

STAAR CONNECTION™

Diagnostic Series™

Reading Language Arts (RLA)

4

teacher



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

Reading Language Arts (RLA) 4 teacher

Diagnostic Series™

XVI/viii/MMXXIII



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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 Language Arts (RLA)
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**State of Texas Assessments of Academic Readiness
Grade 4 Reading Language Arts (RLA) Assessment
Texas Essential Knowledge and Skills**

Genres Assessed in Reading:

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

Reporting Category 1

Reading

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

- (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; ***[Strand 1] Supporting Standard***
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; ***[Strand 1] Readiness Standard***
 - (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*; ***[Strand 1] Supporting Standard***
 - (D) identify, use, and explain the meaning of homophones such as reign/rain. ***[Strand 1] Supporting Standard***
- (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; ***[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] Readiness 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 to create new understanding. ***[Strand 2] Readiness Standard***
- (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; ***[Strand 3] Readiness Standard***
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ***[Strand 3] Readiness Standard***
- (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; ***[Strand 4] Supporting Standard***
 - (B) explain the interactions of the characters and the changes they undergo; ***[Strand 4] Readiness Standard***
 - (C) analyze plot elements, including the rising action, climax, falling action, and resolution; ***[Strand 4] Readiness Standard***
 - (D) explain the influence of the setting, including historical and cultural settings, on the plot. ***[Strand 4] Supporting Standard***

- (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; ***[Strand 4] Supporting Standard***
 - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; ***[Strand 4] Supporting Standard***
 - (C) explain structure in drama such as character tags, acts, scenes, and stage directions; ***[Strand 4] Supporting Standard***
 - (D) recognize characteristics and structures of informational text, including
 - (i) the central idea with supporting evidence; ***[Strand 4] Readiness Standard***
 - (ii) features such as pronunciation guides and diagrams to support understanding; ***[Strand 4] Supporting Standard***
 - (iii) organizational patterns such as compare and contrast; ***[Strand 4] Supporting Standard***
 - (E) recognize characteristics and structures of argumentative text by
 - (i) identifying the claim; ***[Strand 4] Readiness Standard***
 - (ii) explaining how the author has used facts for an argument; ***[Strand 4] Readiness Standard***
 - (iii) identifying the intended audience or reader; ***[Strand 4] Supporting Standard***
 - (F) recognize characteristics of multimodal and digital texts. ***[Strand 4] Important Standard Not Included in Assessed Curriculum***

- (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; ***[Strand 5] Readiness Standard***
 - (B) explain how the use of text structure contributes to the author's purpose; ***[Strand 5] Supporting Standard***
 - (C) analyze the author's use of print and graphic features to achieve specific purposes; ***[Strand 5] Supporting Standard***
 - (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; ***[Strand 5] Supporting Standard***
 - (E) identify and understand the use of literary devices, including first- or third-person point of view; ***[Strand 5] Supporting Standard***
 - (F) discuss how the author's use of language contributes to voice; ***[Strand 5] Supporting Standard***
 - (G) identify and explain the use of anecdote. ***[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.

- (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; *r*-controlled syllables; and final stable syllables; ***[Strand 1] Readiness Standard***
- (ii) spelling homophones; ***[Strand 1] Readiness Standard***
- (iii) spelling multisyllabic words with multiple sound-spelling patterns; ***[Strand 1] Supporting Standard***
- (iv) spelling words using advanced knowledge of syllable division patterns; ***[Strand 1] Supporting Standard***
- (v) spelling words using knowledge of prefixes; ***[Strand 1] Supporting Standard***
- (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants. ***[Strand 1] Readiness Standard***

