



# **English I**

**Administered April 2018**

**RELEASED**

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

*In her English class, Susan was assigned to write a persuasive paper. She would like you to read her paper and suggest any revisions she should make. When you finish reading, answer the questions that follow.*



## **The Importance of Social Networking Offline**

(1) Teenagers are learning new communication skills every day. (2) It is important for them to have opportunities to network, or to meet and get to know new people. (3) But online networking promotes short, superficial connections. (4) It is very popular with teens today. (5) Offline networking better encourages meaningful connections that will bolster happiness, develop skills, and open avenues to career opportunity. (6) Teens need to practice more offline networking. (7) It will prepare them to be confident face-to-face communicators in the real world.

(8) Approximately seventy percent of today's teenagers communicate within online social networks, according to the Pew Research Center. (9) A survey of almost 7,000 teens was conducted in 2014 by three Swiss researchers, and they found that many of the surveyed teens believed they were spending too much time on these social networking sites. (10) These teens are starting to realize that online connections can be anonymous, emotionless, and insignificant. (11) Additionally, these teens admitted that they miss spending time with real people. (12) Perhaps these teens are discovering what they have been suggesting for a while: spending

time with others in real life is important. (13) It not only contributes to a stronger sense of identity and a happier mood, but it also gives us the chance to share happiness with other people. (14) In other words, offline networking seems to actually benefit a teen's emotional health.

(15) Face-to-face communication also gives teens an opportunity to learn to read people. (16) Everyone communicates in person differently than communicating over the phone, through texting, or in online posts. (17) Being face-to-face requires a person to think and respond more quickly—without the safety net of a delete key. (18) And much of our communication is nonverbal anyway. (19) Facial expressions, gestures, and vocal tones are just a few examples. (20) Teens need to have face-to-face interactions so they can learn to read these nonverbal cues, which are sometimes even more important than the words a person is saying.

(21) A time will come when the teen will need to enter the job market, and this usually means a face-to-face interview. (22) A young person needs to be confident and comfortable in this kind of interaction. (23) A teen applying for a job will want to convince the employer that he or she has the skills to handle business relationships. (24) For example, a person will need to be able to interact naturally with customers, hearing and understanding their words as well as their nonverbal cues in many different kinds of businesses. (25) A teenager adept at communicating in person will be much more likely to get hired and to experience success at work.

(26) Dealing with people offline will help teens in a few important ways. (27) That's why every teen should spend time practicing real-world interactions. (28) And the only way to do that is to unplug from the screen and start connecting with real people.

1 What is the most effective way to combine sentences 3 and 4?

- A But online networking, which is very popular with teens today, promotes short, superficial connections.
  - B But online networking promotes short, superficial connections, it is very popular with teens today.
  - C But online networking that promotes short, superficial connections, it is very popular with teens today.
  - D But online networking promotes short, superficial connections with teens today, which it is very popular.
- 

2 How can Susan improve the clarity of sentence 12?

- F Change **these teens** to **they**
  - G Change **they** to **researchers**
  - H Change **suggesting** to **saying**
  - J Change **a while** to **some time**
- 

3 What is the most effective revision to make in sentence 16?

- A Everyone communicates in person in one way, they communicate in different ways over the phone, through texting, or in online posts.
- B Everyone communicates differently in person than they do when speaking over the phone, sending texts, or writing online posts.
- C Everyone communicates in person differently than they do over the phone, to send texts, or posting online.
- D Everyone communicates in person, over the phone, through texting, or in online posts differently.

**4** Susan needs a better transition from the third paragraph (sentences 15–20) to the fourth paragraph (sentences 21–25). Which of the following can be added to the beginning of the fourth paragraph, just before sentence 21, to strengthen this transition?

- F** This ability to communicate in person becomes even more important as teenagers get older.
  - G** In a few short years, most teens in our school will be entering the job market or college.
  - H** Learning to read people’s communication cues will help build opportunities for teens.
  - J** In a business setting, a teen will need to know how to understand his coworkers.
- 

**5** Sentence 26 does not effectively open the last paragraph (sentences 26–28). Which of the following can replace sentence 26 and help strengthen the concluding paragraph of this paper?

- A** Dealing with people when you are a teen offline will help you in a handful of critical ways.
- B** Offline networking is important because it can improve a teenager’s well-being and help prepare him for the future.
- C** Both online and offline relationships are important in today’s world of instant communication.
- D** Every teen will need to practice offline communication so they can get used to talking with others.

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

*In response to a class assignment, Anika wrote the following paper about an underground city. Read Anika's paper and think about the revisions she needs to make. When you finish reading, answer the questions that follow.*



Dugouts in the Side of a Hill in Coober Pedy

## **Coober Pedy: Underground City**

(1) At first glance, the Australian city of Coober Pedy looks like an abandoned ghost town. (2) It doesn't appear to consist of much more than a few hotels and a peculiar, grassless golf course. (3) As bleak as this may sound, the city of Coober Pedy is actually quite fascinating. (4) There are even people who live here. (5) These people are under ground.

(6) What caused these people to build an underground city in the Australian desert? (7) In 1915 14-year-old Willie Hutchison discovered some rich opal fields in the area. (8) After all, miners from all over the world flooded into the region to seek their fortunes. (9) The miners quickly learned that summer temperatures in the area could escalate to more than 100 degrees and scorch the land for months. (10) In today's world of air conditioning, that may not seem unbearable, but in 1915 it was.

(11) The Coober Pedy miners devised a unique solution to their problem with the heat. (12) Since they were miserable living above ground but were quite comfortable working in the caves, they decided to build dugouts. (13) These are caves dug into the local hillsides. (14) When the dugouts were complete, the miners moved their families and belongings under ground.



A Bedroom in a Coober Pedy Home

(15) Today, most of the citizens of Coober Pedy continue to live in underground homes. (16) Some of these homes are grand and impressive, while others are simple and practical. (17) Vertical shafts are commonplace in these homes because they help keep interior temperatures regulated and comfortable. (18) And like any city, Coober Pedy also has restaurants, hotels, a few museums, and even a handful of gift shops—all under ground.

(19) Windows are the only amenity missing in Coober Pedy homes and businesses. (20) To enhance their surroundings, fake windows with decorative drapes are installed by some people. (21) Others bring artificial light into the dark atmosphere to make it seem more cheerful. (22) Colorful walls also help make some environments brighter and more pleasing to the eye.

(23) The fascinating city of Coober Pedy has become a popular destination for both tourists and filmmakers. (24) The citizens of Coober Pedy have certainly found a creative way to beat the heat, and the world has taken notice.

- 6 Anika has written a weak thesis statement for her paper. Which of the following can replace sentences 4 and 5 and serve as a more effective thesis for this paper?
- F The people who live in Coober Pedy love their special little city. All of these people have made a decision to live in a unique way.
  - G It isn't what you can see that makes this city amazing; it's what you cannot see. There are 3,500 people who call Coober Pedy home, and almost all of them live and work under ground.
  - H Coober Pedy's interesting history includes miners, people living under ground, very hot weather, and media attention. All of this put together makes Coober Pedy an interesting place to me.
  - J It isn't because it's abandoned that Coober Pedy is fascinating; it's because it only looks abandoned since people are really living under ground.
- 

- 7 Anika has not used the most effective transition in sentence 8. Which of the following should replace **After all** in this sentence?
- A Soon
  - B Instead
  - C Finally
  - D Otherwise



**8** How should sentence 20 be revised?

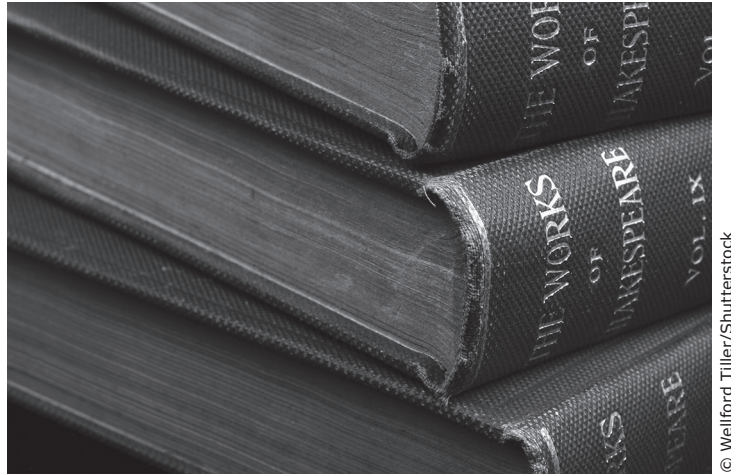
- F** To enhance their surroundings, installing fake windows and decorative drapes helped some people.
  - G** To enhance their surroundings, some people install fake windows and they also use decorative drapes.
  - H** To enhance their surroundings, fake windows with decorative drapes are installed by some people to help them.
  - J** To enhance their surroundings, some people install fake windows with decorative drapes.
- 

**9** Which of these ideas could best follow and support sentence 23?

- A** More than 150,000 people visit the small town each year, and a host of movies, including *Kangaroo Jack*, *Mad Max Beyond Thunderdome*, and *Opal Dream*, have been filmed there.
- B** Coober Pedy residents now make their livelihood in both the tourism industry and opal-mining industry, and this keeps most of the people working and able to provide for their families.
- C** Today the people in this town get the vast majority of their water from under ground from a source 24 kilometers away that has to be pumped in via an underground pipeline.
- D** Since February of 1915, many of the highest-quality opals in the entire world have been found in Coober Pedy; in fact, Coober Pedy is sometimes even referred to as the opal capital of the world.

