

English I

Administered April 2019

RELEASED

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

Candice's science teacher has asked her to write about an important geographical region. Read Candice's paper and think about the revisions that she should make. When you finish reading, answer the questions that follow.

The Great Barrier Reef

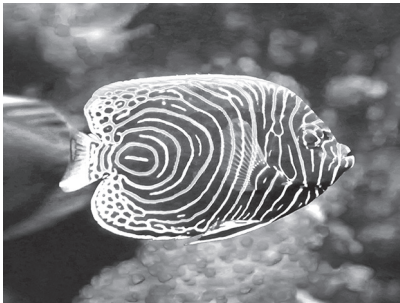
(1) One of nature's most amazing structures is a maze of islands and coral. (2) The Great Barrier Reef, an ecosystem of a combined 3,000 coral reefs, sits off the northeastern coast of Australia in the Pacific Ocean. (3) Located within the much larger Great Barrier Reef Marine Park, the reef is the largest geographical formation of living organisms in the world. (4) It hosts many types of water habitats, making it home to diverse marine life. (5) This colorful reef and its many inhabitants create a spectacular sight. (6) The reef attracts millions of tourists every year. (7) More than just a pretty place, the Great Barrier Reef provides plentiful sea life to study and research. (8) The Great Barrier Reef is all of these things to Australia and so much more.

(9) Although it now covers an area of 135,000 square miles, the Great Barrier Reef started out much smaller. (10) Many years ago, when a low-lying coastal plain was flooded by the rising sea, hills were partially submerged and gradually transformed over time into islands. (11) Intense sunlight flooded the hard island surfaces found within the shallow waters. (12) These surfaces were prime locations for small saclike animals called coral polyps to attach themselves. (13) The coral polyps reproduced and then died, leaving their skeletons behind. (14) Plants, algae, sand, and small organisms began to fill in the spaces around the leftover materials. (15) This process created a foundation where a colony of polyps could repeat the cycle. (16) As the sea and wind continued to bring in new sand and organisms, the coral reef grew. (17) This reef became a linear chain of multiple coral reefs, creating a physical barrier that stretches about 1,000 miles along the coast. (18) Bigger than the Great Wall of China and visible from space, this enormous organism is home to many other smaller ones.

(19) Several types of animals attach themselves to the walls of coral as if the animals were part of the reef. (20) Marine animals, including protozoa and sea cucumbers, help secure sand and plant algae to the reef. (21) Sponges and soft coral living alongside bright red and purple plant algae provide stunning color along the reef.

(22) The water surrounding the reef is teeming with life as well. (23) Many animals, such as marine insects and about 500 species of worms, swim in areas near the reef. (24) Microscopic plankton float freely and help feed many of the aquatic animals. (25) Larger animals living near the reef include jellyfish, octopuses, and saltwater crocodiles as well as over 1,600 species of fish, over 20 species of seabirds, and about 30 species of marine mammals, including dolphins and whales.

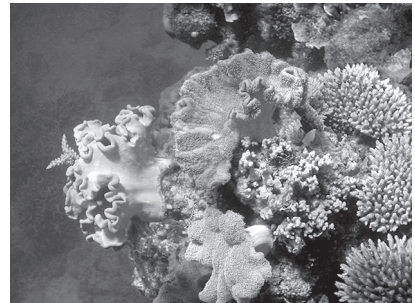
(26) Animals large and small live close to the reef.



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(27) The Great Barrier Reef provides many environmental and economic benefits. (28) The coral reefs help protect the other coastline ecosystems, which include forested floodplains, freshwater wetlands, and lagoon floors, from storms and erosion. (29) The Great Barrier Reef also provides sources of food for millions of people and serves as a good home to economically important fish species.

(30) Among these species are salmon, shark, and mackerel that supply commercial fisheries, big game marlin that fuel sport fishing, and the colorful little clownfish that attract snorkelers and divers. (31) Humans rely on the coral reefs for food, recreation, and tourism. (32) The reef's ecosystem is even explored by researchers as a possible source of new medicines. (33) Such explorations highlight that these coral reefs foster some of the most extraordinary underwater systems on the planet.

(34) Because of its global significance, the Great Barrier Reef is classified as one of the seven wonders of the natural world. (35) In conclusion, the Great Barrier Reef of Australia is a very cool feature of nature.

1 What transition would be the most appropriate to use at the beginning of sentence 6?

- A** As a matter of concern
 - B** For further evidence
 - C** To wipe away any doubt
 - D** For this reason among others
-

2 Candice needs a more effective thesis statement for her paper. Which sentence should replace sentence 8 to serve as the thesis statement?

- F** There are other barrier reefs in the oceans of the world, but only the Great Barrier Reef is so well known.
 - G** The Great Barrier Reef of Australia is a supreme example of the mysteries of the natural world because of its wide variety of plant and animal life.
 - H** Some scientists believe the Great Barrier Reef first began to grow about 18 million years ago.
 - J** A coral reef like the Great Barrier Reef can grow only in shallow, warm water because it needs light from the sun to survive.
-

3 Candice needs a topic sentence for the third paragraph (sentences 19–21). Which of the following sentences should be inserted before sentence 19 to introduce the ideas in this paragraph?

- A** Over time a vast array of creatures has come to inhabit the Great Barrier Reef.
- B** Marine animal species that are threatened are protected by the Great Barrier Reef Marine Park Authority.
- C** The biodiversity of the Great Barrier Reef ensures its long-term existence.
- D** The waters along the Great Barrier Reef provide a habitat for marine animals that researchers study.

4 Candice may have a redundant sentence in the fourth paragraph (sentences 22–26). Which sentence, if any, should be deleted?

- F** Sentence 24
 - G** Sentence 25
 - H** Sentence 26
 - J** No sentence should be deleted.
-

5 Candice would like to improve her concluding sentence by summing up the ideas she has presented. Which sentence should she use to replace sentence 35?

- A** Finally, we must protect the Great Barrier Reef from being destroyed so future generations can enjoy it.
- B** How much still remains to be discovered about the Great Barrier Reef of Australia is anybody's guess.
- C** Researchers should explore the oceans further to try to find other natural wonders like the Great Barrier Reef.
- D** Attracting visitors from around the world, the Great Barrier Reef has a beauty that is perhaps unequalled anywhere on Earth.

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

Melody feels that students in her high school should start a mentoring program. She has drafted a persuasive essay that she wants to submit to the school newspaper. Read Melody's essay and look for any revisions she should make. Then answer the questions that follow.

The Case for a Mentoring Program

(1) They are continually telling us that we should become more involved in the community by volunteering our time. (2) After thinking about this, I have a suggestion that would not only help high school students get involved but would also help elementary students in our district. (3) It would be helpful for our high school to start a mentoring program.

(4) Many of the students at our high school have excellent academic skills. (5) With a mentoring program, these students could put their skills to use by helping younger students who are struggling academically. (6) My own sister attends one of the elementary schools that feeds into our high school. (7) She is having a hard time in math. (8) Her classroom is crowded, and she can't always get the one-on-one attention that she needs to understand a new concept. (9) She has told me that she has many friends who also need help. (10) A mentoring program in which high school students tutor elementary school students could be the solution. (11) By using a mentoring program, struggling youngsters could get the individual attention they need to master new concepts.

(12) According to an article published in the November 2005 *Education World*, elementary school students raised their reading levels significantly in a short period of time after being tutored by high school students. (13) Furthermore, volunteering seems to have a positive influence on the high school mentors themselves. (14) As students learn how to be good mentors, they focus on effective communication skills, including how to share and how to listen. (15) Generally speaking, these skills are valuable for everyone. (16) Additionally, mentors get the satisfaction of meaningfully contributing to their community and future generations. (17) What student, at any age, wouldn't be proud to have that kind of influence?

(18) Because mentoring programs have proven to be so successful, they now exist in schools around the country. (19) Some schools pair high school students

with elementary students to practice computer skills, to play sports, to learn to play a musical instrument, or to discover how to be a good citizen. (20) I propose that our school begin by setting up a program that focuses on academic tutoring.

(21) Fortunately, starting the program would require only a few students available and willing to help others. (22) I believe that many students would volunteer to be mentors, which would help children at all age levels in our school district. (23) Our high school has an opportunity to allow its students to influence the future today, and it should do so by starting a mentoring program.

6 Melody's opening sentence is unclear. What change should she make in sentence 1 to clarify her introductory paragraph?

F Change ***They*** to **Teachers and leaders at our school**

G Change ***continually*** to **always**

H Change ***telling us*** to **instructing us**

J Change ***community*** to **surrounding neighborhood**

7 What is the most effective way to combine sentences 6 and 7?

A My own sister is having a hard time in math attending one of the elementary schools that feeds into our high school.

B My own sister attends one of the elementary schools that feeds into our high school although she is having a hard time in math.

C My own sister, who attends one of the elementary schools that feeds into our high school, is having a hard time in math.

D My own sister attends one of the elementary schools that feeds into our high school, she is having a hard time in math.

8 Melody needs a better transition into the third paragraph (sentences 12–17) of her essay. Which of the following could she add before sentence 12 to improve this transition?

- F** In researching mentoring programs, I learned of several promising results.
 - G** As I think about a mentoring program, I have many ideas on how it should work.
 - H** If struggling youngsters get the help they need, it could benefit teachers, too.
 - J** Because I believe in the mentoring concept, I'd like to see it at our school.
-

9 Melody would like to add the following counterargument to her essay.

Some students may say that they don't have enough time to participate in a mentoring program because of other activities in which they are involved.

Where is the best place for her to insert this sentence?

- A** Before sentence 5
- B** Before sentence 10
- C** Before sentence 13
- D** Before sentence 21

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

Gabriella's teacher asked her to write a persuasive paper expressing her thoughts about owning a pet. Read her paper and think about any corrections she needs to make. When you finish reading, answer the questions that follow.

Owner's Best Friend

(1) Last year my family and I adopted a puppy, and it has been the most rewarding and enjoyable year of my life. (2) I now believe from my own experience that everyone needs a pet, and I am not alone in this belief. (3) In fact, experts believe that by spending just 15 minutes with a pet, people can feel more relaxed and enjoy a restful and peaceful state of mind. (4) Clearly, having a pet is beneficial and can provide people with a healthier and happier life.

(5) According to the Centers for Disease Control and Prevention, pets have a positive influence on people's emotional well-being. (6) James Griffin, an expert in child development, says that when children were asked whom they talk to when they are upset, surprisingly their pet was a common answer. (7) And children are not the only ones to benefit from pets. (8) Pets can be a source of comfort and companionship for people of all ages. (9) People feel safe when confiding in their pets, without being judgmental, a pet will often sit compassionately by its owner's side for as long as is needed.