- (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; ***[Strand 6] Readiness Standard***
 - (ii) developing an engaging idea with relevant details; ***[Strand 6] Readiness Standard***
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; ***[Strand 6] Readiness Standard***
 - (D) edit drafts using standard English conventions, including ***[Strand 6] Supporting Standard***
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ***[Strand 6] Readiness Standard***
 - (ii) past tense of irregular verbs; ***[Strand 6] Readiness Standard***
 - (iii) singular, plural, common, and proper nouns; ***[Strand 6] Supporting Standard***
 - (iv) adjectives, including their comparative and superlative forms; ***[Strand 6] Supporting Standard***
 - (v) adverbs that convey frequency and adverbs that convey degree; ***[Strand 6] Supporting Standard***
 - (vi) prepositions and prepositional phrases; ***[Strand 6] Supporting Standard***
 - (vii) pronouns, including reflexive; ***[Strand 6] Supporting Standard***
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; ***[Strand 6] Supporting Standard***

- (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; ***[Strand 6] Supporting Standard***
- (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; ***[Strand 6] Supporting Standard***
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. ***[Strand 6] Readiness Standard***

Written Essay

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.

- (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
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ***[Strand 3] Readiness Standard***
- (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; ***[Strand 6] Readiness Standard***
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft. ***[Strand 6] Readiness Standard***

Name _____ Date _____

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

On the Trail

- 1 **Cast:** GERTRUDE
MAXWELL, GERTRUDE's big brother
PA, their father
MR. LINCOLN
MR. CAUFIELD
- 2 **Setting:** A pioneer camp at night
- 3 *(It is 1870. MAXWELL, GERTRUDE, and their parents are traveling from North Carolina to Texas with a wagon train. MAXWELL and GERTRUDE sit around a campfire. Low bushes, rocks, and perhaps tents and a covered wagon are on stage.)*
- 4 GERTRUDE: *(looking up)* Have you ever seen so many stars?
- 5 MAXWELL: *(looking up)* Nope, there's a lot more sky here than back home.

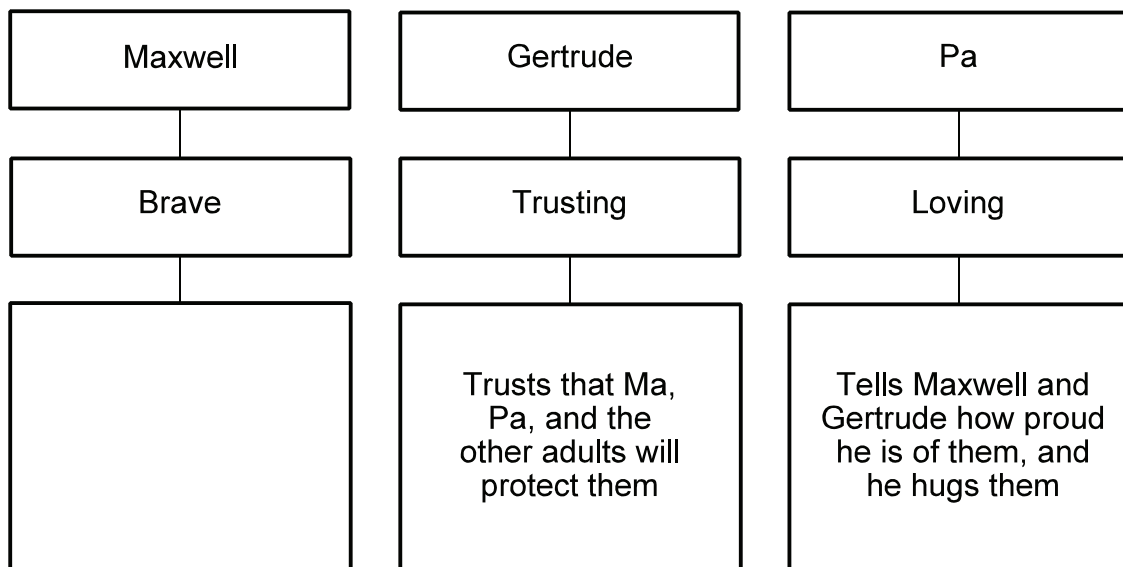
- 6 GERTRUDE: Maxwell?
- 7 MAXWELL: Yeah?
- 8 GERTRUDE: Do you miss Carolina?
- 9 MAXWELL: Sure I do. I miss swimming in the creek by our house. I even miss the way the grass smelled. Things are different here.
- 10 GERTRUDE: I miss swimming, too. (*pauses*) Maxwell?
- 11 MAXWELL: Yeah?
- 12 GERTRUDE: Do you think there'll be a creek at our new home in Texas?
- 13 MAXWELL: Well, Gertrude, even if there is, we won't have much time for swimming. As soon as we arrive, we'll have to build a church and school with the others. Then we'll have to help them build their houses and barns. They'll help us build our house and barn. We'll have to sow the seeds for our crops so we'll have food this winter. Maybe there'll be time for swimming after that's done.
- 14 GERTRUDE: I hope it's a nice creek. (*pauses a long time*) I bet it will be. Pa says Texas is grand. He says there's more land than anyone can imagine. He says the country is pretty and everybody is friendly.
- 15 MAXWELL: Yeah, I've heard Pa say those things. I'm not so sure. . . .
- 16 GERTRUDE: You mean you don't agree with Pa? Why not, Maxwell?
- 17 MAXWELL: Well, I don't doubt there's plenty of land. I'd bet it's all real pretty, too. I'm just not convinced all those folks out there are going to be as friendly as he thinks. I've heard a lot of the grownups talking about robbers and bandits. You see, there's too much land in Texas for the army and the rangers to keep an eye on. Folks can't count on them to keep everybody safe.
- 18 GERTRUDE: Hush, Maxwell. Ma, Pa, and the others won't let anything happen to us. If we all stick together and help one another, we'll be okay. I just know it.