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

*In this paper Emma wants to present an argument for studying classic literature. Read Emma's first draft and look for the corrections she needs to make. When you finish reading, answer the questions that follow.*



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## **The Case for Classics**

(1) Many high schoolers groan when they look at a course syllabus for English and see literary assignments that include Shakespearean plays and other pieces of classic literature. (2) Students often wonder why they have to study “ancient” writing that is hard to read and seems so irrelevant. (3) But there are some good reasons why reading the classics is an important part of a twenty-first-century education.

(4) Reading writings from long ago can be like stepping into a time machine. (5) As students explore texts that were written hundreds of years before, you peer through a window into the world as it was in those days. (6) Mark Bayer, an associate professor of English at the University of Texas at San Antonio, notes that Shakespeare’s sixteenth-century audiences enjoyed “the political intrigue, the murder plots, the nations at war.” (7) He adds, “These were things that were on people’s minds at that time.” (8) Also, who better to tell those stories than the people who lived them? (9) Being able to hear those voices from the past is a privilege young people should be grateful to have.

(10) Furthermore, as students examine classic works, they begin to see the fabric of history from a different perspective. (11) Most teens are absorbed with

their own daily activities, they rarely think about the fact that human civilization has been around for a long time. (12) They don't realize their lives are connected to the lives of the people who came before them. (13) The experiences and perspectives of those people can provide important insights into the challenges that teenagers face today. (14) The wording and style may have changed, but the underlying themes that stir the heart, including love, loss, courage, revolution, and humor, are as true today as they were for the authors of these early works. (15) Reading classic literature is one way for students to begin to understand the bigger story of the generations.

(16) One of the most important reasons to study classic literature, however, is to expand one's mind. (17) Research has shown that the human brain has an amazing capacity to learn and that many people barely scratch the surface of their learning potential. (18) Clearly, studying the classics can be challenging, but that's why it is so important. (19) Just as a workout trains the body, learning to appreciate an unfamiliar style of writing can stretch the brain and help it grow stronger. (20) To illustrate this, a group of scientists and English professors came together at the University of Liverpool in England. (21) They gathered volunteers who agreed to have their brains scanned while reading phrases from classic literature, including Shakespeare, in both their original form and in modern translations. (22) The results of the study showed a significant increase in the brain activity of people who were reading the original texts. (23) According to Philip Davis one of the English professors involved in the study, "Serious literature acts like a rocket-boosters to the brain." (24) While it might be easier to read modern literature and books that appeal to today's culture and interests, students would miss some important opportunities to think, reason, and flex their brains.

(25) Classic literature is an important part of a high school education. (26) It connects students to the history and values of the broader human community. (27) It challenges their minds with the ideas and words of people who came before them. (28) Therefore, if today's teens are going to grow as readers, writers, and critical thinkers, it is essential that classic literature remain a part of their education.

**10** How should sentence 5 be changed?

- F** Change ***explore*** to **explored**
  - G** Change ***were written*** to **was written**
  - H** Change ***years*** to **year's**
  - J** Change ***you*** to **they**
- 

**11** What change should be made in sentence 9?

- A** Insert a comma after ***past***
- B** Change ***is*** to **are**
- C** Change ***privilage*** to **privilege**
- D** Change ***grateful*** to **gratefull**

**12** What is the correct way to write sentence 11?

- F** Most teens are absorbed with their own daily activities. Rarely thinking about the fact that human civilization has been around for a long time.
  - G** Most teens are absorbed with their own daily activities and rarely think about human civilization. Which has been around for a long time.
  - H** Most teens are absorbed with their own daily activities and rarely think about this fact, human civilization has been around for a long time.
  - J** Most teens are absorbed with their own daily activities and rarely think about the fact that human civilization has been around for a long time.
- 

**13** How should sentence 23 be changed?

- A** Change **According** to **Acording**
- B** Insert a comma after **Davis**
- C** Change **Serious** to **serious**
- D** Sentence 23 should not be changed.

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

*Caitlyn wrote the following composition about an inspirational figure. She would like you to read her paper and think about any corrections she needs to make. When you finish reading, answer the questions that follow.*

## **A Dream Unrealized**

(1) Rafael, or Rafa, Ortiz was born in Mexico City, but his father did not want to raise him in the midst of the city's tall buildings and concrete streets. (2) He wanted his children to be close to nature and animals, so when Rafa Ortiz was about five years old, his father moved his family to a ranch near Veracruz. (3) Rafa Ortiz and his siblings began water rafting in the nearby Filobobos River. (4) Over time Ortiz's early experiences with rafting led him to an extraordinary career in extreme kayaking.

(5) When Ortiz was about 14, his father and sister bought two kayaks. (6) With no instructions or guidance, Ortiz and his sister planned to take their new boats out onto the water. (7) They put on skateboarding helmets and swimming pool life jackets and brought their kayaks to the river. (8) Fortunately, an experienced kayaker saw them and offered some much-needed advice. (9) "You guys need proper life jackets, proper helmets, and proper spray skirts to close the kayaks," he gently told them. (10) "You can visit a website and get all set up." (11) The two siblings did just that, and Ortiz soon became an avid kayaker. (12) He started spending his summers in Canada, where he perfected his skills in freestyle kayaking. (13) As a teen in the junior ranks, Ortiz became the first Mexican of any age to compete in the world freestyle kayak championships.

(14) Ortiz soon grew interested in extreme kayaking and made his first descent down a 40-foot drop over Big Banana Falls in Mexico. (15) He came out of the plunge bleeding and with a broken paddle, but he was hooked nonetheless. (16) After steady practice and a great deal of experience at various waterfalls around the globe, Ortiz improved his skills. (17) Today he is one of the most celebrated extreme kayakers in the world. (18) Among his unparalleled achievements is paddling his kayak over both the Alexander Falls, a 150-foot drop in British Columbia, and the Palouse Falls, a 189-foot drop in the state of Washington.



Rafael Ortiz Kayaking on  
Homestake Creek in Vail, Colorado

(19) In recent years Ortiz had been looking forward to conquering the ultimate challenge, the 165-foot plummet of Niagara Falls. (20) He had already conquered a higher drop, but Niagara has the highest flow rate of any waterfall in the world, so Ortiz knew the feat would be more perilous than anything he had attempted before. (21) Still Ortiz dreamed of being the first kayaker to paddle over the falls. (22) Hoping to be as prepared as possible for a challenge that he knew would require an extraordinary amount of skill, he studied the spectacular attraction for three years.

(23) But Ortiz would never conquer that ultimate challenge. (24) On the day that he was supposed to paddle over Niagara Falls, he went to the top and looked down, he said that things just didn't feel right. (25) So in a move that surprised many, he simply walked away. (26) After three years of preparation, Rafa Ortiz left his biggest dream behind. (27) He later explained that he just wasn't confident he would be able to land the kayak safe. (28) "Not often it hurts so much to walk away from a dream," he said. (29) But he added, "I heard once [that] sometimes it takes more courage to walk away from a drop than to run it."

(30) Other extreme kayakers agree and have praised Rafa Ortiz's decision. (31) Fellow kayaker Rush Sturges is one example. (32) "I am proud of Rafa's decision," he commented, and I think it is a great testament to his character and courage."

(33) So for now Rafa Ortiz will have to be happy with all the other amazing feats he has accomplished. (34) As one writer put it, "Surely another waterfall awaits Ortiz—just not Niagara Falls."

**14** What change should be made in sentence 6?

- F** Change ***With*** to ***Without***
  - G** Change ***guidence*** to ***guidance***
  - H** Delete the comma
  - J** Change ***planned*** to ***planning***
- 

**15** What change is needed in sentence 13?

- A** Change the comma after ***ranks*** to a semicolon
  - B** Change ***became*** to ***becomes***
  - C** Insert a comma after ***age***
  - D** Change ***world freestyle kayak championships*** to ***World Freestyle Kayak Championships***
- 

**16** What is the correct way to write sentence 24?

- F** On the day that he was supposed to paddle over Niagara Falls. He went to the top, looked down, and said that things just didn't feel right.
- G** On the day that he was supposed to paddle over Niagara Falls, he went to the top and looked down. He said that things just didn't feel right.
- H** On the day that he was supposed to paddle over Niagara Falls, he went to the top and looked down. And said that things just didn't feel right.
- J** On the day that he was supposed to paddle. Over Niagara falls, he went to the top, looked down, and said things just didn't feel right.