(10) Not all pets are created equal, though. (11) Although goldfish and parakeets can be entertaining and wonderful pets, those that require more physical interaction from their owners provide greater health-giving benefits. (12) When people own a dog, for example, they are provided with many ways to exercise and stay fit. (13) Since dogs need to be walked and played with throughout the day, owners are actually exercising without even thinking about it.

(14) Caring for a pet also fosters a strong sense of purpose and belonging in a person and can reduce stress. (15) As a result, people who own pets have better heart health and live longer, according to a National Institutes of Health study. (16) Whether separated from their pets for a few moments or many hours, owners can't help but feel needed and accepted when pets greet them enthusiastically.

(17) The effects of owning a pet reach beyond the relationship between the pet and the owner, too. (18) Owning a pet is also a fantastic way for owners within a community to bond with each other. (19) Walking an attention-grabbing dog will provide a person with opportunities to meet people and engage in conversation. (20) Sharing stories about pets creates bonds between neighbors and friends that can permanently alter their relationships. (21) This is one reason many cities are opening parks and other public areas that are designated specifically for pets and their owners.

(22) Perhaps one of the most convincing reasons for owning a pet is that there is a perfect type of pet for each person. (23) No matter what someone's lifestyle or activity level is, there's an animal friend for everyone. (24) There are 184 different breeds of dogs alone, all with their own unique needs and personalities. (25) Long-haired breeds, like the Siberian husky, are more suited to life in the North, while others, like the Chihuahua, are short haired and do better living in the South. (26) Small dogs that need minimal space are more appropriate, for people who have a small home or yard. (27) People who are away from home for several hours a day need a self-sufficient pet, and a cat may be the perfect fit. (28) Even people who travel for days at a time can enjoy a connection with an aquarium filled with colorful fish.

(29) Owning a pet can be a rewarding experience unlike any other. (30) As French poet Anatole France said, "until one has loved an animal, a part of one's soul remains unawakened." (31) No matter what a person's specific needs or lifestyle may be, there is a pet just waiting to provide him or her with a bounty of joys and benefits.

10 What change, if any, needs to be made in sentence 4?

- F** Change *benefitial* to **beneficial**
 - G** Insert a comma after *people*
 - H** Change *healthier* to **healthiest**
 - J** No change is needed in sentence 4.
-

11 What is the correct way to write sentence 9?

- A** People feel safe when confiding in their pets; without being judgmental. A pet will often sit compassionately by its owner's side for as long as is needed.
- B** People feel safe when confiding in their pets, without being judgmental; a pet will often sit compassionately by its owner's side for as long as is needed.
- C** People feel safe when confiding in their pets. Without being judgmental, a pet will often sit compassionately; by its owner's side, for as long as is needed.
- D** People feel safe when confiding in their pets; without being judgmental, a pet will often sit compassionately by its owner's side for as long as is needed.

12 What change, if any, needs to be made in sentence 26?

- F** Change *minimal* to **minamal**
 - G** Change *are* to **were**
 - H** Delete the comma after *appropriate*
 - J** No change is necessary.
-

13 What change should be made in sentence 30?

- A** Change *poet* to **Poet**
- B** Change *until* to **Until**
- C** Change *one's* to **ones'**
- D** Change *remains* to **remained**

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

Gena wrote the following essay about an inspiring historical figure. Read Gena's essay and think about any corrections she needs to make. When you finish reading, answer the questions that follow.

Flying to New Heights

(1) A true test of character is not how well a person can avoid obstacles but how that person reacts when confronted by them. (2) Throughout her life, Elizabeth "Bessie" Coleman was no stranger to societal challenges. (3) Her unstoppable courage and will to persevere led her to become one of the first licensed female pilots in the United States, as well as one of the first licensed African American pilots in the world.

(4) Coleman was born in 1892 in Atlanta, Texas, during a time when gender and race greatly influenced which opportunities were available to a person. (5) The children of slaves, Coleman's parents were illiterate, limiting how much education she could get at home. (6) To make matters worse, her school was a one-room schoolhouse that lacked essential resources. (7) Regardless, these factors did not stop Coleman from learning. (8) She promised her mother that she would succeed, consequently she walked the four-mile distance daily between her home and school.

(9) In the years after her eighth-grade education, Coleman went to Oklahoma to attend Langston University. (10) Unfortunately, her limited funds have run out after only one year, and she was forced to return home. (11) Afterward Coleman decided to relocate to Chicago to be near her older brother Walter.

(12) In Chicago, Coleman first heard about the pilots fighting in World War I and began to think about how she, too, could become a pilot. (13) However, because Coleman was both a woman and an African American, none of the flight schools that she contacted in the United States would admit her. (14) A friend then urged Coleman to go to France to attend a flight school there. (15) Coleman studied at the Caudron Brothers School of Aviation for seven months.

(16) After dedicating herself to her studies abroad, Coleman became the first African American woman to earn the school's international pilot's license. (17) In September of 1921, Coleman, whom was now a proficient pilot, came back to the United States. (18) Upon her return, the media went wild for Coleman and labeled her "a full-fledged aviatrix, the first of her race."

(19) In 1922, Coleman began to do stunt aviation, amazing audiences with fearless flying tricks. (20) The public nicknamed her "Brave Bessie" for the ease with which she completed these feats. (21) But Coleman's work was not just about earning money through entertainment; she was also making strides toward gender and race equality. (22) She refused to perform at places that would not allow African Americans in the crowd or that required the crowd to be segregated by race.

(23) Coleman relocated to Houston, Texas, in 1925 and began performing mainly around the southern United States. (24) It was Coleman's dream to use her earnings as a stunt pilot to open a school for African Americans, so that they, too, could study aviation in the United States. (25) Tragically, during a Florida performance in 1926, Coleman died when her plane experienced a mechanical failure and crashed.

(26) Although nearly a century has passed since her lifetime, the memory of Coleman remains strong. (27) In her honor, the Bessie Coleman Aero Club was established in 1929 to support the careers of African American pilots. (28) Similar, a group of female African American pilots started the Bessie Coleman Aviators Club in 1977. (29) Then in 1995, the U.S. Postal Service created a Bessie Coleman stamp. (30) In a statement at the time, the Chicago City Council, which led the movement for the stamp, expressed that Bessie Coleman "continues to inspire untold thousands of young persons with her sense of adventure, her positive attitude, and her determination to succeed."

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14 What is the correct way to write sentence 8?

- F** She promised her mother that she would succeed consequently, she walked the four-mile distance daily, between her home and school.
 - G** She promised her mother that she would succeed consequently she walked the four-mile distance daily between her home and school.
 - H** She promised her mother that she would succeed. Consequently, she walked; the four-mile distance daily between her home and school.
 - J** She promised her mother that she would succeed. Consequently, she walked the four-mile distance daily between her home and school.
-

15 What change, if any, needs to be made in sentence 10?

- A** Change **have run** to **ran**
 - B** Delete the comma after **year**
 - C** Change **was forced** to **is forced**
 - D** Make no change
-

16 What change should Gena make in sentence 17?

- F** Insert a comma after **September**
- G** Change **whom** to **who**
- H** Change **proficient** to **proficiant**
- J** Change **came** to **comes**

17 What change, if any, needs to be made in sentence 25?

- A** Insert a comma after ***performance***
 - B** Change the comma after **1926** to a semicolon
 - C** Change ***mechanical*** to **machanical**
 - D** No change should be made.
-

18 How does sentence 28 need to be changed?

- F** Change ***Similar*** to **Similarly**
- G** Change ***female*** to **females**
- H** Change ***started*** to **would start**
- J** Insert a comma after ***Club***

WRITTEN COMPOSITION: Expository

Read the information in the box below.

A Gallup poll found that Americans are 20 percent happier on weekends than on workdays. Americans also ranked working as one of their least pleasurable activities, while socializing after work was one of their most pleasurable activities.

Although most people must structure their days around school or work, they still prefer their free time. Think carefully about this statement.

Write an essay explaining the importance of making time for both work and play.

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the next two selections and answer the questions that follow.

A Baseball School for Big-League Dreamers

by Robert Benincasa

All Things Considered, *National Public Radio*

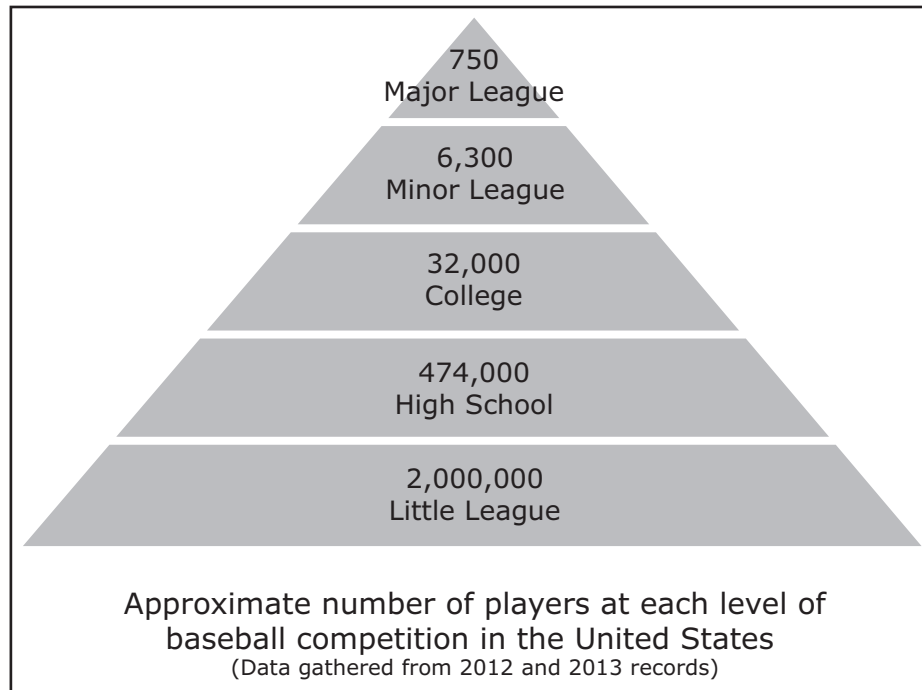
August 15, 2012

- 1 If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.
- 2 It gradually becomes clear: You won't be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.
- 3 But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there's a place that lies somewhere between the Little League field and Yankee Stadium.
- 4 It's 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.
- 5 For Ketch, as he's known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball's elite Cape Cod League.
- 6 The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.
- 7 He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. "You kind of just don't want to leave the field at the end of the night," he says. "You want to just keep going back. You just want to stay there."