- 19 MAXWELL: I hope you're right, Gertrude.
- 20 *(There is a loud rustling sound offstage.)*
- 21 GERTRUDE: *(frightened)* Did you hear that, Maxwell? What was it? Was it a panther? A wolf? Was it a . . . bandit?
- 22 MAXWELL: I don't rightly know, but I aim to find out.
- 23 *(Both rise and slowly walk toward the noise. GERTRUDE follows MAXWELL closely.)*
- 24 MAXWELL: Who's there? Come on out! We ain't scared.
- 25 GERTRUDE: Look there, Maxwell! *(points to behind a bush)* It's just a little calf! She must be lost. I wonder where she belongs.
- 26 MAXWELL: She's not one of ours.
- 27 GERTRUDE: Is something wrong with her?
- 28 MAXWELL: I think she's caught on something. Yep, look there. Her hoof is stuck in that gopher hole.
- 29 GERTRUDE: We have to free her.
- 30 MAXWELL: Okay, you hold her still. I'll try to get that hoof loose.
- 31 *(Both kneel down as if working to free the calf behind the bush.)*
- 32 MAXWELL: Almost . . . that's it! All right, girl, go and find your mama!
- 33 *(Both look offstage as if watching the calf trot away. PA, MR. LINCOLN, and MR. CAUFIELD enter the stage from the opposite side. They are whistling sharply and searching for something. They do not see the children.)*
- 34 GERTRUDE: Pa, over here!
- 35 *(PA and the others walk over to MAXWELL and GERTRUDE.)*
- 36 PA: What are you children doing up so late? We've got a big day tomorrow.

