

# STAAR CONNECTION™

## Diagnostic Series™

Reading

**1**

teacher

v2



**KAMICO®**  
Instructional Media, Inc.

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Reading  
**1**  
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 1 Reading**  
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**State of Texas Assessment of Academic Readiness  
Grade 1 Reading 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
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
- (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 a resource such as a picture dictionary or digital resource to find words;
  - (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
  - (C) identify the meaning of words with the affixes *-s*, *-ed*, and *-ing*; and
  - (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

**Strand 2**

- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;

- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance; and
- (G) evaluate details to determine what is most important with adult assistance.

### Strand 3

- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to
  - (C) use text evidence to support an appropriate response; and
  - (D) retell texts in ways that maintain meaning.

### Strand 4

- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
  - (A) discuss topics and determine theme using text evidence with adult assistance;
  - (B) describe the main character(s) and the reason(s) for their actions;
  - (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
  - (D) describe the setting.

- (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, fairy tales, and nursery rhymes;
  - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
  - (C) discuss elements of drama such as characters and setting;
  - (D) recognize characteristics and structures of informational text, including
    - (i) the central idea and supporting evidence with adult assistance;
    - (ii) features and simple graphics to locate or gain information; and
    - (iii) organizational patterns such as chronological order and description with adult assistance;
  - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
  - (F) recognize characteristics of multimodal and digital texts.

## **Strand 5**

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

- (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
- (D) discuss how the author uses words that help the reader visualize;  
and
- (E) listen to and experience first- and third-person texts.



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

**Where Is Silky?**

1 Characters:

SID MARSH	MR. MARSH
LORA MARSH	MRS. MARSH

2 Setting:

the Marsh's living room

3 *(SID and LORA are on stage, looking worried.)*

4 SID: Here kitty, kitty!

5 LORA: When did you last see her, Sid?

6 SID: I saw her hours ago drinking milk. I wonder where she could be.

7 *(MR. MARSH walks on the stage.)*

8 SID and

LORA: *(together)* Dad! We can't find Silky!

9 MR. MARSH: Calm down, kids. I'm sure she is here somewhere. First, you should look under your beds.

10 SID: We already did.

11 Mr. Marsh: Hmm . . . well, next, you should put some cat food out. Then call her name.

12 LORA: We did that, too.

13 MR. MARSH: Did you ask Mom if she has seen Silky?

14 LORA: Mom has been helping us look for her.

15 MR. MARSH: Don't worry, kids. We'll find Silky. Let's go look in the kitchen.

16 *(They walk off the stage. MRS. MARSH walks on the stage from the other end. She is looking for Silky. MRS. MARSH looks for a while. Then she sees something in the bottom drawer of a desk.)*

17 MRS. MARSH: What do we have here? Oh my goodness! Why, Silky!

18 *(MR. MARSH and the kids rush back on stage.)*

19 LORA: We heard you from the kitchen! Did you find Silky?

20 MRS. MARSH: Wait there! I did find her, but don't rush over here and scare her. Come slowly and quietly—and way to go, guys!

21 SID: Why are you telling *us* that? You are the one who found Silky.

22 (SID, LORA, and MR. MARSH tiptoe toward MRS. MARSH.)

23 MRS. MARSH: I'm telling you that because your kitty is now a mommy! She had a litter of kittens in this drawer. Silky is the proud mother of three baby kitties.

24 SID and  
LORA: (together) Aww!

25 LORA: So that's what you've been up to, Silky! No wonder you needed a little time to yourself!

---

1 What was the main problem in this play?

- A Silky had a litter of kittens.
- B Sid, Lora, and Dad could not find Silky.
- C Mom found Silky.
- D Silky drank milk.

2 What question would help you learn something more than what the story tells you?

F How many kittens did Silky have?

G What color is Silky?

H Who found Silky?

J Where was Silky hiding?

3 Which of these lines from the play tells the actors where to go on stage?

A *Characters:*

B *Setting:*

C (MR. MARSH walks on the stage.)