**17** What change, if any, needs to be made in sentence 27?

- A** Change ***explained*** to **explains**
  - B** Change ***confident*** to **confidant**
  - C** Change ***safe*** to **safely**
  - D** No change needs to be made in this sentence.
- 

**18** What change, if any, needs to be made in sentence 32?

- F** Insert quotation marks before the first ***and***
- G** Change ***I think*** to **we think**
- H** Change ***testament*** to **testiment**
- J** No change needs to be made in sentence 32.

## WRITTEN COMPOSITION: Expository

Read the information in the box below.

In a 2005 marketing research study, teens cited writing as one of their main creative outlets. They also said their “ideal” activity is reading a book, followed by exercising and shopping. Although the teens surveyed said that reading is an “ideal” activity, they admitted that they’re actually much more likely to spend their free time surfing the Internet, watching TV, and listening to music.

Think carefully about the impact technology has on teenagers’ lives.

Write an essay explaining why new technology is so important to teenagers.

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

# American Apple

by Li Jingwen

- 1        You have to admit that the moon in foreign countries is bigger than the moon in China. I don't even need to bring up the moon landing, spacecraft, UFO studies, and such. Just this apple, no big deal, really. How can the Americans grow such apples? The red ones are so red, green ones so green, shiny, wax like, as if painted on. They are real, but look so artificially made.
- 2        Not to brag about it, but as a small local newspaper reporter, the first time I saw an American apple was in an illustrated foreign magazine in our internal reference room. It looked like a supermarket with piles of apples neatly arranged, a pile of red apples, then a pile of green apples, then a pile of red apples again, and then another pile of green apples, and so on, stretched out like a dragon. Especially the red apples, they looked so red, so surprisingly red, that there wasn't even a hint of green on them.
- 3        In this city of ours where people like to chase whatever is fashionable, many kinds of foreign apples flood in like mad, the most attention-catching of which are American apples. The arrival of American apples added to the sorrow in my heart. I felt like a young lad suffering from unrequited love, who, despite his burning desire, does not dare to do anything bolder than cast furtive glances at his beloved girl from a distance. For a thousand times I had let my reporter's imagination run wild and savored in my mind how sweet and fragrant American apples would taste, but I would not walk close to them. One American apple for 50 *yuan*, more than the price for a whole case of our native "Red Fushi!" Not that my wallet cannot afford a few such American apples. It's just that in my heart I didn't want to waste my money on such hot foreign things.
- 4        On a weekend I took my daughter shopping. Of the tens of thousands of merchandise on display in the grand shopping mall her eyes were attracted to American apples alone. And she wouldn't give me peace until I said yes. I tried all the tricks I knew to divert her attention elsewhere and even bought her her favorite Haha fruit milk, Wang Wang crispy egg rolls, and fruit jelly, but failed in the end. She pouted unhappily the whole day and evening and didn't want to say one word to me. When she woke up the next morning, she still had not forgotten. I had never seen such stubbornness for so long in my daughter, even at her young age. I was shocked. These red American apples had such scary appeal to the young children.
- 5        I figured, no matter how I sliced it, I shouldn't have denied my daughter and dampened her fledgling curiosity about the unknown in the world. That is to say, I should have let my daughter experience what the American apple tasted like. So I burned the midnight oil for a few days, sold a few more stories, made a bit more money, and dashed to the grand mall. There I took out a one-hundred-*yuan* bill and bought two American apples from a young, all-smiling sales girl. When I got home with the two apples, my daughter jumped for joy, but she didn't want to eat them. Instead, she placed the apples

right next to the white rabbit, her favorite toy. Every night before going to bed, she would take one last look and feel the apples in her hand gently. I said: Why don't you eat them. I'll buy you more if you like them so much. She would shake her head, her eyes still fixed on the mouth-watering apples. She didn't have the heart to bite into the apples that looked so perfect in her mind.

- 6 Not long afterwards, at the end of an important business press conference, the sponsors gave each of us veteran reporters an exquisitely-packaged gift box, each containing four American apples. I was so thrilled with the gift, which felt so heavy in my hands. At my insistence, my daughter finally gave in and agreed to eat an apple. Watched by my daughter's eager eyes I peeled off the beautiful skin of the apple with a knife carefully, almost religiously, but still felt as though I was committing a crime.
- 7 I had expected my daughter to jump for joy again, yet at the very first bite, she froze, a puzzled look in her vivid eyes. She licked her mouth a few times as if not sure of her own taste. Then, with apparent disappointment, she placed the apple in my hand: Why does it taste like this?
- 8 I took a bite and my eyebrows furrowed right away, too. Indeed it tasted far worse than "Red Fushi."
- 9 So we left the exquisite box of American apples untouched and forgot about them for a long time. When we thought about them again, the apples inside were already rotten beyond recognition.

Translation © 2008 Shouhua Qi. Published in *The Pearl Jacket and Other Stories: Flash Fiction from Contemporary China* by Stone Bridge Press, Berkeley, California.

*In 1966, Mao Zedong was the communist leader of China, and he started a violent revolution to assert his authority. During this period, many Chinese citizens suffered or were killed. In this excerpt, Ping Fu reflects upon a memory of her grandfather during this time.*

## ***from*** **Bend, Not Break: A Life in Two Worlds**

*by Ping Fu*

- 1 Every night as I lay in bed trying to fall asleep, I would be haunted by images of my grandfather hovering above me. I would see him in my eight-year-old mind's eye as an elegant aging man at the start of the Cultural Revolution. Spring 1966.
- 2 My grandfather had a collection of traditional Chinese "scholar arts": inkwells from dynasties past, fans hand painted by famous artists, *zitan* wooden brush holders, chicken-blood stamp stones, and rare books of calligraphy. For two months before I was taken away from our Shanghai home, every night before he went to sleep, my grandfather would pull these objects carefully out of their wrapping papers and examine them. He would touch them delicately, as though they were dear old friends. Then he would select one object to keep on the nightstand next to his bed. The following day, a mask of sorrow covering his usually serene face, he would go out into the streets of Shanghai and sell it for a pittance.
- 3 Mao's Red Guard had shut down the farmers' markets and taken control of the city's food supply. Each family was given limited rations of rice, cooking oil, sugar, vegetables, and meat. Sometimes it wasn't enough to feed everyone in my household. A few farmers were selling produce on the black market because they didn't have enough money to support their families. As a merchant-class family, we had always had enough money to eat. But in those days food was increasingly hard to come by. My grandfather knew that if he wasn't willing to part with his precious heirlooms, his family might go hungry. It was a sacrifice he was willing to make.
- 4 Each night when my grandfather took out the valuable pieces that he planned to sell the next day, he would describe to me why he loved them. One night, he showed me a fan that had been painted by a famous Chinese opera singer, Mei Lanfang. As he told me the story of how he'd gotten the fan—it had been a gift from his beloved wife, who had gone to extraordinary lengths to purchase it for his sixtieth birthday—he touched his fingers to it gently. Then he held it up to the light and fanned it out, revealing a picture of plum flowers that sparkled like fairy dust.
- 5 Another evening, my grandfather drew a small gold nugget out of his pocket and massaged it between his fingers as he spoke. Although it was a simple, rough chunk of metal, he had rubbed it so often that it had developed a fine, smooth finish.

- 6 "Once, many years ago," my grandfather explained, "I was walking down the street when I caught notice of a blind man playing the *erhu*"—a traditional Chinese musical instrument. "About three hundred children were gathered around to listen, so I stopped as well. The blind man's music was enchanting. After he finished his song, I left him a few coins, expecting to continue on my way. But the man began tugging at my robe.
- 7 "'I want to sell you this gold nugget,' the blind man said. 'Won't you buy it from me? I need the money to feed my children.'
- 8 "'No, I don't collect gold nuggets,' I replied, refusing to buy this one from the blind man. I said good-bye and walked away.
- 9 "The next day, I saw the same man playing. Once again, I was enchanted by his music and stopped to listen. Once again, the blind man pulled at my robe and asked me to buy his gold nugget, but I refused.
- 10 "It went on like this day after day. Finally, on the fifth day, when the blind man begged me to buy the nugget so that he could feed his children, I caved. I probably paid far more than it was worth because I emptied out my pockets and gave the blind man all my cash. But it wasn't about the value of the gold. I simply felt moved to help this gentle soul who made such beautiful music. I wanted him to be able to care for his family."
- 11 My grandfather sighed heavily. "Tomorrow, I'll sell this nugget to a pawnshop for maybe seventy yuan—about one one-thousandth what I paid for it. What makes me most sorrowful is not the money. It's the fact that I'll be selling my lucky charm. You see, ever since that day when I bought this gold nugget, I've carried it with me in my pocket and rubbed it to bring our family good luck. That's why it has been polished to this glossy sheen."
- 12 At that moment, my grandfather's lips turned up into a heart-breaking smile. "Then again, it seems right, somehow. Buying this nugget was how I once helped a man save his children. Now, in selling it, I'll be saving my own children. I guess this gold nugget has done what it was supposed to do."