- 37 MR. LINCOLN: Hey little ones, one of my calves is missing. Did you happen to spot her?
- 38 MAXWELL: Is that her? (*pointing offstage*) Her hoof was stuck in a gopher hole.
- 39 GERTRUDE: We got her out.
- 40 MR. LINCOLN: (*looking offstage*) Bless you! It's dark, but that could be her all right. I'm much obliged to you children. (*tips hat and walks offstage with MR. CAUFIELD*)
- 41 PA: I'm awfully proud of you two. You helped that calf as if it were our own. It's that type of kindness and neighborliness that's going to get this group through anything that comes our way.
- 42 MAXWELL: (*to GERTRUDE*) —even the meanest, rowdiest bandits that ever wore spurs!
- 43 (*All three hug. Close curtain.*)
-

- 1** What is the main problem in the beginning of this selection?
- (A) Maxwell, Gertrude, and the other pioneers have become lost on their way to Texas.
 - (B) Maxwell and Gertrude have to work hard to build a school, a church, a home, and a barn.
 - (C) Maxwell and Gertrude have to save all of the pioneers from bandits.
 - (D) Maxwell and Gertrude miss their home, and they are unsure about their new home.

- 2 Look at the diagram. It shows characters from the play, their traits, and their behavior that shows those traits.



Which of the following belongs in the empty rectangle?

- (A) Tells Mr. Lincoln that a calf's hoof was stuck in a gopher hole
- (B) Tells his little sister that he misses many things about the home they left behind
- (C) Checks out the source of the noise even though he thinks it could be a bandit
- (D) Helps Mr. Lincoln find his missing calf

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the setting of this story?

- Ⓐ The story happens in a place the children know well.
- Ⓑ The story happens in a safe and comfortable place.
- Ⓒ The story happens during severe weather.
- Ⓓ The story happens in a strange place at night.

Part B

How is the setting of the play important to the story?

- Ⓐ The setting creates a carefree mood.
 - Ⓑ The setting creates an anxious mood.
 - Ⓒ The setting creates a hopeless mood.
 - Ⓓ The setting creates an angry mood.
-

4 What is the purpose of the character names that begin many of the lines in the selection?

- Ⓐ To make the play funny by telling what the characters are thinking
- Ⓑ To let the actors know whom they are supposed to be talking to
- Ⓒ To describe what will happen after the play is over
- Ⓓ To show which character is supposed to speak the words that follow the name

5 Which of the following is the best summary of the story?

- Ⓐ Maxwell and Gertrude sat around a campfire talking about all the things they missed about their old home in North Carolina. Both children missed swimming, and Gertrude hoped that there would be a place to swim at their new home. Maxwell reminded her that even if there were a creek, there would be plenty of work to be done before they would be able to swim in it. He pointed out that they would have to build several buildings not only for themselves, but for their neighbors and for the community as well.
- Ⓑ Maxwell, Gertrude, and their parents traveled with a wagon train bound for Texas. One night, Maxwell and Gertrude talked about how they missed their old home and what they thought Texas would be like, and Maxwell said he had heard bandits lived there. They heard a noise, and Gertrude worried it might be a bandit. They investigated, found a calf stuck in a hole, and freed it. Mr. Lincoln soon came looking for it. Maxwell and Gertrude's father was very proud of the two for helping.
- Ⓒ Maxwell explained to his sister, Gertrude, that their new home in Texas might not be as wonderful as they had been told. Although Maxwell had no doubts that there would be plenty of beautiful land, he was worried about the family's safety. He had heard stories told by some of the adults that they were traveling with that there were robbers and bandits in Texas and that there was too much land for the army and rangers to protect all the settlers.
- Ⓓ Two children sat outside talking about their lives one night. Before they were finished with their talk, they heard a noise. The two stood up and went to find out what had made the noise. Soon, they discovered what had made the sound. Later, they talked with their father.

6 Look at paragraphs 17 through 28. Which line occurs during the climax?

Select only **ONE** correct answer.