D *Calm down, kids.*

4 Read the following sentence from the play.

(MR. MARSH and the kids rush back on stage.)

When the actors do this, they should act —

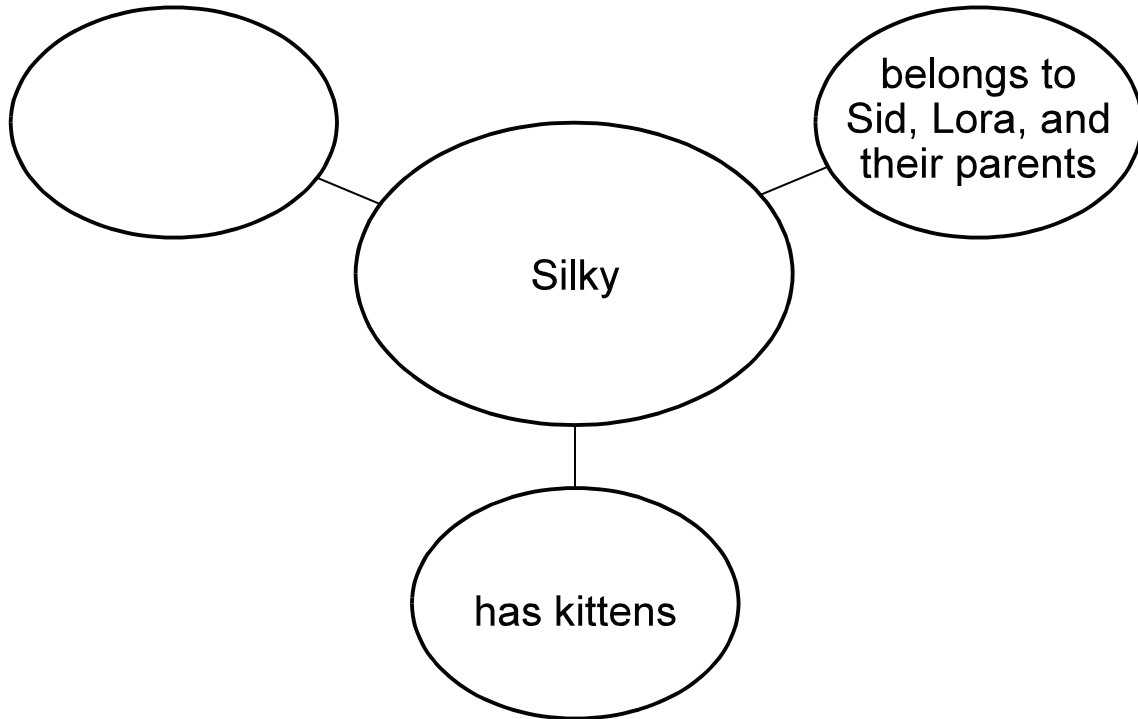
- F tired and sad.
- G scared and lonely.
- H surprised and excited.
- J brave and silly.

5 You can tell that Sid and Lora love Silky because they —

- A play with her all the time.
- B let her sleep on their laps.
- C are worried when they cannot find her.
- D take her to the vet when she gets sick.

- 6 What is one way that the author makes this play interesting to read?
- F by having dragons, fairies, and magical animals as characters in the play
  - G by using a lot of pretty pictures to show what the play is about
  - H by using only very long sentences, with many words in each one
  - J by using different kinds of sentences like questions, statements, and exclamations
- 7 Where does this story mostly take place?
- A at Sid and Lora's school
  - B in Sid and Lora's yard
  - C in Sid and Lora's car
  - D in Sid and Lora's house

8 Look at the web. It shows details about Silky.



Which of the following belongs in the blank oval?

- F drinks milk
- G always comes when you call her name
- H lives outside all the time
- J scratches children

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



**STAAR CONNECTION™**  
**Diagnostic Series™ Grade 1 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 1 social studies or science 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	B	4	8C
2	G	2	6B
3	C	4	9C
4	H	4	9C
5	C	4	8B
6	J	5	10B
7	D	4	8D
8	F	2	6G