Nurturing Potential

- 8 So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.
- 9 IMG baseball chief Ken Bolek says Ketch's school debut was less than stellar.
- 10 "There weren't a lot of things that just came naturally to him as an athlete," Bolek says, chuckling. "His first semester here, the coaches evaluated a successful day by the fact that he wasn't maimed or killed out on the field from a lack of proficiency."

- 11 But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.
- 12 Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.
- 13 “Ketchum Marsh is one of the most successful stories that will come out of IMG,” Bolek says, focusing not just on baseball, but on life.
- 14 Most players here won’t ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.



- 15 The pitcher on Ketch’s team, Cameron Varga, is already headed to Division I. He’ll play for the University of Florida team after he graduates in 2014.
- 16 His fastball is in the low 90s, big-league heat territory.
- 17 As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.
- 18 “You struck out the side, and I’ll give you that,” Shepard tells him, “but as a starting pitcher you’ve got to know what the emphasis down the road for you is going to be.”
- 19 Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.
- 20 “[I’m] looking into the future for big things from him,” Shepard says. “He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I’m looking for him to throw six pitches and get three outs and save 14 pitches for later.”

Going Deeper Than Baseball

- 21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to “the show.”
- 22 But IMG is a long way from St. Mary’s Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.¹ Tuition, room and board here for the combined academic and sports program is about \$70,000 a year.
- 23 Along with the price of admission comes the unvarnished truth about one’s athletic ability and potential.
- 24 The coaches are positive and encouraging, but they don’t sugarcoat their opinions. They don’t want to give any player false hope.
- 25 “We deal with reality on a daily basis,” says baseball chief Bolek. “We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”
- 26 And there’s something else: Many of the coaches have given years to the game. They see beyond young men’s dreams and deeper into their lives.
- 27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.
- 28 “If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that’s the grand slam for us,” he says.
- 29 Today’s game ends in a one-run loss for Ketch and Cameron’s team. If these young players’ dreams come true, it’s just a footnote in a long career in the national pastime.
- 30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it’s had 17 players drafted since 2006.
- 31 Ketch doesn’t think about the numbers. He pursues his goals a day at a time.
- 32 “The chances are, you know, there’s not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won’t always be there.”
- 33 Whether or not Ketch is destined for Cooperstown, this fall he’ll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

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¹Babe Ruth (1895–1948) is considered one of the greatest players in the history of baseball. He led the American League in home runs 12 times and set many long-standing hitting records.

I Believe in the Also-Rans

by Clive B.

This I Believe

December 2006

- 1 I believe in the also-rans.
- 2 As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important. At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea. I survived and thrived.
- 3 After leaving the sanctuaries of high school and University and going out into the workplace, I entered that real messy world where my progress was not measured by an end-of-term exam or validated by my prowess on a sports field. My life losses began to exceed my successes, and I began to think that there must be more to life than winning.
- 4 It wasn't until I became a parent that this thought became a strongly held belief.
- 5 I am the proud father of a seven-year-old girl, Naomi. Her best friends since she was an infant are two boys, Kean and Cyrus. Until they were old enough to start school they would play together three full days a week—one day in each child's home. Every week I would enjoy the benefit of two days' child care and one full day with the three beautiful children.
- 6 Naomi and Kean have always been fast runners and very evenly matched, too. Cyrus was slower to develop physically and was nowhere near as speedy as his two playmates, but he loved to run and play just as much as the other two.
- 7 One day the three friends were at my house. Our family enjoys a large house with a great running track. Indoor, wooden, fast with slick speedy turns—through the living room, past the front door, veer right into the narrow kitchen avoiding Mom, or more usually Dad, cooking, then a sharp right hairpin turn into the brightly lit hall, picking up speed as they hurtle back into the living room to start another circuit or to crash head-first into the soft, cushioned couch, the finishing line.
- 8 One day the kids were racing around and I was sitting in the living room as Naomi and Kean burst into the room neck-and-neck and fell joyfully into the couch. Each bounced up loudly proclaiming, "I'm first, I'm first." Several seconds passed before Cyrus appeared, arms and legs pumping manfully, an earnest look on his face. He too fell, face first, into the soft upholstery and bounced to his feet, arms aloft to proclaim, with total joy and celebration, "I'm third!!"

9 I believe in celebrating those that finish third in a three-horse race. This I believe.

"The Also-Rans," written by Clive B., part of the This I Believe Essay Collection found at www.thisibelieve.org, Copyright ©2005–2015 by This I Believe, Inc. Reprinted with Permission.

Use “A Baseball School for Big-League Dreamers” (pp. 26–28) to answer questions 19–25. Then fill in the answers on your answer document.

- 19** Which sentence from “A Baseball School for Big-League Dreamers” best supports the main idea of the article?
- A** *Tuition, room and board here for the combined academic and sports program is about \$70,000 a year.*
 - B** *Most players here won’t ever put on a big-league uniform, but they come to IMG trying to find and reach their potential.*
 - C** *He remembers being fascinated by how the players and coaches talked and how fans reacted to the game.*
 - D** *Ketch doesn’t think about the numbers.*
-
- 20** Based on the article, the coaches at IMG can best be described as —
- F** concerned about the effectiveness of their coaching ability
 - G** focused on becoming coaches at a professional level
 - H** dismissive of the mistakes students make
 - J** caring about the future success of the students

21 Read this quotation from paragraph 13.

"Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.

What evidence does the author present in the article to support the opinion expressed in this quotation?

- A** A reference to Marsh's work ethic
 - B** An anecdote about Marsh's time as a batboy
 - C** A description of Marsh's training regimen
 - D** Information about Marsh's future plans
-

22 The author wrote "A Baseball School for Big-League Dreamers" primarily to —

- F** highlight the reasons people pursue a career in sports
- G** persuade readers to support schools that specialize in training student-athletes
- H** inform readers about a unique school and the students who attend it
- J** convince student-athletes to enroll in a specialized school for sports

23 Read paragraph 21.

Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."

What does this sentence suggest?

- A** Baseball players understand their potential at an early age.
 - B** Determination and grit could get a player to the big leagues.
 - C** Legends about baseball frequently inspire players to improve.
 - D** Most major-league players come from humble circumstances.
-

24 What does the graphic best suggest about the different levels of baseball competition?

- F** More athletes prefer playing college baseball than minor-league baseball.
 - G** Most Little League baseball players participate in multiple sports when they reach high school.
 - H** Playing Little League baseball is necessary to becoming a major-league player.
 - J** Baseball leagues become more selective as players advance.
-

25 What can the reader conclude from the interaction between the pitching coach and Cameron Varga in paragraphs 17 through 20?

- A** The pitching coach wants his players to always strive to improve.
- B** The pitching coach is mainly concerned about winning games quickly.
- C** Varga is confident in his ability to succeed in Florida.
- D** Varga's number of pitches will decrease as his speed increases.

**Use “I Believe in the Also-Rans” (pp. 29–30) to answer questions 26–32.
Then fill in the answers on your answer document.**

- 26** What is the author’s purpose for mentioning the children’s race through the house?
- F** To illustrate that some children value fun above competition
 - G** To emphasize that his child is athletically superior to her friends
 - H** To highlight that children often disregard household rules
 - J** To show that children lack concerns about safety when competing
-
- 27** Based on the information presented in the essay, what is one message the reader can infer?
- A** Avoiding competition is better than participating when failure is certain.
 - B** Being rewarded simply for participating belittles the efforts of the winners.
 - C** Persistence ensures that a loser will eventually become a winner.
 - D** Satisfaction comes from being dedicated and doing your best.

28 Read the following dictionary entry.

validate \ˈvɑ-lə-,dāt\ v
1. declare or make legal **2.** prove or confirm to be true **3.** approve an expressed agreement **4.** mark with an indication of being official

Which definition best matches the use of the word *validated* in paragraph 3?

- F** Definition 1
 - G** Definition 2
 - H** Definition 3
 - J** Definition 4
-

29 The author includes quotations in paragraph 8 primarily to —

- A** highlight that Naomi and Kean rarely agree
 - B** emphasize Cyrus’s noncompetitive nature
 - C** point out the author’s concern for Cyrus
 - D** reveal Naomi’s and Kean’s athletic abilities
-

30 Which quotation best expresses the author’s viewpoint about being an “also-ran”?

- F** *At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea.*
- G** *Our family enjoys a large house with a great running track.*
- H** *Naomi and Kean have always been fast runners and very evenly matched, too.*
- J** *I believe in celebrating those that finish third in a three-horse race.*

31 What can the reader conclude from paragraph 3?

- A** The author's education did not fully prepare him for living in the real world.
 - B** The author was better at sports than at academics while growing up.
 - C** Educational priorities at elite schools differ from those in public schools.
 - D** Students in England are required to attend school through the university level.
-

32 What is the main idea of the selection?

- F** Children usually develop friendships with others who have similar abilities.
- G** Parents should encourage their children to be active because fitness is important.
- H** People should celebrate their best efforts even if they don't always succeed.
- J** People who consistently win competitions as children have lifelong advantages over those who don't.

Use “A Baseball School for Big-League Dreamers” and “I Believe in the Also-Rans” to answer questions 33–37. Then fill in the answers on your answer document.

33 Both Ketchum Marsh in “A Baseball School for Big-League Dreamers” and the author of “I Believe in the Also-Rans” —

- A** are frustrated by their limited athletic abilities
- B** are natives of the same geographic location
- C** have families that emphasize the importance of athletics
- D** have attended exclusive schools that focus on achievement

34 Read this sentence from paragraph 2 of “I Believe in the Also-Rans.”

As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important.

Which sentence from “A Baseball School for Big-League Dreamers” contrasts with the attitude expressed in the sentence from “I Believe in the Also-Rans”?

- F** *“You kind of just don’t want to leave the field at the end of the night,” he says.*
- G** *“We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”*
- H** *Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.*
- J** *And there’s something else: Many of the coaches have given years to the game.*

35 Which sentence correctly describes the organizational pattern used by the authors of the two selections?

- A** Both selections provide definitions of key terms to add meaning to the texts.
 - B** Both selections include anecdotes as examples to support their main ideas.
 - C** Both selections use quotations from experts to support the main ideas in the texts.
 - D** Both selections use cause-and-effect to highlight the relationships between key ideas.
-

36 What do Ketchum Marsh in "A Baseball School for Big-League Dreamers" and Cyrus in "I Believe in the Also-Rans" have in common?

- F** Neither is a natural-born athlete.
 - G** Both become easily frustrated by failure.
 - H** Neither has supportive adults in his life.
 - J** Both hope to play professional sports.
-

37 What is the purpose of paragraph 32 in "A Baseball School for Big-League Dreamers" and paragraph 3 in "I Believe in the Also-Rans"?