- 17 MAXWELL: Well, I don't doubt there's plenty of land. I'd bet it's all real pretty, too. I'm just not convinced all those folks out there are going to be as friendly as he thinks. I've heard a lot of the grownups talking about robbers and bandits. A You see, there's too much land in Texas for the army and the rangers to keep an eye on. Folks can't count on them to keep everybody safe.
- 18 GERTRUDE: Hush, Maxwell. B Ma, Pa, and the others won't let anything happen to us. If we all stick together and help one another, we'll be okay. I just know it.
- 19 MAXWELL: C I hope you're right, Gertrude.
- 20 *(There is a loud rustling sound offstage.)*
- 21 GERTRUDE: *(frightened)* Did you hear that, Maxwell? What was it? Was it a panther? A wolf? Was it a . . . bandit?
- 22 MAXWELL: I don't rightly know, but I aim to find out.
- 23 *(Both rise and slowly walk toward the noise. GERTRUDE follows MAXWELL closely.)*
- 24 MAXWELL: Who's there? Come on out! We ain't scared.
- 25 GERTRUDE: Look there, Maxwell! *(points to behind a bush)* It's just a little calf! She must be lost. I wonder where she belongs.
- 26 MAXWELL: She's not one of ours.
- 27 GERTRUDE: D Is something wrong with her?
- 28 MAXWELL: I think she's caught on something. Yep, look there. Her hoof is stuck in that gopher hole.

7 In paragraph 13, what does the word sow mean?

- Ⓐ To harvest
 - Ⓑ To plant
 - Ⓒ To eat
 - Ⓓ To store
-

8 Read "On the Trail." Based on the information in the selection, write a response to the following:

Describe the theme of this selection.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

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 selections
- plan your response
- write your response
- revise and edit your response

Record your response in the box provided.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE TEST BOOKLET.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE TEST BOOKLET.

Written Composition

A large rectangular box with a thick black border, containing 20 horizontal lines for writing.

Written Composition

A large rectangular box with a thick black border, containing ten horizontal lines for writing.

This space is intentionally left blank.

Nora wrote about Millie Hughes-Fulford. Read Nora's paper, and look for revisions she needs to make. Then answer the questions that follow.

A Special Pioneer

(1) I have always liked astronauts for their bravery and skill. (2) My favorite astronaut is Millie Hughes-Fulford. (3) I like her because she was born in Mineral Wells, Texas, where I was born. (4) Millie used her time as an astronaut to help people down here on Earth.

(5) She graduated high school early. (6) She went to college at the age of sixteen. (7) Millie finished her degree and went to graduate school. (8) There she earned a doctoral degree. (9) Then she began studying cancer. (10) She wrote some really awesome papers about cancer research and stuff.

(11) After joining the government space program in 1983, Millie finally went into space in June 1991. (12) During her trip, she did many medical experiments. (13) She wanted to learn about how cancer affects cells. (14) She spent nine days in space doing her research. (15) She made many important discoveries. (16) She learned a lot from her findings.

(17) When she came back from space, she moved to California. (18) There she went to work at a university. (19) She became the first civilian scientist to fly into space. (20) She still works on medical experiments about cancer and other diseases.

10 Nora wants to add a topic sentence to the beginning of the second paragraph (sentences 5 through 10). Which would be the **BEST** topic sentence for this paragraph?

- Ⓐ Cancer is a serious illness in which some of the body's cells grow faster than normal cells and hurt healthy parts of the body.
 - Ⓑ School is very important, not just for people who want to be astronauts, but for people who want other types of jobs, too.
 - Ⓒ Millie was very smart and wanted to learn about science so she could help others.
 - Ⓓ Millie went to college at Tarleton State University in Stephenville, Texas, and went to graduate school at Texas Woman's University.
-

11 Nora does not think that sentence 10 is appropriate for this assignment. She does not think the tone is appropriate for her audience. How should she change the sentence?

- Ⓐ She wrote many important papers about cancer research.
- Ⓑ She wrote a whole bunch of papers on cancer research!
- Ⓒ She wrote these papers, and they were really awesome.
- Ⓓ She wrote some important stuff, like, you know, papers.

- 12** Nora wants to move sentence 19 to improve the organization of her paper. Look at paragraphs 1 through 3 (sentences 12 through 20). Where is the **BEST** place to move sentence 19?