From *Bend, Not Break* by Ping Fu with MeiMei Fox. Copyright © 2012 by Ping Fu. Used by permission of Portfolio, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC.

**Use “American Apple” (pp. 24–25) to answer questions 19–26. Then fill in the answers on your answer document.**

**19** Which word in paragraph 3 means “given but not returned”?

- A** *savored*
  - B** *unrequited*
  - C** *furtive*
  - D** *sorrow*
- 

**20** The author uses a simile to describe the apples in paragraph 2 to convey —

- F** their mythic appeal
  - G** the advertising techniques used in foreign magazines
  - H** their universal symbolism
  - J** the contrast between Chinese and foreign supermarkets
- 

**21** Read these sentences from paragraph 4.

*She pouted unhappily the whole day and evening and didn't want to say one word to me. When she woke up the next morning, she still had not forgotten.*

In these sentences, the author depicts the daughter as —

- A** deceptive
- B** envious
- C** resentful
- D** reflective

**22** Read this quotation from paragraph 4.

*I had never seen such stubbornness for so long in my daughter, even at her young age. I was shocked. These red American apples had such scary appeal to the young children.*

What does this quotation reveal about the narrator's conflict?

- F** He is displeased with his daughter's rebellious behavior.
  - G** He is stunned by how easily children are enticed by the appearance of the apples.
  - H** He is uncertain about whether to buy his daughter what she wants.
  - J** He is angry that the American apples are being marketed specifically to children.
- 

**23** What do the narrator's actions in paragraph 5 reveal about his relationship with his daughter?

- A** He is proud of her determination.
  - B** He is frustrated by her constant demands.
  - C** He is supporting her open-mindedness about other cultures.
  - D** He is perplexed by her regard for inanimate objects.
- 

**24** Paragraphs 7 and 8 are important to the development of the plot because they —

- F** provide an unexpected ending
- G** signify the point at which the narrator and his daughter understand their conflict
- H** reflect the narrator's past mistakes and lessons he has learned
- J** present the solution to the main problem



- 25** Which sentence best explains the narrator's reluctance to buy the American apples?
- A** *I had expected my daughter to jump for joy again, yet at the very first bite, she froze, a puzzled look in her vivid eyes.*
  - B** *In this city of ours where people like to chase whatever is fashionable, many kinds of foreign apples flood in like mad, the most attention-catching of which are American apples.*
  - C** *The red ones are so red, green ones so green, shiny, wax like, as if painted on.*
  - D** *It's just that in my heart I didn't want to waste my money on such hot foreign things.*
- 

- 26** What major theme is explored in the story?
- F** Responsibility is often difficult to accept.
  - G** Appearances can be deceiving.
  - H** Working hard is the best way to accomplish a goal.
  - J** Family bonds are priceless.

**Use *Bend, Not Break: A Life in Two Worlds* (pp. 26–27) to answer questions 27–33. Then fill in the answers on your answer document.**

**27** The author compares the pieces of her grandfather’s collection to “dear old friends” in paragraph 2 to suggest that the grandfather —

- A** had acquired most of the collection as gifts
  - B** was aware the collection might help him later in life
  - C** feels a strong emotional bond to his collected objects
  - D** fondly knew many of the original owners of the objects he collected
- 

**28** Paragraph 4 is significant because it highlights the —

- F** emotional impact of the grandfather having to sell his possessions
- G** grandfather’s desire to pass along the story of his life to his granddaughter
- H** reasons why the grandfather was a collector of unusual trinkets
- J** value the grandfather placed upon the arts during his life

**29** Read this sentence from paragraph 11.

*"Tomorrow, I'll sell this nugget to a pawnshop for maybe seventy yuan—about one one-thousandth what I paid for it."*

This sentence helps the reader know that the word *pittance* in paragraph 2 means —

- A** a temporary holder of value
  - B** an insignificant amount of money
  - C** an exchange of goods
  - D** a failed investment
- 

**30** Read this quotation from paragraph 12.

*"Buying this nugget was how I once helped a man save his children. Now, in selling it, I'll be saving my own children."*

How is irony demonstrated in this quotation?

- F** It shows that the grandfather's act of charity is helping him during his own time of need.
- G** It shows that each object in the grandfather's collection is worth more than he initially thought.
- H** It brings closure to the problem the grandfather faces as a result of political change in his country.
- J** It illuminates the reason the grandfather treasures something of little monetary value.

**31** Which quotation best conveys the author's message?

- A** *"The blind man's music was enchanting. After he finished his song, I left him a few coins, expecting to continue on my way."*
  - B** *My grandfather knew that if he wasn't willing to part with his precious heirlooms, his family might go hungry. It was a sacrifice he was willing to make.*
  - C** *Each night when my grandfather took out the valuable pieces that he planned to sell the next day, he would describe to me why he loved them.*
  - D** *"I probably paid far more than it was worth because I emptied out my pockets and gave the blind man all my cash."*
- 

**32** The description of the grandfather in paragraph 12 implies that he —

- F** thinks his decision is causing his family more harm than good
  - G** believes his family will enjoy great wealth by selling the gold nugget
  - H** realizes the insignificance of the gold nugget
  - J** has found peace with the decision he has made
- 

**33** What does the act of buying and selling the gold nugget represent?

- A** A desire for material riches
- B** Excessive pride
- C** Spiritual peace and tranquility
- D** Making sacrifices to survive

Use “American Apple” and *Bend, Not Break: A Life in Two Worlds* to answer questions 34–38. Then fill in the answers on your answer document.

- 34 Which quotation from “American Apple” best reflects an experience **similar** to that of the grandfather in the excerpt from *Bend, Not Break: A Life in Two Worlds*?
- F *On a weekend I took my daughter shopping.*
  - G *So we left the exquisite box of American apples untouched and forgot about them for a long time.*
  - H *Not to brag about it, but as a small local newspaper reporter, the first time I saw an American apple was in an illustrated foreign magazine in our internal reference room.*
  - J *Every night before going to bed, she would take one last look and feel the apples in her hand gently.*
- 
- 35 What is the **difference** in the way China is described in the two selections?
- A In “American Apple” products are plentiful, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* wealth is scarce.
  - B In “American Apple” people rely on economic exchanges, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* people are more self-sufficient.
  - C In “American Apple” people are suspicious of their government, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* the government is obeyed without concern.
  - D In “American Apple” corruption is more prevalent in business, while in the excerpt from *Bend, Not Break: A Life in Two Worlds* commerce is centered on fairness.

**36** Which statement explains the **difference** between the apples in “American Apple” and the grandfather’s collection in the excerpt from *Bend, Not Break: A Life in Two Worlds*?

- F** The apples represent unreachable goals, while the grandfather’s collection represents true beauty.
  - G** The apples represent the power of determination, while the grandfather’s collection represents the wisdom of experience.
  - H** The apples represent temptations in life, while the grandfather’s collection represents the difficult choices people must make in life.
  - J** The apples represent the danger of materialism, while the grandfather’s collection represents the will to overcome temptation.
- 

**37** Which statement best describes a **difference** between the two selections?

- A** “American Apple” suggests that it is better to give in to material temptation, while the excerpt from *Bend, Not Break: A Life in Two Worlds* suggests it is better to remove material temptations.
  - B** “American Apple” explores the unexpected disappointment in a physical object, while the excerpt from *Bend, Not Break: A Life in Two Worlds* explores the unexpected usefulness of a physical object.
  - C** “American Apple” suggests that nurturing family relationships requires effort, while the excerpt from *Bend, Not Break: A Life in Two Worlds* suggests that bonds between family comes naturally.
  - D** “American Apple” explores the idea that foreign culture can be good to embrace, while the excerpt from *Bend, Not Break: A Life in Two Worlds* explores the idea that people should embrace their own culture.
- 

**38** What is one idea explored in **both** “American Apple” and the excerpt from *Bend, Not Break: A Life in Two Worlds*?

- F** People can determine their own future.
- G** Success comes only from hard work.
- H** Love for family compels action.
- J** The greatest rewards come to those who wait.