- A** To explain that early disappointment can often lead to long-term failure
- B** To point out the educational advantages of attending elite schools
- C** To emphasize that the realities of adult life often differ from early experiences
- D** To specify the most important qualities needed to become a successful adult

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

T. J. has moved from a rural area to a large city. After meeting the narrator and the narrator's friends on an abandoned rooftop where they regularly spend time together, T. J. suggests they make a rooftop garden to grow watermelons. He hopes the activity will bond them as friends as well as bring a sense of Alabama, where he had his own acre of farmland, to his new home. The boys have established the garden after much hard work.

from **Antaeus**

by Borden Deal

- 1 Then an adult voice said behind us: "What are you boys doing up here?"
- 2 It startled us, for no one had ever come up here before, in all the time we had been using the roof of the factory. We jerked around and saw three men standing near the trap door at the other end of the roof. They weren't policemen, or night watchmen, but three men in plump business suits, looking at us. They walked toward us.
- 3 "What are you boys doing up here?" the one in the middle said again.
- 4 We stood still, guilt heavy among us, levied by the tone of voice, and looked at the three strangers.
- 5 The men stared at the grass flourishing behind us. "What's this?" the man said. "How did this get up here?"
- 6 "Sure is growing good, ain't it?" T. J. said conversationally. "We planted it."
- 7 The men kept looking at the grass as if they didn't believe it. It was a thick carpet over the earth now, a patch of deep greenness startling in the sterile industrial surroundings.
- 8 "Yes, sir," T. J. said proudly. "We toted that earth up here and planted that grass." He fluttered the seed catalogue. "And we're just fixing to plant us some watermelon."
- 9 The man looked at him then, his eyes strange and faraway. "What do you mean, putting this on the roof of my building?" he said. "Do you want to go to jail?"
- 10 T. J. looked shaken. The rest of us went silent, frightened by the authority of his voice. We had grown up aware of adult authority, of policemen and night watchmen and teachers, and this man sounded like all the others. But it was a new thing to T. J.

- 11 "Well, you wasn't using the roof," T. J. said. He paused a moment and added shrewdly, "So we just thought to pretty it up a little bit."
- 12 "And sag it so I'd have to rebuild it," the man said sharply. He turned away, saying to a man beside him, "See that all that junk is shoveled off by tomorrow."
- 13 "Yes, sir," the man said.
- 14 T. J. started forward. "You can't do that," he said. "We toted it up here, and it's our earth. We planted it and raised it and toted it up here."
- 15 The man stared at him coldly. "But it's my building," he said. "It's to be shoveled off by tomorrow."
- 16 "It's our earth," T. J. said desperately. "You ain't got no right!"
- 17 The men walked on without listening and descended clumsily through the trap door. T. J. stood looking after them, his body tense with anger, until they had disappeared. They wouldn't even argue with him, wouldn't let him defend his earth-rights.
- 18 He turned to us. "We won't let 'em do it," he said fiercely. "We'll stay up here all day tomorrow and the day after that, and we won't let 'em do it."
- 19 We just looked at him. We knew that there was no stopping it. He saw it in our faces, and his face wavered for a moment before he gripped it into determination.
- 20 "They ain't got no right," he said. "It's our earth. It's our land. Can't nobody touch a man's own land."
- 21 We kept on looking at him, listening to the words but knowing that it was no use. The adult world had descended on us even in our richest dream, and we knew there was no calculating the adult world, no fighting it, no winning against it.
- 22 We started moving slowly toward the parapet and the fire escape, avoiding a last look at the green beauty of the earth that T. J. had planted for us . . . had planted deeply in our minds as well as in our experience. We filed slowly over the edge and down the steps to the plank, T. J. coming last, and all of us could feel the weight of his grief behind us.
- 23 "Wait a minute," he said suddenly, his voice harsh with the effort of calling. We stopped and turned, held by the tone of his voice, and looked up at him standing above us on the fire escape.
- 24 "We can't stop them?" he said, looking down at us, his face strange in the dusky light. "There ain't no way to stop 'em?"
- 25 "No," Blackie said with finality. "They own the building."

- 26 We stood still for a moment, looking up at T. J., caught into inaction by the decision working in his face. He stared back at us, and his face was pale and mean in the poor light.
- 27 “They ain’t gonna touch my earth,” he said fiercely. “They ain’t gonna lay a hand on it! Come on.”
- 28 He turned around and started up the fire escape again, almost running against the effort of climbing. We followed more slowly, not knowing what he intended. By the time we reached him, he had seized a board and thrust it into the soil, scooping it up and flinging it over the parapet into the areaway below. He straightened and looked us squarely in the face.
- 29 “They can’t touch it,” he said. “I won’t let ‘em lay a dirty hand on it!”
- 30 We saw it then. He stooped to his labor again and we followed, the gusts of his anger moving in frenzied labor among us as we scattered along the edge of earth, scooping it and throwing it over the parapet, destroying with anger the growth we had nurtured with such tender care. The soil carried so laboriously upward to the light and the sun cascaded swiftly into the dark areaway, the green blades of grass crumpled and twisted in the falling.
- 31 It took less time than you would think . . . the task of destruction is infinitely easier than that of creation. We stopped at the end, leaving only a scattering of loose soil, and when it was finally over, a stillness stood among the group and over the factory building. We looked down at the bare sterility of black tar, felt the harsh texture of it under the soles of our shoes, and the anger had gone out of us, leaving only a sore aching in our minds like over-stretched muscles.
- 32 T. J. stood for a moment, his breathing slowing from anger and effort, caught into the same contemplation of destruction as all of us. He stooped slowly, finally, and picked up a lonely blade of grass left trampled under our feet and put it between his teeth, tasting it, sucking the greenness out of it into his mouth. Then he started walking toward the fire escape, moving before any of us were ready to move, and disappeared over the edge while we stared after him.

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38 What does the point of view used in the excerpt help the reader understand?

- F** How the adults found the garden
 - G** How T. J.'s reactions differ from the reactions of the other boys
 - H** How long the boys worked on the garden
 - J** How the boys agreed to help T. J. plant the garden
-

39 How is the first sentence of the excerpt important to the plot?

- A** It foreshadows the resolution.
 - B** It introduces the main character.
 - C** It initiates the main conflict.
 - D** It presents an unanswered question.
-

40 In paragraph 30, what does the word *laboriously* mean?

- F** At great cost
- G** For good reason
- H** Quietly and in secrecy
- J** Slowly and with difficulty

41 Read this quotation from paragraph 20.

"It's our earth. It's our land. Can't nobody touch a man's own land."

The irony of this quotation is that it calls attention to —

- A** the love T. J. has for the outdoors while he is on a man-made structure
 - B** the rooftop being abandoned and the men still caring about its welfare
 - C** the fact that T. J. does not have the right to use the rooftop despite creating the garden
 - D** the effort used to create a garden when it can be easily destroyed
-

42 What is a central theme of the excerpt?

- F** Adults often lose their sense of accomplishment as they age.
 - G** People take pride in their work.
 - H** People rely on authority figures to maintain order.
 - J** It is important to recognize the value of green spaces.
-

43 What does T. J.'s climb back up the fire escape in paragraph 28 reveal about him?

- A** He has difficulty following rules.
- B** He enjoys being the leader of a group.
- C** He behaves in ways that others consider immature.
- D** He takes action once he makes up his mind.

44 In paragraph 25, why does Blackie say, “They own the building”?

- F** To help the men by supporting their claim
 - G** To rally the boys to go against what T. J. has planned
 - H** To indicate the limitations of what the men can do
 - J** To convince T. J. that it is pointless to resist
-

45 In paragraph 32, what does the blade of grass represent for T. J.?

- A** A final remnant of something precious
- B** The harvest he anticipated
- C** The new home he has found
- D** His friendship with the other boys

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

My Desk

by Debora Marsh

I give you my desk,
the white painted maple,
stately, with clean straight lines, three drawers on each side,
the one my father gave to me.

- 5 He carved his initials in the corner, he said, your great grandfather,
his father, punished him because of it.
He made him fill in the grooves with wood putty,
sand down the wood, and refinish the whole piece.
When he was done, he said it looked good,
10 and that it was a good desk; he used it right through college.
Later, I asked him to do the same, refinish it again,
paint it white to match the 1970s girls bedroom furniture
in the catalog from Sears, so I could put it in my room.

- Reluctantly he changed it.
15 He sanded down the finish, erasing the indentations of the letters
and numbers he had etched over time.
When he placed it in my room, white enameled, fresh, like new,
I cried.
So happy to have that heirloom,
20 to have my own piece of history,
to have my own piece of my father.
I sat for hours, make-believing I was a college professor,
bank teller, school teacher, the boss.
I did my algebra homework sitting at that desk.
25 I wrote papers, love letters, and my first poems there.
It has been stripped and painted, broken and glued.

- And now, I give it to you.
Older than you by far, it sits in your room
piled high with crayon drawings, coins, trolls, and hot wheels cars.
30 You're still too young to do algebra homework.
But when you're ready, and you want to use it as a desk,
together, we'll strip the finish,
sand the wood,
rub out my etchings
35 and paint it to match your bright green and lavender dreams.

Used with permission.

46 Read lines 15 and 16.

He sanded down the finish, erasing the indentations of the letters
and numbers he had etched over time.