Ⓐ I have always liked astronauts for their bravery and skill. My favorite astronaut is Millie Hughes-Fulford. Ⓑ This is because she was born in Mineral Wells, Texas, where I was born. Millie used her time as an astronaut to help people down here on Earth.

She graduated high school early. She went to college at the age of sixteen. Millie finished her degree and went to graduate school.

Ⓒ There she earned a doctorate degree. Then she began studying cancer. She wrote some really awesome papers about cancer research and stuff.

After joining the government space program in 1983, Millie finally went into space in June 1991. Ⓓ During her trip, she did many medical experiments. She wanted to learn about how cancer affects cells. She spent nine days in space doing her research.

-
- 13** Nora wants to insert the following sentence into her paper.

Millie studied mice, tiny jellyfish, and even her fellow astronauts as the subjects of these space experiments.

What is the **BEST** place to insert this sentence?

- Ⓐ After sentence 2
- Ⓑ After sentence 12
- Ⓒ After sentence 15
- Ⓓ After sentence 17

- 14** What is the **BEST** concluding statement to add to the end of this selection?
- Ⓐ A brave astronaut and brilliant scientist, Millie Hughes-Fulford continues her important work helping people who have cancer and other diseases.
 - Ⓑ Other astronauts have included engineers, teachers, and even members of Congress.
 - Ⓒ Although she grew up in Mineral Wells, Texas, Millie Hughes-Fulford now lives in San Francisco, California.
 - Ⓓ Millie Hughes-Fulford works at the University of California Medical Center at San Francisco.

Joshua is writing the Texas governor about a need at his school. Read his letter, and look for corrections he needs to make. Then answer the following questions.

In Need of a New Flag

(1) 4563 Morgan Avenue
(2) Creekside, Texas 78654
(3) September 23 2011

(4) Governor Jim Mattison
(5) Office of the Governor
(6) PO Box 12428
(7) Austin, Texas 78711-2428

(8) Dear Governor Mattison:

(9) I am writing to ask you for a new Texas flag for my school. (10) My teacher said you give away flags that have flown over the Texas Capitol. (11) I hope you will think about giving us a flag.

(12) My school, Apache Junction elementary, needs a new flag for the flagpole. (13) Our current Texas flag is very old and faded. (14) It is not good flag etiquette to fly a flag in such shape, but our only other choice would be to fly no flag at all. (15) While we could buy a new a flag, it would be more good for students if that money could be used for educational supplies.

(16) My school is an old school. (17) We have a long and important history here in West Texas. (18) Our former students include a famous politician, an astronaut, and a movie star. (19) Such an important place deserves a good flag. (20) How could we ask for a neater flag than one that has flown over the state capitol.

(21) Having a new flag would be grate. (22) I know that our students, staff, and teachers would appreciate it. (23) I hope you will consider sending us one of these special Texas flags.

(24) Sincerely yours
(25) Joshua Bennington

15 What change, if any, should be made in line 3?

- Ⓐ Change **September** to **september**
 - Ⓑ Change **September** to **Septembur**
 - Ⓒ Add a comma after **23**
 - Ⓓ Make no change
-

16 What change, if any, should be made in sentence 12?

- Ⓐ Change **My** to **Me**
 - Ⓑ Change **elementary** to **Elementary**
 - Ⓒ Add a comma after **flag**
 - Ⓓ Make no change
-

17 What change, if any, should be made in sentence 15?

- Ⓐ Change **buy** to **bye**
- Ⓑ Change **more good** to **better**
- Ⓒ Change **supplies** to **supplys**
- Ⓓ Make no change

- 18** Joshua has made an error in sentence 20. Select the response that corrects this error.

How could we ask for a neater flag than one that has

- (A) flew over the state capitol.
- (B) flown over the state capitol?
- (C) flown over the State capitol.
- (D) flown over the state capital.