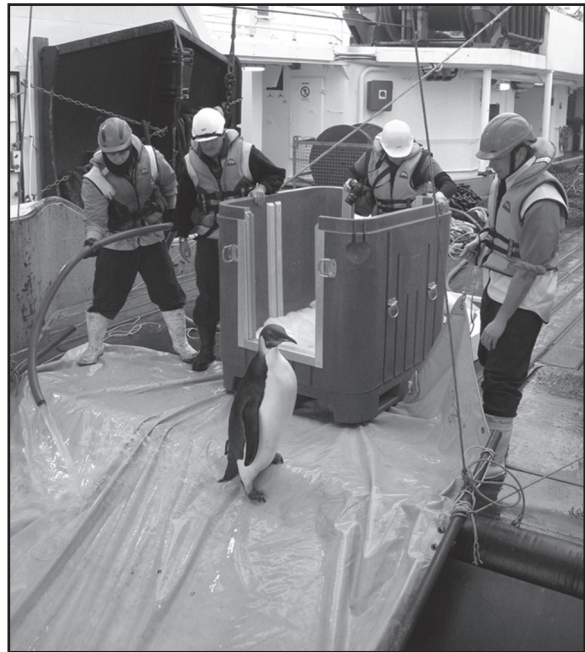
Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

# Wayward Penguin Released South of New Zealand

Associated Press

September 4, 2011

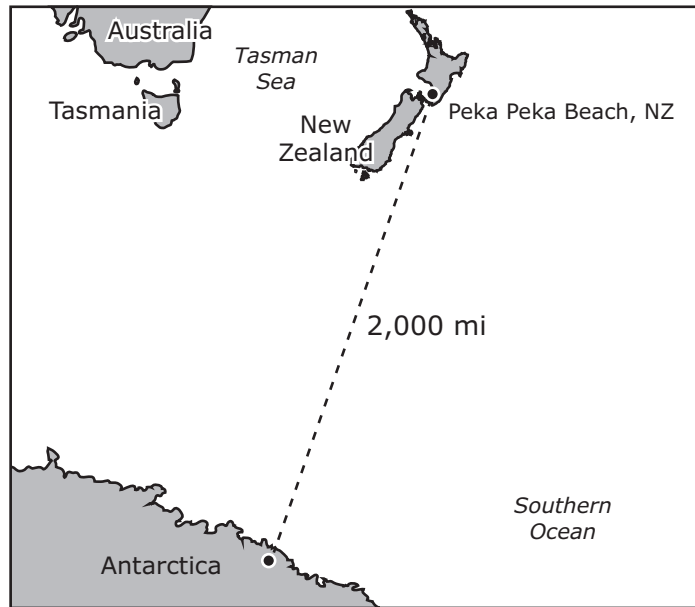
- 1 He needed a little push before speeding backward down a makeshift slide. Once in the water, he popped his head up for one last look. And then he was gone. The wayward emperor penguin known as "Happy Feet" was back home in Antarctic waters after an extended sojourn spent capturing hearts in New Zealand.
- 2 Happy Feet was released into the ocean south of New Zealand on Sunday, more than two months after he came ashore on a beach nearly 2,000 miles from home and became an instant celebrity.
- 3 Speaking from a satellite phone aboard the research vessel *Tangaroa*, Wellington Zoo veterinarian Lisa Argilla said Happy Feet's release went remarkably smoothly given that the boat was being tossed about in 25-foot swells in the unforgiving Antarctic Ocean.
- 4 Argilla said crew members from the boat carried the penguin inside his custom-built crate to the stern of the ship for his final send-off about 50 nautical miles north of remote Campbell Island. The crew had already cut the engines and put in place a canvas slide that they soaked with water from a hose.
- 5 But when they opened the door of the crate, the penguin showed no interest in leaving.
- 6 "I needed to give him a little tap on his back," Argilla said.
- 7 The penguin slipped down the slide on his stomach, bottom first, she said. He resurfaced about 6 feet from the boat, took a look up at the people aboard, and then disappeared beneath the surface.



On board the *Tangaroa*, Happy Feet takes a last look around before his slide into Antarctic waters near Campbell Island. The crate behind him served as his temporary home during the journey.

© Polaris/Newscom

### Happy Feet's Journey to New Zealand



Source: *The Australian*

- 8 "I was really happy to see him go," Argilla said. "The best part of my job is when you get to release animals back into the wild where they are supposed to be."
- 9 The 3-foot-tall aquatic bird was found June 20 on Peka Peka Beach, about 40 miles northwest of New Zealand's capital, Wellington. It had been 44 years since an emperor penguin was last spotted in the wild in New Zealand.
- 10 At first, conservation authorities said they would wait and let nature take its course with the penguin. But it soon became clear the bird's condition was deteriorating, as he scooped up beaks full of sand and swallowed, likely mistaking it for snow, which emperor penguins eat for its moisture when in Antarctica.
- 11 With the world watching, authorities finally took action, moving the penguin to the Wellington Zoo four days after he was discovered.
- 12 At the zoo, the 3 1/2-year-old bird underwent numerous stomach flushing procedures to remove sand from his digestive system. He was given a makeshift home in a room that zoo staff kept filled with a bed of ice so he wouldn't overheat.
- 13 A local television station, TV3, set up a webcam and streamed images of the bird around the clock. Soon, Happy Feet had a quarter-million followers.
- 14 And, perhaps befitting of a bird from the Internet age, those followers will be able to keep track of him for a while longer. Happy Feet has been fitted with a GPS tracker, and his movements will be posted online. Argilla expects the tracker to fall off the next time the bird molts.



- 15 Argilla said the final boat journey, which began last Monday and ran into terrible weather, was difficult for her—she got seasick—and the crew. The one who seemed least bothered, she said, was Happy Feet, who rolled with the swells, slept standing up and took nips at the crew when they fed him fresh fish.
- 16 Now that Happy Feet has been nursed back to health, Argilla said his chances are as good as they are for any other penguin in the wild.
- 17 “He swam away, not caring about us anymore,” Argilla said.
- 18 She paused.
- 19 “And that’s a good thing,” she said.

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**39** What is the primary purpose of the article?

- A** To describe the remarkable qualities of an unusual penguin
  - B** To make an argument for the release of animals from captivity
  - C** To explain how a penguin made an unusual journey
  - D** To detail how a special team of zoologists saves endangered animals
- 

**40** How does the photograph support an important detail in paragraph 4?

- F** By showing the number of crew members on the *Tangaroa*
  - G** By demonstrating how Happy Feet used the slide
  - H** By showing the terrible weather conditions
  - J** By revealing what Happy Feet's custom-built crate looked like
- 

**41** Which sentence from the article suggests that Happy Feet may have become accustomed to living in captivity?

- A** *At first, conservation authorities said they would wait and let nature take its course with the penguin.*
- B** *The penguin slipped down the slide on his stomach, bottom first, she said.*
- C** *And, perhaps befitting of a bird from the Internet age, those followers will be able to keep track of him for a while longer.*
- D** *But when they opened the door of the crate, the penguin showed no interest in leaving.*

**42** The author’s use of the nickname “Happy Feet” throughout the selection —

- F** emphasizes that the penguin has been tamed
  - G** makes the penguin seem to have a personality
  - H** reinforces the penguin’s carefree nature
  - J** highlights the popularity of penguins
- 

**43** The author organizes this article by —

- A** comparing the life of a penguin in captivity with the life of a penguin in the wild
- B** explaining how a penguin became ill, and then interviewing the veterinarian who cared for the penguin
- C** presenting in chronological order the events that led to the penguin becoming a media celebrity
- D** describing the outcome of efforts to rescue a penguin, and then recounting how the penguin was saved

**44** What is the main idea of the article?

- F** New Zealanders helped a lost emperor penguin return to the Antarctic.
  - G** A zoo in New Zealand saved the life of an ailing emperor penguin.
  - H** An emperor penguin traveled thousands of miles to reach New Zealand.
  - J** New Zealanders turned an emperor penguin into an instant celebrity.
- 

**45** What information from the article is highlighted by the map?

- A** The places where other penguins have been found in New Zealand
- B** The location of penguin habitats in Antarctica
- C** The distance from New Zealand to Antarctica
- D** The size of New Zealand in square miles

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

# Losing Is Good for You

by Ashley Merryman  
The New York Times  
September 24, 2013

- 1 As children return to school this fall and sign up for a new year's worth of extracurricular activities, parents should keep one question in mind. Whether your kid loves Little League or gymnastics, ask the program organizers this: "Which kids get awards?" If the answer is, "Everybody gets a trophy," find another program.
- 2 Trophies were once rare things—sterling silver loving cups bought from jewelry stores for truly special occasions. But in the 1960s, they began to be mass-produced, marketed in catalogs to teachers and coaches, and sold in sporting-goods stores.
- 3 Today, participation trophies and prizes are almost a given, as children are constantly assured that they are winners. One Maryland summer program gives awards every day—and the "day" is one hour long. In Southern California, a regional branch of the American Youth Soccer Organization hands out roughly 3,500 awards each season—each player gets one, while around a third get two. Nationally, A.Y.S.O. local branches typically spend as much as 12 percent of their yearly budgets on trophies.
- 4 It adds up: trophy and award sales are now an estimated \$3 billion-a-year industry in the United States and Canada.
- 5 Po Bronson and I have spent years reporting on the effects of praise and rewards on kids. The science is clear. Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve.
- 6 Carol Dweck, a psychology professor at Stanford University, found that kids respond positively to praise; they enjoy hearing that they're talented, smart and so on. But after such praise of their innate abilities, they collapse at the first experience of difficulty. Demoralized by their failure, they say they'd rather cheat than risk failing again.
- 7 In recent eye-tracking experiments by the researchers Bradley Morris and Shannon Zentall, kids were asked to draw pictures. Those who heard praise suggesting they had an innate talent were then twice as fixated on mistakes they'd made in their pictures.