In line 16, the word *etched* most closely means —

- F** perfected
 - G** imprinted
 - H** remembered
 - J** tarnished
-

47 What is a theme of the poem?

- A** Children desire what their parents value.
 - B** Cherished objects can create connections between family members.
 - C** What is extraordinary to some may seem ordinary to others.
 - D** Old objects can be made new again by using imagination.
-

48 What does the desk represent in the poem?

- F** The changes in style that happen over time
- G** The pride that is found in caring for possessions
- H** The new beginnings that come with each generation
- J** The different ways creativity can be inspired in individuals

- 49** Which line from the poem best indicates that the speaker is ready to relinquish ownership of the desk?
- A** Older than you by far, it sits in your room (line 28)
 - B** piled high with crayon drawings, coins, trolls, and hot wheels cars. (line 29)
 - C** You're still too young to do algebra homework. (line 30)
 - D** and paint it to match your bright green and lavender dreams. (line 35)
-

- 50** What tone is established in lines 22 through 25?
- F** Intellectual, because the speaker refers to academic matters
 - G** Playful, because the speaker quickly lists random details
 - H** Nostalgic, because the speaker warmly remembers the past
 - J** Hopeful, because the speaker refers to her childhood dreams

51 What do the speaker's comments in lines 31 through 35 suggest?

- A** The speaker wants her child to find his or her own identity.
 - B** The speaker wants her child to select a new color for the desk.
 - C** The speaker believes her child deserves a new piece of furniture.
 - D** The speaker believes her child will refuse to accept her offer.
-

52 The repetition in lines 19 through 21 is used to emphasize that the desk —

- F** contains messages written long ago
- G** is worth a great amount of money
- H** is outdated in its appearance
- J** creates a timeless bond



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	5	Readiness	D.13(C)	D
2	5	Supporting	D.15(A)	G
3	5	Supporting	D.15(A)	A
4	5	Readiness	D.13(C)	H
5	5	Supporting	D.15(A)	D
6	5	Readiness	D.13(C)	F
7	5	Readiness	D.13(C)	C
8	5	Supporting	D.16(D)	F
9	5	Supporting	D.16(C)	D
10	6	Readiness	D.19(A)	F
11	6	Readiness	D.17(C)	D
12	6	Readiness	D.18(B)	H
13	6	Readiness	D.18(A)	B
14	6	Readiness	D.17(C)	J
15	6	Supporting	D.17(A)	A
16	6	Readiness	D.13(D)	G
17	6	Readiness	D.18(B)	D
18	6	Readiness	D.13(D)	F
Prompt	4	Readiness	D.15(A)	*
19	3	Readiness	D.8(A)	B
20	3	Readiness	D.9(C)	J
21	3	Supporting	D.9(B)	A
22	3	Readiness	D.8(A)	H
23	3	Readiness	D.9(C)	B
24	3	Readiness	D.11 Fig. 19(B)	J
25	3	Readiness	D.9(C)	A
26	3	Readiness	D.8(A)	F
27	3	Supporting	D.10 Fig. 19(B)	D
28	1	Readiness	D.1(E)	G
29	3	Supporting	D.10 Fig. 19(B)	B
30	3	Readiness	D.8(A)	J
31	3	Supporting	D.10 Fig. 19(B)	A
32	3	Readiness	D.8(A)	H
33	1	Readiness	Fig. 19(B)	D
34	1	Readiness	Fig. 19(B)	G
35	1	Readiness	Fig. 19(B)	B
36	1	Readiness	Fig. 19(B)	F
37	1	Readiness	Fig. 19(B)	C
38	2	Supporting	D.5(C)	G
39	2	Readiness	D.5 Fig. 19(B)	C
40	1	Readiness	D.1(B)	J
41	2	Readiness	D.5 Fig. 19(B)	C
42	2	Readiness	D.2 Fig. 19(B)	G
43	2	Readiness	D.5(B)	D
44	2	Readiness	D.5 Fig. 19(B)	J
45	2	Readiness	D.7 Fig. 19(B)	A
46	1	Readiness	D.1(B)	G
47	2	Supporting	D.2 Fig. 19(B)	B
48	2	Supporting	D.7 Fig. 19(B)	H
49	2	Supporting	D.3 Fig. 19(B)	D
50	2	Supporting	D.3 Fig. 19(B)	H
51	2	Supporting	D.3 Fig. 19(B)	A
52	2	Supporting	D.3 Fig. 19(B)	J

Note: The first character of the Content Student Expectation designates English I or English II.

*A scoring guide is used to determine the score for the written composition.

2019 STAAR English I Rationales

Item#	Rationale	
1	Option D is correct	A transition is a word, phrase, or sentence that connects topics or ideas. Adding the phrase "For this reason among others" to the beginning of sentence 6 creates an appropriate transition. In the preceding sentences the author provides facts about the Great Barrier Reef, so this transition connects the explanation that these facts contribute to the reef being a popular tourist destination.
	Option A is incorrect	Adding the phrase "As a matter of concern" does not provide an appropriate transition between the facts about the Great Barrier Reef and the result of it being a popular tourist destination.
	Option B is incorrect	Adding the phrase "For further evidence" to sentence 6 does not provide a logical transition as there is no additional evidence provided in the sentence.
	Option C is incorrect	Adding the phrase "To wipe away any doubt" does not create an appropriate transition, as there is nothing in the preceding sentences that suggests doubts about the Great Barrier Reef being a popular tourist attraction.

2019 STAAR English I Rationales

Item#	Rationale	
2	Option G is correct	A thesis statement is a statement that summarizes the main point or claim of a piece of writing. The author summarizes that the Great Barrier Reef is “a supreme example of the mysteries of the natural world” because of its plant and animal life. The author supports this thesis throughout the body paragraphs.
	Option F is incorrect	The focus of the paper is the Great Barrier Reef, so introducing the idea of “other barrier reefs” in the thesis statement is off-topic and ineffective.
	Option H is incorrect	This sentence is not an appropriate thesis statement because it is a detail rather than a summarizing sentence for the paper.
	Option J is incorrect	This detail about the growth of the Great Barrier Reef is not an appropriate thesis statement because it does not summarize the main point of the paper.

2019 STAAR English I Rationales

Item#	Rationale	
3	Option A is correct	A topic sentence captures the meaning of an entire paragraph. This sentence effectively introduces the idea that a variety of creatures have come to inhabit the Great Barrier Reef. These creatures are discussed throughout the paragraph.
	Option B is incorrect	Although paragraph 3 is about marine species that inhabit the Great Barrier Reef, the idea that these species are threatened is not discussed in paragraph 3.
	Option C is incorrect	It is evident based on paragraph 3 that there is great biodiversity in the Great Barrier Reef; however, there is no connection made between biodiversity and the long-term existence of the reef in the paragraph.
	Option D is incorrect	Paragraph 3 is about marine animals that inhabit the Great Barrier Reef, but there is no information about researchers studying the animals included in the paragraph.

2019 STAAR English I Rationales

Item#	Rationale	
4	Option H is correct	In sentences 22 through 25, the author provides examples of how the water surrounding the Great Barrier Reef is teeming with life and lists the different large and small animals that live there. Sentence 26 is redundant because it simply restates what has already been stated in the preceding sentences.
	Option F is incorrect	In sentence 24, Candice provides evidence about plankton that supports the paragraph's topic sentence.
	Option G is incorrect	In sentence 25, Candice provides examples of larger animals that live in the water around the Great Barrier Reef, supporting the topic sentence of the paragraph.
	Option J is incorrect	Leaving the paragraph intact fails to eliminate the redundant sentence 26.

2019 STAAR English I Rationales

Item#	Rationale	
5	Option D is correct	A concluding sentence captures the overall meaning of the paper. The author reminds readers of her main points: the Great Barrier Reef is a beautiful and unique place that attracts millions of visitors from around the world.
	Option A is incorrect	Throughout her paper, the author illustrates the significance of the Great Barrier Reef but does not focus on protecting the reef, so concluding with this idea does not summarize the author's ideas.
	Option B is incorrect	Speculation about the Great Barrier Reef is provided in this sentence, not a concluding sentence that summarizes the author's main points.
	Option C is incorrect	The author focuses her entire paper on the Great Barrier Reef, so concluding with the idea that other natural wonders should be explored is off-topic.

2019 STAAR English I Rationales

Item#	Rationale	
6	Option F is correct	The author begins her paper with the pronoun "They" and it is unclear who "They" refers to. Adding the phrase "Teachers and leaders at our school" clarifies who is telling students that they should become more involved in the community by volunteering their time.
	Option G is incorrect	Changing "continually" to "always" replaces a word with an equally effective word and does not clarify the unclear pronoun "They" at the beginning of the sentence.
	Option H is incorrect	Changing "telling us" to "instructing us" replaces a phrase with another that has a similar meaning and does not clarify the unclear pronoun "They" at the beginning of the sentence.
	Option J is incorrect	Changing "community" with "surrounding neighborhood" does not improve the clarity of the sentence.

2019 STAAR English I Rationales

Item#	Rationale	
7	Option C is correct	This sentence correctly combines and connects the two ideas into a single sentence.
	Option A is incorrect	Combining the sentences in this way creates a sentence fragment, which is a group of words containing an incomplete thought and lacking the grammatical structure that a sentence must include.
	Option B is incorrect	Combining the sentences in this way creates a run-on sentence, which is an error in which two or more clauses are joined incorrectly. A comma is necessary after "school" in order to avoid this error.
	Option D is incorrect	Combining the sentences in this way creates a comma-splice error, which occurs when two main clauses are connected only with a comma.

2019 STAAR English I Rationales

Item#	Rationale	
8	Option F is correct	A transition is a word, phrase, or sentence that connects topics or ideas. Adding this sentence connects the ideas about mentoring programs in paragraph 2 with the evidence about why mentoring programs are effective in paragraph 3.
	Option G is incorrect	Although mentoring programs are introduced in paragraph 2, the focus of paragraph 3 is on what the author has learned through her research on mentoring programs, not on her personal thoughts about mentoring programs.
	Option H is incorrect	A continuation of the ideas about helping students in paragraph 2 is presented, but then an idea that is not addressed in paragraph 3 is introduced.
	Option J is incorrect	Although mentoring programs are introduced in paragraph 2, the focus of paragraph 3 is on what the author has learned through her research on mentoring programs, not on her personal beliefs and opinions.

2019 STAAR English I Rationales

Item#	Rationale	
9	Option D is correct	A counterargument allows an author to provide opposing viewpoints for the reader. In sentence 20, the author proposes setting up an academic tutoring program. By including a counterargument against her proposal after sentence 20 and then refuting the counterargument in sentence 21, the author effectively presents a counterargument to the reader.
	Option A is incorrect	Inserting the counterargument before sentence 5 is ineffective and confusing to the reader, because the concept of a mentoring program has not yet been fully explained.
	Option B is incorrect	It does not make sense to include a counterargument before sentence 10, as a counterargument should come after information or a claim it is intended to contradict. The author has presented a personal example in sentence 9 that is unrelated to the counterargument.
	Option C is incorrect	Inserting the counterargument before sentence 13 interrupts the presentation of linked evidence about the benefits of mentoring programs. A counterargument should come after information or a claim it is intended to contradict.

2019 STAAR English I Rationales

Item#	Rationale	
10	Option F is correct	Changing the word “benefitial” to “beneficial” corrects the misspelling in this sentence.
	Option G is incorrect	Inserting a comma after “people” would insert unnecessary punctuation between two words.
	Option H is incorrect	A superlative is a form of an adjective or adverb that is being described as having more of a quality than all others. Changing “healthier” to its superlative form “healthiest” creates a usage error.
	Option J is incorrect	Leaving the sentence as is would not correct the misspelled word.