-
- 19** Joshua has made an error in sentence 21. Select the response that corrects this error.

Having a new flag would be

- (A) great
- (B) greight
- (C) greyt
- (D) grait

-
- 20** What change, if any, should be made to line 24?

- (A) Change ***Sincerely*** to **sincerely**
- (B) Change ***yours*** to **Yours**
- (C) Add a comma after ***yours***
- (D) Make no change

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
IN THE TEST BOOKLET.



STAAR CONNECTION™
Diagnostic Series™
Grade 4 Reading Language Arts (RLA)
Answer Key

Assessment 1

- 1 D** Maxwell and Gertrude miss their home, and they are unsure about their new home.
- 2 C** Checks out the source of the noise even though he thinks it could be a bandit
- 3 D** The story happens in a strange place at night.
B The setting creates an anxious mood.
- 4 D** to show which character is supposed to speak the words that follow the name
- 5 B** Maxwell, Gertrude, and their parents traveled with a wagon train bound for Texas. One night, Maxwell and Gertrude talked about how they missed their old home and what they thought Texas would be like, and Maxwell said he had heard bandits lived there. They heard a noise, and Gertrude worried it might be a bandit. They investigated, found a calf stuck in a hole, and freed it. Mr. Lincoln soon came looking for it. Maxwell and Gertrude's father was very proud of the two for helping.
- 6 D** Is something wrong with her?
- 7 B** To plant
- 8** A correct response could involve a student providing an extended response explaining that the theme of the selection is kindness and cooperation can overcome many difficulties. The student would need to provide thorough evidence from the selection to support this idea and evidence from the selection to explain how this idea is developed by the writer. Evidence could include pointing to way Maxwell and Gertrude acted selflessly to help a companion. It could also include citing the way the group plans to work together to build common structures as well as individual homes.
- 9** A correct response could be similar to the following: She graduated high school early and went to college at the age of sixteen.
- 10 C** Millie was very smart and wanted to learn about science so she could help others.
- 11 A** She wrote many important papers about cancer research.
- 12 D**
- 13 B** After sentence 12
- 14 A** A brave astronaut and brilliant scientist, Millie Hughes-Fulford continues her important work helping people with cancer and other diseases.
- 15 C** Add a comma after **23**

- 16 B** Change *elementary* to **Elementary**
- 17 B** Change *more good* to **better**
- 18 B** flown over the state capitol?
- 19 A** great.
- 20 D** Add a comma after *yours*

STAAR CONNECTION™
Diagnostic Series™ Grade 4 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 grade 4 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	4	1	8C	Readiness
2	Multiple Choice	C	4	1	8B	Readiness
3	Multipart	D B	4	1	8D	Supporting
4	Multiple Choice	D	4	1	9C	Supporting
5	Multiple Choice	B	3	1	7D	Readiness
6	Hot Text	D	4	1	8C	Readiness
7	Multiple Choice	B	1	1	3B	Readiness
8	Extended Constructed Response	see text key	4 6	1 2	8A 12B	Readiness Readiness
9	Short Constructed Response	see text key	6	2	11C	Readiness
10	Multiple Choice	C	6	2	11Bii	Readiness
11	Multiple Choice	A	6	2	11C	Readiness
12	Multiple Choice	D	6	2	11C	Readiness
13	Multiple Choice	B	6	2	11C	Readiness
14	Multiple Choice	A	6	2	11Bi	Readiness
15	Multiple Choice	C	6	2	11Dx	Supporting
16	Multiple Choice	B	6	2	11Dix	Supporting
17	Multiple Choice	B	6	2	11Div	Supporting
18	Inline Choice	B	6	2	11Dx	Supporting
19	Inline Choice	A	1	2	2Bii	Readiness
20	Multiple Choice	D	6	2	Dx	Supporting
Cross-Curricular Alignments						
Social Studies TEKS					9A 12A 12B	