- 8 By age 4 or 5, children aren't fooled by all the trophies. They are surprisingly accurate in identifying who excels and who struggles. Those who are outperformed know it and give up, while those who do well feel cheated when they aren't recognized for their accomplishments. They, too, may give up.
- 9 It turns out that, once kids have some proficiency in a task, the excitement and uncertainty of real competition may become the activity's very appeal.
- 10 If children know they will automatically get an award, what is the impetus for improvement? Why bother learning problem-solving skills, when there are never obstacles to begin with?
- 11 If I were a baseball coach, I would announce at the first meeting that there would be only three awards: Best Overall, Most Improved and Best Sportsmanship. Then I'd hand the kids a list of things they'd have to do to earn one of those trophies. They would know from the get-go that excellence, improvement, character and persistence were valued.
- 12 It's accepted that, before punishing children, we must consider their individual levels of cognitive and emotional development. Then we monitor them, changing our approach if there's a negative outcome. However, when it comes to rewards, people argue that kids must be treated identically: everyone must always win. That is misguided. And there are negative outcomes. Not just for specific children, but for society as a whole.
- 13 In June, an Oklahoma Little League canceled participation trophies because of a budget shortfall. A furious parent complained to a local reporter, "My children look forward to their trophy as much as playing the game." That's exactly the problem, says Jean Twenge, author of *Generation Me*.
- 14 Having studied recent increases in narcissism and entitlement among college students, she warns that when living rooms are filled with participation trophies, it's part of a larger cultural message: to succeed, you just have to show up. In college, those who've grown up receiving endless awards do the requisite work, but don't see the need to do it well. In the office, they still believe that attendance is all it takes to get a promotion.
- 15 In life, "you're going to lose more often than you win, even if you're good at something," Ms. Twenge told me. "You've got to get used to that to keep going."

16 When children make mistakes, our job should not be to spin those losses into decorated victories. Instead, our job is to help kids overcome setbacks, to help them see that progress over time is more important than a particular win or loss, and to help them graciously congratulate the child who succeeded when they failed. To do that, we need to refuse all the meaningless plastic and tin destined for landfills. We have to stop letting the Trophy-Industrial Complex run our children's lives.

17 This school year, let's fight for a kid's right to lose.

From the *New York Times*, September 24, 2013. © 2013 the *New York Times*. All rights reserved. Used by permission and protected by the copyright laws of the United States. The printing, copying, redistribution, or retransmission of this content without express written permission is prohibited.



**46** In paragraph 9, the word *proficiency* means —

- F** curiosity
  - G** investment
  - H** expertise
  - J** discipline
- 

**47** What is the author’s primary purpose for writing the article?

- A** To convince readers that children will learn valuable life lessons only if they are not rewarded simply for participation
  - B** To describe the types of awards that parents and coaches should give to children for their accomplishments
  - C** To explain to readers the benefits of rewarding children for their participation in competitive activities
  - D** To emphasize the unfairness of organizations that provide awards to all children regardless of merit
- 

**48** In paragraphs 3 and 4, what kind of argument is the author making?

- F** Logical
- G** Emotional
- H** Ethical
- J** Circular



**49** Paragraph 14 provides support for the author’s claim that —

- A** adults are responsible for monitoring the learning and emotional development of children
  - B** society as a whole suffers when children assume they will benefit from doing very little
  - C** children and parents alike expect trophies and prizes for doing their best
  - D** trophy and award sales have become a multibillion-dollar industry
- 

**50** Which sentence best expresses the controlling idea of the article?

- F** *But after such praise of their innate abilities, they collapse at the first experience of difficulty.*
- G** *It adds up: trophy and award sales are now an estimated \$3 billion-a-year industry in the United States and Canada.*
- H** *Awards can be powerful motivators, but nonstop recognition does not inspire children to succeed.*
- J** *Trophies were once rare things—sterling silver loving cups bought from jewelry stores for truly special occasions.*

**51** Which quotation challenges the idea that children need constant praise?

- A** *Carol Dweck, a psychology professor at Stanford University, found that kids respond positively to praise; they enjoy hearing that they're talented, smart and so on.*
  - B** *Today, participation trophies and prizes are almost a given, as children are constantly assured that they are winners.*
  - C** *In recent eye-tracking experiments by the researchers Bradley Morris and Shannon Zentall, kids were asked to draw pictures.*
  - D** *In life, "you're going to lose more often than you win, even if you're good at something," Ms. Twenge told me. "You've got to get used to that to keep going."*
- 

**52** Which interpretation of the cartoon best supports the author's position in the article?

- F** The boy is excited about winning a competition.
- G** The boy would like to win more trophies for his collection.
- H** The boy wants to improve his skills so that he will continue to win.
- J** The boy is used to getting trophies simply for participating in activities.



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

## 2018 STAAR English I Rationales

Item #	Rationales	
1	Option A is correct	Sentences 3 and 4 are short, choppy, and closely related. Sentence 4 is correctly presented as an interrupter that is set apart using commas within the context of sentence 3.
	Option B is incorrect	Although it is logical to combine the two related ideas, the comma that combines the two is insufficient without a conjunction. This creates a run-on sentence, an error where two or more main clauses are joined incorrectly, that requires a conjunction or a semicolon.
	Option C is incorrect	Inserting the word “that” in the first part of the sentence creates a run-on sentence.
	Option D is incorrect	The pronoun “which” is followed by the pronoun “it” in the second part of this sentence, which results in a run-on sentence.
2	Option G is correct	In sentence 12, the specific noun “researchers” is used to replace the ambiguous “they,” which helps the reader understand the meaning of the sentence.
	Option F is incorrect	Although the phrase “these teens” is used in sentences 10 and 11, the phrase is necessary for clarity. Replacing “these teens” with the pronoun “they” would create a repetitive and ambiguous sentence.
	Option H is incorrect	“Saying” is no more specific than “suggesting.” Therefore, this revision would not improve the clarity of the sentence.
	Option J is incorrect	Although the phrases “a while” and “some time” are similar, specific detail is not provided by either phrase. Therefore, this revision would not improve the clarity of the sentence.
3	Option B is correct	Introducing specific verbs into the parallel phrases “speaking over the phone, sending texts, or writing online posts” reduces repetition and provides the most effective revision.
	Option A is incorrect	The addition of a repetitive parallel verb phrase, “they communicate in different ways,” is grammatically incorrect in this instance. Further, the revision substantially alters the meaning of the sentence.
	Option C is incorrect	The rewording of the methods of communication “over the phone, to send texts, or posting online” does not demonstrate parallel or clear construction.
	Option D is incorrect	The shortening of this sentence to a list with commas in a series oversimplifies the meaning and is grammatically incorrect.
4	Option F is correct	The phrase “This ability to communicate in person” provides a link between the third-paragraph ideas about face-to-face communication and the fourth-paragraph concept of teens entering the job market. The transition, which is a word, phrase, or sentence that connects topics or ideas, creates a seamless shift between paragraphs.
	Option G is incorrect	No transition from the third paragraph to the fourth paragraph is offered with this sentence because the idea of teen communication skills is not included.
	Option H is incorrect	The suggestion that reading people’s communication cues will build opportunities is not the main idea of the fourth paragraph, so the information in this sentence does not provide an effective transition.
	Option J is incorrect	The concept of appropriate communication during an application process is introduced in the fourth paragraph; however, the information about “coworkers” is beyond the scope of the fourth paragraph.