2019 STAAR English I Rationales

Item#	Rationale	
11	Option D is correct	Replacing the comma after “pets” with a semicolon corrects the run-on sentence, which is an error in which two or more clauses are joined incorrectly.
	Option A is incorrect	Replacing the comma after “pets” with a semicolon would correct the run-on sentence, but inserting a period after “without being judgmental” creates a sentence fragment, which is a group of words containing an incomplete thought and lacking the grammatical structure that a sentence must include.
	Option B is incorrect	Inserting the semicolon after “without being judgmental” changes the intended meaning of the sentence to suggest that people, rather than pets, are being nonjudgmental.
	Option C is incorrect	Inserting a semicolon after “compassionately” creates a sentence fragment, which is a group of words containing an incomplete thought and lacking the grammatical structure that a sentence must include.

2019 STAAR English I Rationales

Item#	Rationale	
12	Option H is correct	Deleting the comma after “appropriate” removes unnecessary punctuation that would incorrectly separate information essential to the meaning of the sentence from the rest of the sentence.
	Option F is incorrect	Changing the word “minimal” to “minamal” would introduce a spelling error in the sentence.
	Option G is incorrect	Changing “are” to the past-tense verb “were” creates a grammatical error since the sentence is in the present tense.
	Option J is incorrect	Leaving sentence 26 unchanged would not correct the unnecessary punctuation.

2019 STAAR English I Rationales

Item#	Rationale	
13	Option B is correct	The lowercase "until" should be capitalized as "Until" since it is the first word in a quotation that is a complete sentence.
	Option A is incorrect	Proper nouns, which are nouns that refer to a specific person, place, idea, or event, should be capitalized. In sentence 30, "poet" is not a proper noun so it should not be capitalized.
	Option C is incorrect	The singular possessive pronoun "one's" is correctly used in sentence 30 and should not be changed.
	Option D is incorrect	The present tense verb "remains" is used correctly in the sentence and should not be changed to the past tense "remained."

2019 STAAR English I Rationales

Item#	Rationale	
14	Option J is correct	Replacing the comma after “succeed” with a period and adding a comma after “Consequently” corrects the run-on sentence, which is an error in which two or more clauses are joined incorrectly.
	Option F is incorrect	The run-on error is not corrected in this sentence. Instead, an unnecessary comma is added.
	Option G is incorrect	The run-on error is not corrected in this sentence. Instead, all punctuation except for the ending period is removed.
	Option H is incorrect	Adding a semicolon after “walked” creates a sentence fragment, which is a group of words containing an incomplete thought and lacking the grammatical structure that a sentence must include.

2019 STAAR English I Rationales

Item#	Rationale	
15	Option A is correct	Changing the verb "have run" to the past-tense verb "ran" corrects a verb-tense error in the sentence, as the events being described took place in the past.
	Option B is incorrect	Removing the comma after "year" would create a run-on sentence, which is an error in which two or more clauses are joined incorrectly.
	Option C is incorrect	Changing the past tense "was forced" to the present tense "is forced" creates a verb-tense error, as the events being described took place in the past.
	Option D is incorrect	Making no change would not correct the verb-tense error in the sentence.

2019 STAAR English I Rationales

Item#	Rationale	
16	Option G is correct	Changing "whom" to "who" fixes a usage error in the sentence. The word "who" is necessary because it is in the subject position of its dependent clause, which is a clause that cannot stand alone as a complete sentence.
	Option F is incorrect	Inserting a comma after "September" would incorrectly separate the phrase "of 1921" from the word "September." The pronoun-case error needs to be corrected in the sentence.
	Option H is incorrect	Changing the word "proficient" to "proficiant" introduces a spelling error in the sentence.
	Option J is incorrect	Changing the past-tense verb "came" to the present tense "comes" introduces a verb-tense error into the sentence, as the events being described took place in the past.

2019 STAAR English I Rationales

Item#	Rationale	
17	Option D is correct	As written, there are no errors in the sentence. Therefore, no changes are necessary.
	Option A is incorrect	Inserting a comma after “performance” would introduce punctuation that unnecessarily separates phrases.
	Option B is incorrect	Changing the comma after “1926” to a semicolon would create a sentence fragment, which is a group of words containing an incomplete thought and lacking the grammatical structure that a sentence must include.
	Option C is incorrect	Changing the word “mechanical” to “machanical” introduces a spelling error in the sentence.

2019 STAAR English I Rationales

Item#	Rationale	
18	Option F is correct	Changing "Similar" to "Similarly" corrects a usage error in the sentence. The word "Similarly" is an adverb that correctly modifies the rest of the sentence.
	Option G is incorrect	The singular "female" is correctly used in the sentence, since it is modifying the word "pilots."
	Option H is incorrect	The past-tense verb "started" is correctly used in the sentence, as the events being described took place in the past.
	Option J is incorrect	Inserting a comma after "Club" would introduce unnecessary punctuation separating a clause and a phrase.
19	Option B is correct	The main idea of the article is that although most students who play baseball will never become professional baseball players, they can still learn important lessons and develop valuable characteristics and traits from playing the sport. Support for this idea is provided by this sentence.
	Option A is incorrect	A detail about IMG Academies is provided in this sentence, but support for the main idea of the article is not presented.
	Option C is incorrect	Through this detail, the reader understands why Ketchum Marsh is so fascinated by baseball, but support for the main idea of the article is not presented.
	Option D is incorrect	Insight about Ketchum Marsh is provided in this sentence, not support for the main idea of the article.

2019 STAAR English I Rationales

Item#	Rationale	
20	Option J is correct	The coaches at IMG care about the future success of the students, regardless of whether or not the students end up playing baseball in the major leagues. In paragraph 24, coaches are described as “positive and encouraging” and also honest and realistic. In paragraph 28, IMG baseball chief Ken Bolek explains that ““If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that’s the grand slam for us.””
	Option F is incorrect	The coaches at IMG are realistic about the chances their students have of playing professional baseball and concerned with helping the players reach their potential in life. There is no evidence that the coaches are concerned about their coaching abilities.
	Option G is incorrect	Some of the coaches at IMG have previously coached at a professional level. However, their focus at IMG is helping the students reach their potential, not becoming professional coaches.
	Option H is incorrect	There is no evidence that the coaches at IMG are dismissive of the mistakes their students make. Rather, the coaches focus on helping the students reach their full potential in life.
21	Option A is correct	The author presents evidence that Bolek considers Marsh a success because he has an excellent work ethic that has helped him in life, not just in his baseball playing.
	Option B is incorrect	The author does mention that Marsh was a batboy when he was eight years old, but this does not provide evidence to support the opinion in the quotation.
	Option C is incorrect	Although Marsh’s training regimen is mentioned in paragraph 11, the author provides evidence in the article that supports the idea that Marsh has a strong work ethic in all aspects of life, not just in his training.
	Option D is incorrect	The author presents evidence that Bolek considers Marsh a success because he has an excellent work ethic, not because of Marsh’s future plans.

2019 STAAR English I Rationales

Item#	Rationale	
22	Option H is correct	Throughout the article, the author provides information about IMG Academies, the coaches who work there, and the students who enroll in the school in hopes of fulfilling their dreams. The author's purpose is to inform readers about this unique school and the students who attend it.
	Option F is incorrect	At the beginning of the article, the author acknowledges that some people dream of playing a sport such as baseball professionally. However, the author's purpose is not to highlight the reasons people pursue careers in sports.
	Option G is incorrect	The author's purpose is not to persuade readers to support IMG or other schools that specialize in training student-athletes.
	Option J is incorrect	The author's purpose is not to convince student-athletes to enroll in schools such as IMG that provide a specialized focus on sports.
23	Option B is correct	Describing someone as the "scrappiest kid" is another way of saying that he or she has a lot of determination and grit, and having a "shot" at going to "the show" means the kid with grit and determination has a chance of playing in the big leagues.
	Option A is incorrect	There is no evidence in the quotation to suggest that baseball players understand their potential at an early age.
	Option C is incorrect	Although the quotation mentions "folklore," the author is not suggesting that legends about baseball frequently inspire players to improve.
	Option D is incorrect	Although the reference to the "scrappiest kid on the sandlot" could suggest humble circumstances, the author's intention in the quotation is to suggest that determination and grit could help a player get to the big leagues.

2019 STAAR English I Rationales

Item#	Rationale	
24	Option J is correct	At each level of the pyramid depicted in the graphic, the number of players decreases. There are approximately 2,000,000 kids who play Little League in the United States, but only 750 individuals who play in the Major Leagues. This information is included to emphasize how each level of competition in baseball becomes more selective.
	Option F is incorrect	The graphic is used to illustrate that fewer athletes are able to play baseball at each higher level. It does not provide information about their preferences.
	Option G is incorrect	There is no information provided in the graphic to suggest that Little League baseball players participate in multiple sports when they reach high school.
	Option H is incorrect	There is no evidence provided in the graphic to suggest that playing Little League is necessary in order to become a major-league player later in life.
25	Option A is correct	In paragraphs 17 through 20, the author describes the interaction between pitching coach Dave Shepard and player Cameron Varga to illustrate that the coach wants his players to always strive to improve.
	Option B is incorrect	The author provides the interaction in paragraphs 17 through 20 to illustrate that pitching coach Dave Shepard wants to help his player improve. He is not concerned about winning games quickly.
	Option C is incorrect	In paragraphs 17 through 20, there is no evidence to suggest that player Cameron Varga is confident in his ability to succeed playing for the University of Florida team.
	Option D is incorrect	In paragraphs 17 through 20, there is no reference to the speed of Cameron Varga's pitches.

2019 STAAR English I Rationales

Item#	Rationale	
26	Option F is correct	In paragraph 8, the author describes Naomi and Kean falling “joyfully into the couch” at the end of their race around the house. Each child claims to be first, without arguing with the other. Cyrus finishes the race behind the other two children and proclaims his third-place finish with “total joy and celebration.” The author includes the description of the race to illustrate that the children value fun above competition.
	Option G is incorrect	Although the author mentions that Cyrus is not as physically developed or as fast as the other two children, he mentions the children’s race through the house to illustrate that they value fun over competition, not to emphasize that his daughter is athletically superior to her friends.
	Option H is incorrect	The author does not mention the children’s enjoyment of racing through the house to highlight that they often disregard household rules.
	Option J is incorrect	There is no evidence that the author is concerned about the children’s safety while they enjoy running through the house.
27	Option D is correct	One central message in the article is that satisfaction comes from being dedicated and doing your best. The children all love to run and take satisfaction at the end of a race, regardless of who finishes first. Naomi and Kean both share the joy of coming in first place, and Cyrus is just as happy and satisfied with his third-place finish.
	Option A is incorrect	The idea that avoiding competition is better than participating when failure is certain is not a message the reader can infer from the essay. All the children participate in the race, and none of them feel like a failure at the end.
	Option B is incorrect	A central message in the article is about the joy the children feel from participating and the satisfaction they get from their efforts. The idea that being rewarded for participating belittles the efforts of the winners is not supported in the essay.
	Option C is incorrect	The author emphasizes that it doesn’t matter who wins or loses; the idea that satisfaction comes from being dedicated and doing your best is the central message readers can infer from the essay.

