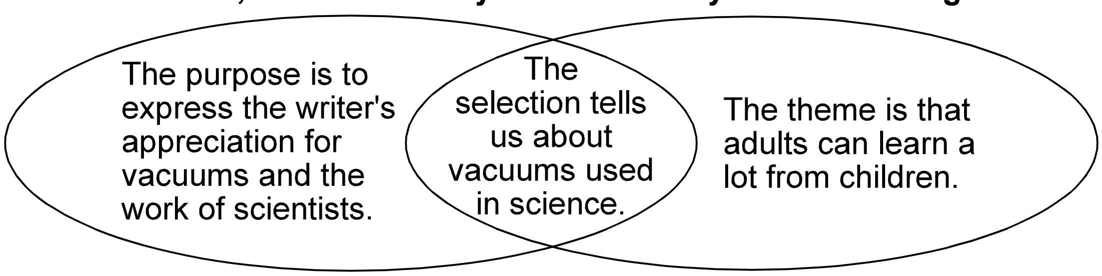
G

Vacuums, Vacuums Everywhere **Sky Rockets in Flight**



H

Vacuums, Vacuums Everywhere **Sky Rockets in Flight**



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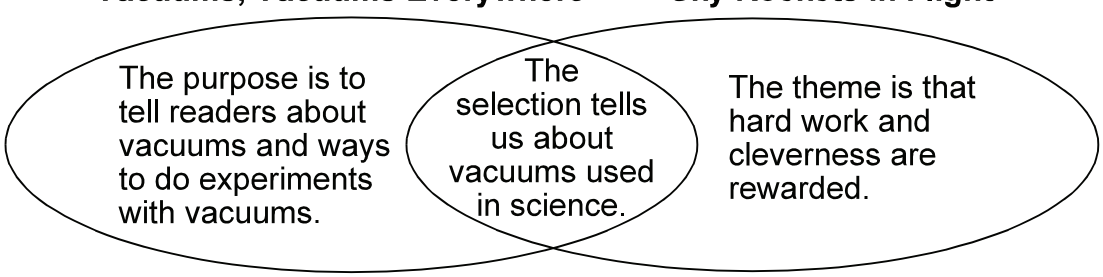
Vacuums, Vacuums Everywhere **Sky Rockets in Flight**



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

STOP

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STAAR CONNECTION™
Diagnostic Series™ Grade 7 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 7 health, music, social studies, and/or science TEKS.

Assessment 1			
Question Number	**Answer**	**Strand**	**TEKS**
1	C	1	2B
2	J	4	8Di
3	A	3	6B
4	H	5	9C
5	B	4	7B
6	F	5	9G
7	C	3	6D
8	J	2	5E

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