## 2018 STAAR English I Rationales

Item #	Rationales	
5	Option B is correct	The importance of offline networking and the assertion that face-to-face interpersonal communication skills “improve a teenager’s well-being and help prepare him for the future” are included in this sentence. The persuasive message of the text is evident through a summary of key ideas, resulting in an improved concluding paragraph.
	Option A is incorrect	The persuasive message of the paper is not adequately explained or supported by the idea of teens working with people offline.
	Option C is incorrect	This sentence is too general to provide support for the persuasive message of the paper. In addition, the idea of online communication is not a main idea throughout the paper.
	Option D is incorrect	Although offline communication skills are emphasized, this sentence is too general to provide support for the persuasive message of the paper.
6	Option G is correct	A thesis statement is a statement that summarizes the main point or claim of a piece of writing. The thesis is supported by the factual statistic “There are 3,500 people who call Coober Pedy home,” and the statement “almost all of them live and work under ground” helps the reader to effectively understand the connection to what cannot be seen.
	Option F is incorrect	The main content of the paper is not included in these sentences, making this thesis statement ineffective.
	Option H is incorrect	Specific details from this paper are included in this thesis statement, rather than the main content of the essay.
	Option J is incorrect	This sentence is awkwardly constructed, and the information about Coober Pedy looking abandoned does not help the reader to effectively identify the main content of the paper.
7	Option A is correct	A transition is a word, phrase, or sentence that connects topics or ideas. The chronology and cause-and-effect reaction to the 1915 discovery of opal in the Australian desert is unified by the addition of the transition word “Soon.”
	Option B is incorrect	The transition word “Instead” links contrasting ideas instead of the cause-and-effect relationship and is therefore not an effective transition between sentences 7 and 8.
	Option C is incorrect	Although the transition word “Finally” may link ideas chronologically, the rapid cause-and-effect reaction of the miners in sentence 8 is not clear.
	Option D is incorrect	The transition word “Otherwise” links contrasting outcomes, not the cause-and-effect relationship required between sentences 7 and 8.
8	Option J is correct	An infinitive phrase is a verb phrase that functions as a noun, adjective, or adverb in the sentence. The infinitive phrase “To enhance their surroundings” modifies “people,” effectively correcting the misplaced modifier, which is a word, phrase, or clause that is improperly separated from the word it modifies or describes.
	Option F is incorrect	The infinitive phrase “To enhance their surroundings” is modifying “installing” instead of “people.”
	Option G is incorrect	A run-on sentence is an error in which two or more main clauses are joined incorrectly. This sentence is a run-on because there is no comma before the conjunction “and.”
	Option H is incorrect	The infinitive phrase “To enhance their surroundings” is modifying “windows” instead of “people.”
9	Option A is correct	The ideas presented in sentence 23 are supported by the statistic “More than 150,000 people visit the small town each year” and the names of specific movies filmed in Coober Pedy.
	Option B is incorrect	Supporting information about Coober Pedy as a filmmaking destination is not included in this sentence.
	Option C is incorrect	Supporting information about tourists or filmmakers visiting Coober Pedy is not included in this sentence.
	Option D is incorrect	Supporting information about Coober Pedy tourists and filmmakers visiting the region is not included in this sentence.

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Item #	Rationales	
10	Option J is correct	The second-person pronoun “you” in sentence 5 is replaced with the third-person plural pronoun “they” to agree with the subject “students.”
	Option F is incorrect	The verb “explore” in sentence 5 is consistent with the other present tense verbs in the paragraph. Changing the verb tense would introduce an agreement error.
	Option G is incorrect	The plural noun “texts” requires the plural form of the verb “were written.” Changing the verb tense would introduce an agreement error.
	Option H is incorrect	The word “years” does not express ownership or possession in the sentence. Adding an apostrophe would introduce a punctuation error.
11	Option C is correct	The word “privilege” replaces the erroneous spelling “privilage.”
	Option A is incorrect	A gerund phrase is a phrase that functions as a noun in the sentence. The gerund phrase “Being able to hear those voices from the past” is the subject of the sentence. Inserting a comma after the phrase would incorrectly separate the subject and verb.
	Option B is incorrect	The gerund phrase “Being able to hear those voices from the past” is a singular subject. Changing “is” to “are” would introduce an agreement error.
	Option D is incorrect	The spelling of “grateful” is correct and should not be changed.
12	Option J is correct	Removing the comma and the pronoun “they” and adding the conjunction “and” eliminates the comma splice, an error that occurs when two main clauses are connected only with a comma.
	Option F is incorrect	The second sentence does not contain a subject and becomes a sentence fragment, which is a group of words that are not a complete sentence.
	Option G is incorrect	The second sentence is a dependent clause, which is a clause that cannot stand alone as a complete sentence.
	Option H is incorrect	The incorrect use of a comma after “fact” instead of a colon creates a punctuation error.
13	Option B is correct	An appositive word or phrase functions as a noun and renames another noun right beside it. Sentence 23 requires a comma after “Davis” because “one of the English professors involved in the study” is an appositive phrase that must be set apart by commas.
	Option A is incorrect	The spelling of “according” is correct, and it should not be revised.
	Option C is incorrect	The capitalization of “Serious” is correct because it is the first word in a quotation.
	Option D is incorrect	Sentence 23 is not correct as is; the appositive phrase “one of the English professors involved in the study” requires commas to set it apart.
14	Option G is correct	The correct spelling of the word “guidance” must replace the incorrect spelling in sentence 6.
	Option F is incorrect	A double negative occurs when two negative words are used in the same sentence. Changing “with” to “without” would introduce a double negative, therefore compromising the mechanics and meaning of the sentence.
	Option H is incorrect	The comma that separates the opening prepositional phrase from the rest of the sentence is necessary and should not be deleted.
	Option J is incorrect	The past tense verb “planned” in sentence 6 is consistent with the other verbs in the paragraph. Changing the tense would create an agreement error.

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Item #	Rationales	
15	Option D is correct	Proper nouns are nouns that refer to a specific person, place, idea, or event. The “World Freestyle Kayak Championships” is a specific competition, which makes it a proper noun requiring capitalization.
	Option A is incorrect	A dependent clause is a clause that cannot stand alone as a complete sentence. The dependent clause that opens the sentence should be separated from the rest of the sentence with a comma, not a semicolon.
	Option B is incorrect	Changing the tense of the verb “became” in sentence 13 would create an agreement error.
	Option C is incorrect	Adding a comma after “age” would create a comma splice, an error that occurs when two main clauses are connected only with a comma, and compromise the clarity of the sentence.
16	Option G is correct	Adding a period after the word “down” creates two complete sentences and corrects the run-on sentence, an error in which two or more main clauses are joined incorrectly.
	Option F is incorrect	The first sentence is a dependent clause, which is a clause that cannot stand alone.
	Option H is incorrect	The second sentence lacks a subject and is not a complete sentence.
	Option J is incorrect	The incorrect placement of a period disrupts the meaning of the sentence and creates a sentence fragment, which is a group of words that are not a complete sentence.
17	Option C is correct	The incorrect adjective “safe” should be changed to the adverb “safely” to modify the verb “land.”
	Option A is incorrect	Changing the tense of the verb “explained” in sentence 27 would create an agreement error.
	Option B is incorrect	The spelling of “confident” is correct in this context and should not be changed.
	Option D is incorrect	Leaving sentence 27 unchanged would not correct the grammatical error.
18	Option F is correct	Rush Sturges’s direct quote is presented in two parts, and quotation marks must be inserted to introduce the second half of the quotation.
	Option G is incorrect	Rush Sturges is providing his own comments in sentence 32, and the first-person singular pronoun “I” is accurate. Changing the pronoun would create an agreement error between the two portions of the quotation.
	Option H is incorrect	The spelling of “testament” in sentence 32 is correct and should not be revised.
	Option J is incorrect	Leaving sentence 32 unchanged would not correct the punctuation error in which a direct quotation is not set apart by quotation marks.
19	Option B is correct	The phrase “given but not returned” best matches the word <u>unrequited</u> as used in paragraph 3. The narrator described feeling like a young man in love who glances at a girl from a distance. This action indicates love and admiration are given to the girl but not returned by the girl.
	Option A is incorrect	Although the narrator mentions “how sweet and fragrant American apples would taste” in paragraph 3, he does not physically eat them slowly and enjoyably, as the word “savored” suggests. The word <u>unrequited</u> best aligns with the definition “given but not returned.”
	Option C is incorrect	The narrator uses the word “furtive” when describing the kind of glance a boy gives to a girl he likes. His use of the word suggests a secretive nervousness, not something “given but not returned.”
	Option D is incorrect	The word “sorrow” describes the narrator’s sad and longing feeling; however, it is used in the context of his reaction to not being able to have the apples, not in the analogy used to describe the scenario.