2019 STAAR English I Rationales

Item#	Rationale	
28	Option G is correct	The definition “prove or confirm to be true” best matches the meaning of <u>validated</u> as it is used in paragraph 3. The author contrasts the school environment, where exams and success at sports prove or confirm a person’s progress or value, with the “real messy world” where progress is not <u>validated</u> in such a concrete way.
	Option F is incorrect	The author does not refer to any declarations or legal measures in paragraph 3 of the article.
	Option H is incorrect	There is no reference made to approving “an expressed agreement” in paragraph 3.
	Option J is incorrect	In paragraph 3, the author uses the word <u>validated</u> to refer to confirmation of truth, not to marking something with an official indicator.
29	Option B is correct	In paragraph 8, the author describes Naomi and Kean loudly proclaiming “I’m first, I’m first” in unison as they finish the race, followed by Cyrus joyfully shouting “I’m third!” The author uses quotations to emphasize Cyrus’s noncompetitive nature.
	Option A is incorrect	In paragraph 8, Naomi and Kean finish the race together, and both shout “I’m first, I’m first.” However, there is no disagreement between the children at this point—they both celebrate feeling like they won the race.
	Option C is incorrect	The author celebrates Cyrus’s participation in the race positively in paragraph 8; he expresses no concerns for Cyrus.
	Option D is incorrect	Although the author does describe Naomi and Kean as “fast runners” in paragraph 6, the quotations in paragraph 8 are intended to emphasize Clive’s noncompetitive nature.

2019 STAAR English I Rationales

Item#	Rationale	
30	Option J is correct	By explaining the concept of being an “also-ran,” the author describes someone who enjoys participating in a contest even though he or she does not win. The quotation from paragraph 9 expresses the author’s positive viewpoint of “also-rans” who “finish third in a three-horse race.”
	Option F is incorrect	The author’s quotation from paragraph 2 does not support his viewpoint regarding being an “also-ran.”
	Option G is incorrect	The author’s description of his house in paragraph 7 does not provide any explanation of his viewpoint regarding being an “also-ran.”
	Option H is incorrect	The author’s description of Naomi and Kean in paragraph 6 suggests that they will be successful in competitions; however, it does not provide an explanation of his viewpoint about being an “also-ran.”
31	Option A is correct	In paragraph 3, the author contrasts his education with his experience in the “real messy world.” Based on the details provided, the reader can conclude that the author’s education did not fully prepare him for life outside the “sanctuaries of high school and University.”
	Option B is incorrect	Based on the details in paragraph 3, the reader can conclude that the author was successful at both sports and academics while in school. He presents no evidence that he was better at sports than academics while growing up.
	Option C is incorrect	Although the author does state that he attended “an elite school” in paragraph 2, there are not enough details provided in paragraph 3 for readers to compare the educational priorities at elite and public schools.
	Option D is incorrect	In paragraph 3, the author provides no evidence that students in England are required to attend school through the university level.

2019 STAAR English I Rationales

Item#	Rationale	
32	Option H is correct	The main idea of the article is that people should celebrate their best efforts regardless of whether or not they succeed. In paragraph 8, the author describes Cyrus joyfully celebrating his third-place finish in a race, and in paragraph 9, the author states that he believes “in celebrating those that finish third in a three-horse race.”
	Option F is incorrect	Naomi and Kean are described as more physically advanced than Cyrus, yet they are all best friends. The idea that children develop friendships with those who have similar abilities is not a supported main idea in the selection.
	Option G is incorrect	Although the author does describe active children in the selection, the emphasis is on celebrating the joys of effort and participation, not activity and fitness.
	Option J is incorrect	At the beginning of the article, the author describes success in competitions but then explains that this success did not prepare him for life as an adult. The idea that people who consistently win competitions as children have advantages over others is not supported in this selection.
33	Option D is correct	Ketchum Marsh in “A Baseball School for Big-League Dreamers” attended IMG Academies, “a private sports school where dreams of baseball glory are nurtured.” The author of “I Believe in the Also-Rans” attended an “elite school” where “achievement and winning were all-important.”
	Option A is incorrect	Although Ketchum Marsh in “A Baseball School for Big-League Dreamers” has less athletic ability than some of his peers, and the author of “I Believe in the Also-Rans” acknowledges that his athletic success did not prepare him for life in the “real messy world,” there is no evidence to support the conclusion that either individual is frustrated with his limited athletic abilities.
	Option B is incorrect	Ketchum Marsh in “A Baseball School for Big-League Dreamers” grew up in Chatham, Massachusetts, and the author of “I Believe in the Also-Rans” grew up in England.
	Option C is incorrect	Although in “A Baseball School for Big-League Dreamers,” Ketchum Marsh’s parents did send him to IMG Academies, there is no evidence to support the conclusion that the family of the author of “I Believe in the Also-Rans” emphasized the importance of athletics.

2019 STAAR English I Rationales

Item#	Rationale	
34	Option G is correct	In the quotation from "A Baseball School for Big-League Dreamers," the coaches are realistic about the chances players have of reaching the big leagues. The coaches emphasize characteristics and traits that will help their players succeed in any endeavor, rather than focus on winning and athletic achievement. These ideas contrast with the attitude of being "better than others" and the idea that "achievement and winning were all-important" found in the quotation from paragraph 2 of "I Believe in the Also-Rans."
	Option F is incorrect	In the quotation from "A Baseball School for Big-League Dreamers," Ketch is emphasizing his passion for baseball. This quotation does not contrast with the attitude expressed in the quotation from paragraph 2 of "I Believe in the Also-Rans."
	Option H is incorrect	This quotation does not contrast with the attitude expressed in the quotation from paragraph 2 of "I Believe in the Also-Rans." Bolek is reflecting on how his job is about more than baseball in the quotation from "A Baseball School for Big-League Dreamers."
	Option J is incorrect	The idea that many of the coaches have dedicated years to the game of baseball is expressed in the quotation from "A Baseball School for Big-League Dreamers." This does not contrast with the attitude expressed in the quotation from paragraph 2 of "I Believe in the Also-Rans."
35	Option B is correct	The authors of "A Baseball School for Big-League Dreamers" and "I Believe in the Also-Rans" discuss competition and achievement. Both authors include anecdotes to support their main ideas. In the first selection, the author describes Ketchum Marsh and his experience at an elite baseball academy. In the second selection, the author describes a race between his daughter and two of her friends.
	Option A is incorrect	Neither the author of "A Baseball School for Big-League Dreamers" nor the author of "I Believe in the Also-Rans" provide definitions of key terms in order to add meaning to their texts.
	Option C is incorrect	Although the author of "A Baseball School for Big-League Dreamers" includes quotations from coaches who have coached in the big leagues and now work at IMG, the author of "I Believe in the Also-Rans" does not include quotations from any experts.
	Option D is incorrect	Neither the author of "A Baseball School for Big-League Dreamers" nor the author of "I Believe in the Also-Rans" use a cause-and-effect organizational structure to highlight the relationships between key ideas.

2019 STAAR English I Rationales

Item#	Rationale	
36	Option F is correct	In "A Baseball School for Big-League Dreamers," the author describes Ketchum Marsh's debut at IMG as "less than stellar." Regarding Ketchum, Coach Ken Bolek states, "There weren't a lot of things that just came naturally to him as an athlete." The author of "I Believe in the Also-Rans" points out that his daughter's friend Cyrus "was slower to develop physically and was nowhere near as speedy as his two playmates." Neither Ketchum Marsh nor Cyrus is a natural-born athlete.
	Option G is incorrect	Although Ketchum Marsh in "A Baseball School for Big-League Dreamers" struggles at times and Cyrus in "I Believe in the Also-Rans" is slower than his friends, neither individual is described as feeling easily frustrated by failure.
	Option H is incorrect	The fact that Ketchum Marsh's parents in "A Baseball School for Big-League Dreamers" sent him to IMG suggests that they are supportive of his dreams. The author of "I Believe in the Also-Rans" is supportive of Cyrus and the other children.
	Option J is incorrect	Although Ketchum Marsh in "A Baseball School for Big-League Dreamers" does hope to play baseball professionally, the author of "I Believe in the Also-Rans" does not indicate that Cyrus has aspirations of becoming a professional athlete.

2019 STAAR English I Rationales

Item#	Rationale	
37	Option C is correct	In paragraph 32 from "A Baseball School for Big-League Dreamers," Ketchum Marsh explains that it is unlikely for kids growing up with dreams of becoming a professional baseball player to actually achieve that reality. In paragraph 3 from "I Believe in the Also-Rans," the author compares the "sanctuaries of high school and University," where he achieved success in class and on the sports field, to the "real messy world," where success is not as easily or clearly achieved. Both paragraphs are included to illustrate the contrasting realities between adult life and early experiences.
	Option A is incorrect	In paragraph 32 from "A Baseball School for Big-League Dreamers" and paragraph 3 from "I Believe in the Also-Rans," the authors focus more on potential challenges people face as an adult than on early disappointments leading to long-term failure.
	Option B is incorrect	Neither the author of "A Baseball School for Big-League Dreamers" nor the author of "I Believe in the Also-Rans" discuss the educational advantages of attending elite schools.
	Option D is incorrect	In paragraph 32 from "A Baseball School for Big-League Dreamers" and paragraph 3 from "I Believe in the Also-Rans," the authors focus on potential challenges adults may face. Neither author focuses on the most important qualities needed to become a successful adult in these paragraphs.
38	Option G is correct	The term point of view refers to the person telling or narrating a piece of writing. The narrator describes T. J. reacting to the men on the roof differently than the way the other boys react. While the other boys are "frightened by the authority" of the men who question them about the grass, T. J. is defiant and then determined to prevent the men from being the ones to destroy the rooftop garden.
	Option F is incorrect	Although the adults have discovered the garden, no explanation of how they found the garden is revealed in the selection.
	Option H is incorrect	The reader can conclude that the boys have worked hard on the garden, but there is no indication of how much time they have put into their efforts.
	Option J is incorrect	Although the boys did help T. J. plant the garden, how they agreed to help T. J. is not revealed in the selection.

2019 STAAR English I Rationales

Item#	Rationale	
39	Option C is correct	In the first sentence of the excerpt, the main conflict—the men finding the boys’ rooftop garden—is initiated. The plot is set in motion immediately with this conflict established.
	Option A is incorrect	Foreshadowing is a literary element that offers a warning or indication of future events. In the first sentence, the story’s conflict is initiated, but there is no foreshadowing regarding the resolution.
	Option B is incorrect	The main character, T. J., is not introduced until paragraph 6.
	Option D is incorrect	A question is presented in paragraph 1, but it is answered in paragraphs 5 through 8 of the selection.
40	Option J is correct	Readers can conclude that the boys worked hard to carry soil up onto the roof of the building. From this context, readers can determine that <u>laboriously</u> means “Slowly and with difficulty.”
	Option F is incorrect	Although the soil is clearly important to the boys, there is no evidence that they paid money for the soil.
	Option G is incorrect	T. J. and the boys seem pleased with their rooftop garden, but the context does not provide support to “For good reason” as the meaning of <u>laboriously</u> .
	Option H is incorrect	Before scooping dirt off the roof, T. J. yells, “I won’t let ‘em lay a dirty hand on it.” Based on this context, readers can conclude that <u>laboriously</u> does not mean “quietly and in secrecy.”

2019 STAAR English I Rationales

Item#	Rationale	
41	Option C is correct	Irony is a type of figurative language where the author expresses the opposite of what is expected. Despite T. J.'s assertion in paragraph 20 that "It's our earth. It's our land. Can't nobody touch a man's own land," T. J. is actually growing his garden on the roof of a building owned by someone else. Although T. J. believes he has a right to grow a garden on the roof of the building, the opposite is true.
	Option A is incorrect	The irony found in the quotation from paragraph 20 comes from T. J.'s belief that he has a right to grow his garden on the roof of a building owned by someone else. The irony is not in T. J.'s love of the outdoors.
	Option B is incorrect	There is no mention of the men and their concerns over the abandoned rooftop in the quotation from paragraph 20.
	Option D is incorrect	In paragraph 31, the narrator observes that "the task of destruction is infinitely easier than that of creation," but there is not a direct connection regarding irony between this idea and the quotation from paragraph 20.
42	Option G is correct	A theme, or central message, of the excerpt is the idea that people take pride in their work. When T. J. learns that the owner of the building plans to destroy his garden, he tells the man, "We toted it up here, and it's our earth. We planted it and raised it and toted it up here." Later, in paragraph 27, he "fiercely" tells his friends, "They ain't gonna touch my earth." T. J. and the other boys are clearly proud of the work they have done.
	Option F is incorrect	Although the adults are not supportive of the boys' accomplishment of planting a rooftop garden, their response is in the interest of protecting their property, not because they have lost a sense of accomplishment.
	Option H is incorrect	In paragraph 10, the narrator compares the adults on the rooftop to other authority figures such as police officers and teachers. There is no sense that the boys are relying on the adults to maintain order; instead, they wish to defy the adults.
	Option J is incorrect	Although T. J. creates a green space on the roof of the building, the space is only valuable to him and his friends. There is no message about the general value of green spaces.

2019 STAAR English I Rationales

Item#	Rationale	
43	Option D is correct	In paragraph 26, the narrator describes a “decision working” in T. J.’s face. T. J. then turns and heads back up the fire escape in paragraph 28 to take action. He has clearly made a decision to destroy the garden so that the adults cannot do so, and when the other boys join him on the roof, he has them help him take action.
	Option A is incorrect	Although T. J. is defiant toward the men who want to destroy his garden, he acts out of pride and attachment to his work rather than out of difficulty following rules.
	Option B is incorrect	Readers can conclude that T. J. is the leader of the group of boys, but there is no evidence to support the idea that he enjoys this role.
	Option C is incorrect	Although the other boys are surprised by T. J.’s behavior, they follow his lead. There is no evidence to support the idea that they view him as immature.
44	Option J is correct	In paragraph 24, T. J. asks his friends, ““We can’t stop them?”” referring to the men who plan on destroying his garden. In paragraph 25, T. J.’s friend Blackie responds with finality, “No. . .they own the building.” Blackie’s response is intended to convince T. J. that resisting the adults is pointless in this situation.
	Option F is incorrect	Blackie lets T. J. know it is pointless to resist the men, but there is no evidence that he supports their claim or their decision.
	Option G is incorrect	Blackie reminds T. J. that the men who want to destroy the garden own the building. He then goes back up onto the roof with T. J. to help him. There is no evidence of the boys wishing to go against T. J.
	Option H is incorrect	The words “They own the building” are not used to indicate that the men’s actions are limited. Rather, Blackie’s statement is used to show that the men have the power to make the rules and follow through.

2019 STAAR English I Rationales

Item#	Rationale	
45	Option A is correct	When T. J. realizes that he cannot save the garden, he decides to destroy it rather than let the men have the satisfaction of doing so. After the destruction of the grass plot is complete, T. J. picks up one "lonely blade of grass," puts it into his mouth and sucks "the greenness out of it." This blade of grass is a final remnant of the precious rooftop grass patch.
	Option B is incorrect	The harvest that the boys anticipated would have been watermelons grown in their earth, which is not represented by the single blade of grass.
	Option C is incorrect	The grass may have provided T. J. a sense of his past home, but the one remaining piece of grass is a remnant of what has been lost, not what has been found.
	Option D is incorrect	T. J. did work on the garden with the other boys, but the blade of grass represents the last remnant of their precious rooftop grass patch, not his friendship with the other boys.
46	Option G is correct	In lines 15 and 16, the speaker describes her father "erasing the indentations of the letters and numbers he had etched over time." Based on the context, <u>etched</u> most closely means "imprinted," as the indented letters would be imprinted on the desk.
	Option F is incorrect	Although the speaker's father made the letters and numbers over time and is reluctant to change them, readers can conclude that the <u>etched</u> letters were "imprinted" into the desk, not "perfected."
	Option H is incorrect	Although the father "remembered" the letters, <u>etched</u> refers to how the letters and numbers were "imprinted" into the desk that needed to be sanded down.
	Option J is incorrect	Readers can conclude that the letters and numbers that created indentations in the desk had been "imprinted" over time, but not necessarily "tarnished."

2019 STAAR English I Rationales

Item#	Rationale	
47	Option B is correct	The theme, or central message, of the poem is that cherished objects can create connections between family members. The speaker received a cherished desk from her father, who had used the desk as a child and throughout college. The speaker passes down the beloved piece of furniture to her child, promising him or her that one day they'll work on the desk together.
	Option A is incorrect	The speaker desires the desk not because her father valued it, but because of the connection it creates between family members.
	Option C is incorrect	The desk is extraordinary to the speaker, and she believes her child will feel the same way about it someday. The speaker does not suggest that someone else may find the desk ordinary.
	Option D is incorrect	The speaker states that the desk stimulates her imagination. However, she does not suggest that it will be made new again by using imagination.
48	Option H is correct	The speaker's father used the desk as a child and in college, then refinishes and passes it on to the speaker. The desk then accompanies the speaker throughout her life, and she is excited to pass the desk along to her young child, who is just starting out in life. Thus, the desk represents new beginnings that come with each generation.
	Option F is incorrect	The speaker's father refinishes the desk, and the speaker suggests that she and her child will eventually strip the finish and repaint the desk. However, the desk represents new beginnings that come with each generation, not simply changes in style.
	Option G is incorrect	Although the speaker's father and the speaker both care about the desk, and the speaker hopes her child will feel the same way, the desk represents new beginnings that come with each generation rather than pride that comes from caring for possessions.
	Option J is incorrect	The desk does inspire the speaker's creativity, but it represents new beginnings as it is passed down through generations.

2019 STAAR English I Rationales

Item#	Rationale	
49	Option D is correct	In line 35, the speaker refers to her child's "bright green and lavender dreams." The desk had previously represented the speaker's dreams, and the author provides the reference in line 35 to help the reader understand that the speaker is ready to relinquish ownership of the desk to her child.
	Option A is incorrect	In line 28, the speaker refers to the desk sitting in her child's room, but she best indicates that she is ready to relinquish ownership of the desk in line 35 when she refers to the desk inspiring her child's dreams.
	Option B is incorrect	In line 29, the speaker indicates how the desk is currently being used, but doesn't indicate that she is ready to relinquish ownership of the desk so that her child can make the desk his or her own.
	Option C is incorrect	In line 30, the speaker refers to activities that her child is not able to accomplish because he or she is too young. This does not indicate that the speaker is ready to relinquish ownership of the desk.
50	Option H is correct	Tone is the way the author expresses his or her attitude through the writing. In lines 22 through 25, a nostalgic tone is established as the speaker fondly recalls sitting at her desk "for hours, make-believing I was a college professor, bank teller, school teacher, the boss."
	Option F is incorrect	Although the speaker refers to pretending to be a college professor in line 22, the tone that is established is not intellectual. Instead, a nostalgic tone is established.
	Option G is incorrect	In lines 22 through 25, the speaker does remember playing at the desk in her youth, but she does not quickly list random details.
	Option J is incorrect	The speaker does refer to her childhood dreams in lines 22 through 25, but she is recalling them with a nostalgic tone rather than a hopeful one.

2019 STAAR English I Rationales

Item#	Rationale	
51	Option A is correct	In lines 31 through 35, the speaker wants the desk to be stripped and made new again for her child, who the speaker hopes will use the desk to pursue his or her own “green and lavender dreams.” The speaker wants her child to use the desk to find his or her own identity.
	Option B is incorrect	The speaker refers to her child’s “bright green and lavender dreams” as representative of his or her own identity, not as prescribed colors for her child to paint the desk.
	Option C is incorrect	The desk is more than just a new piece of furniture to the speaker. It is a way for her child to find his or her own identity.
	Option D is incorrect	The speaker’s child is too young to understand the speaker’s offer of the desk, but the speaker does not indicate any doubt regarding her child’s acceptance of the desk when he or she is older and understands what the desk represents.
52	Option J is correct	The speaker uses repetition in lines 19 through 21 to emphasize that her desk creates a timeless bond between her and her family.
	Option F is incorrect	Although the speaker refers to the desk in line 20 as a “piece of history,” repetition is used in these lines to suggest the timeless bond created by the desk, not the idea that the desk contains messages written long ago.
	Option G is incorrect	The speaker does refer to the desk in line 19 as an “heirloom.” However, repetition is used in these lines to suggest the timeless bond created by the desk, and not the idea that the desk is worth a great amount of money.
	Option H is incorrect	The repetition used in lines 19 through 21 does not indicate that the desk is outdated in its appearance.