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Item #	Rationales	
20	Option F is correct	A simile is a figure of speech in which two objects are compared using “like” or “as.” The author uses a simile to describe the “stretched out” and “neatly arranged” appeal of the apples. Because the narrator compares the apples to a dragon—a mythical creature in Chinese culture—their mythic appeal is conveyed.
	Option G is incorrect	The simile does not describe advertising techniques.
	Option H is incorrect	Although dragons are symbolic in Chinese culture, the simile does not convey a universal symbolism.
	Option J is incorrect	There are no details about Chinese supermarkets, nor is the simile about supermarkets.
21	Option C is correct	The author develops the daughter as a complex character who displays resentment following a shopping trip. The girl “pouted unhappily the whole day and evening” and “didn’t want to say one word to me,” further contributing to her development as a complex character.
	Option A is incorrect	The daughter does not hide her feelings, so “deceptive” is not an accurate description.
	Option B is incorrect	The daughter is described as being upset about not getting what she wanted, but she is not indicating jealousy, so “envious” is not an accurate description.
	Option D is incorrect	In paragraph 4, the daughter appears to retain her anger for a day, evening, and morning, but she does not appear to think deeply or carefully about her emotions, so “reflective” is not an accurate description.
22	Option G is correct	The narrator is shocked by the “scary appeal” of the apples and by the “stubbornness” they caused in his daughter.
	Option F is incorrect	The narrator is shocked about what caused his daughter’s behavior: the red American apples.
	Option H is incorrect	Although the narrator feels conflicted by his daughter’s reaction to the apples, he does not feel uncertain about buying the apples for her.
	Option J is incorrect	The narrator feels shocked about the appeal of the American apples; however, there is no indication he is angry that apples are marketed to children.
23	Option C is correct	The narrator wants to support his daughter’s open-mindedness by buying her an American apple. In paragraph 5, the apple signifies the daughter’s “fledgling curiosity about the unknown in the world.” It is the motivation for the narrator to earn more money by selling stories and for the trip to the grand mall.
	Option A is incorrect	In paragraph 5, the narrator reveals he purchases two apples to satisfy his daughter’s curiosity. There is no indication that the narrator admires his daughter’s determination.
	Option B is incorrect	In paragraph 5, the narrator presents his child with two apples, which are kept next to the child’s favorite toy in lieu of being consumed. There is no mention that the daughter made other demands or requested additional apples from the narrator.
	Option D is incorrect	Although the narrator is initially confused by his daughter’s preference to display the apples versus consume them, he comes to the realization at the end of paragraph 5 that she “didn’t have the heart” to eat the apples because they “looked so perfect in her mind.”
24	Option F is correct	The daughter’s reaction to the apple’s taste provides an unexpected ending to the story, further developing the plot. The narrator includes details in paragraphs 7 and 8 to provide evidence that although he and his daughter expected the apples would taste good, the apples did not match their expectations.
	Option G is incorrect	The point at which the two characters understand or solve their conflict is not included in paragraphs 7 and 8.
	Option H is incorrect	The narrator does not reflect upon past mistakes or lessons learned.
	Option J is incorrect	Although paragraphs 7 and 8 reveal the detail of the apple’s bad taste, “far worse than ‘Red Fushi,’” the details in these paragraphs do not solve the problem of why the apples were so appealing in the first place.



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Item #	Rationales	
25	Option D is correct	The narrator's reluctance stems from not wanting to waste money unnecessarily on possible fads. The narrator strengthens his position by stating the apples are "hot foreign things."
	Option A is incorrect	The narrator already overcame his reluctance to purchase the apples at the point his daughter bit into an apple and "froze."
	Option B is incorrect	Although the narrator describes the apples as "attention-catching" and he claims "people like to chase whatever is fashionable," he does not address his own reluctance to buy the apples.
	Option C is incorrect	The descriptions of the apples do not address why the narrator does not want to purchase them.
26	Option G is correct	The major theme, or central message, in the story is that appearances can be deceiving. In the beginning of the story, the narrator describes the apple's beauty and appeal. Later the narrator describes his disappointment with the "perfect" apple—"I took a bite and my eyebrows furrowed right away, too."
	Option F is incorrect	Although the narrator's daughter doesn't enjoy the apple's taste, there is no indication that she holds her father responsible, nor is there any indication that he does not accept responsibility.
	Option H is incorrect	The narrator does not include details to indicate that working hard is a major theme in the story.
	Option J is incorrect	The narrator does not provide evidence to indicate family bonds are a major theme in the story.
27	Option C is correct	The author's grandfather feels emotionally connected to the objects described in paragraph 2 as evidenced by the term "dear old friends." The comparison is further supported by the grandfather's "mask of sorrow" as he sells the pieces in the Shanghai streets.
	Option A is incorrect	Although a fan is mentioned as a gift to the grandfather in paragraph 4, there is no evidence to support that most of the collection was comprised of gifts.
	Option B is incorrect	Although the grandfather opts to sell some of his precious collection to purchase food for the family, there is no indication he was aware the collection would help him later in life.
	Option D is incorrect	There is no indication that the grandfather personally knew the original owners or that they were his dear friends.
28	Option F is correct	In paragraph 4, the grandfather shares the emotional impact of his items by describing to the narrator why he "loved them." The emotional impact is further supported when the grandfather shows the narrator a painted fan that was given to the grandfather by his "beloved wife, who had gone to extraordinary lengths to purchase it."
	Option G is incorrect	Although the grandfather shares a story with the narrator in paragraph 4, there is no evidence to support that he shares his life story in full.
	Option H is incorrect	There is no explanation of why the grandfather collected unusual trinkets.
	Option J is incorrect	The reader can conclude the fan is significant because it was a gift from the grandfather's wife, not because it has to do with the arts.
29	Option B is correct	The grandfather anticipates selling a gold nugget for "one one-thousandth," or a <u>pittance</u> , of what he paid for it. This suggests that he often receives an insignificant amount of money for his items.
	Option A is incorrect	There is no indication the grandfather receives a large amount of money for his items or that they are a temporary holder of value.
	Option C is incorrect	The use of the word <u>pittance</u> in paragraph 2 is meant to refer to a small amount of money and not to an exchange of goods.
	Option D is incorrect	Although the grandfather does not get his full money back from selling items, which could indicate a failed investment, the use of the word <u>pittance</u> in paragraph 2 is meant to describe an insignificant amount of money.

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Item #	Rationales	
30	Option F is correct	Irony is a type of figurative language where the author expresses the opposite of what is expected. In paragraph 12, the grandfather shares that his previous act of charity is now helping his own family in their time of need, thereby demonstrating irony. The gold nugget was initially purchased from a blind man to “save his children.”
	Option G is incorrect	It was previously stated that the grandfather would receive less money than he paid for the objects, not that the objects had increased in value.
	Option H is incorrect	Although the grandfather must sell items to pay for food during the political changes taking place in his country, irony is not demonstrated, nor will the sales bring closure to the family’s ongoing problems.
	Option J is incorrect	Irony is not demonstrated by the grandfather’s decision to buy or sell the gold nugget, which is of value because selling it will help the grandfather take care of his family.
31	Option B is correct	The author’s message is best conveyed through the grandfather’s actions. The grandfather demonstrates a willingness to sacrifice, or part with, his collection to benefit his family and help those he loves.
	Option A is incorrect	Although the story about the blind man adds to the author’s message about generosity, it does not best convey the author’s message.
	Option C is incorrect	The grandfather is emotionally connected to his valuable collection; however, this detail does not convey the overall message of sacrificing for those you love.
	Option D is incorrect	The overall message of sacrificing for those you love is not supported by this detail.
32	Option J is correct	The description of the grandfather’s smile and his statement “Then again, it seems right, somehow” in paragraph 12 demonstrate that he has made peace with his decision to sell the nugget.
	Option F is incorrect	There is no evidence in paragraph 12 to suggest that the grandfather believes selling the gold nugget will cause his family more harm than good.
	Option G is incorrect	Although the grandfather will sell the nugget, he does not indicate he will receive great wealth for it. In paragraph 11, the grandfather laments that he will sell it for “one one-thousandth what I paid for it.”
	Option H is incorrect	In paragraph 12, the grandfather reflects on the significance, not the insignificance, of the nugget by stating how it “helped a man save his children.”
33	Option D is correct	In buying and selling the gold nugget, both the blind man and the grandfather represent the challenge of making sacrifices to survive. Although the grandfather feels a connection with the nugget, it is something he must give up for the sake of his family.
	Option A is incorrect	Although the gold nugget is one of the grandfather’s material treasures, it does not represent a desire for additional material items; it represents instead the grandfather’s desire to help others in their time of need.
	Option B is incorrect	By selling the gold nugget to help feed their families, neither the blind man nor the grandfather demonstrate excessive pride.
	Option C is incorrect	The grandfather’s statement “I guess this gold nugget has done what it was supposed to do” does not indicate that he feels spiritual peace or tranquility.

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Item #	Rationales	
34	Option J is correct	The way the daughter of “American Apple” gently handles her apples and the way the grandfather expresses his love by carefully wrapping, unwrapping, and displaying his objects in <i>Bend, Not Break: A Life in Two Worlds</i> provide for a similar experience. Both the daughter and the grandfather have a close emotional connection to their belongings.
	Option F is incorrect	The grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> does not go shopping. He buys a gold nugget at the insistence of a blind man, and he later sells the nugget to help his family.
	Option G is incorrect	Although the grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> has a collection of beloved items, he does not forget about them, unlike the narrator and his daughter in “American Apple,” who left their apples “untouched” for a long time.
	Option H is incorrect	The grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> is enchanted by the blind man’s music just as the narrator in “American Apple” is enchanted by the picture of an apple, but these details do not mean they have an overall similar experience.
35	Option A is correct	The selection and variety of goods available to the narrator and his daughter in “American Apple” is very different than the food insecurity and scarcity experienced by the grandfather and his family in <i>Bend, Not Break: A Life in Two Worlds</i> .
	Option B is incorrect	The narrator in “American Apple” is able to go buy apples on his own with his own money, while the grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> is not able to be self-sufficient because he must sell possessions to buy food.
	Option C is incorrect	The characters in <i>Bend, Not Break: A Life in Two Worlds</i> are concerned because “Mao’s Red Guard had shut down the farmers’ markets and taken control of the city’s food supply.” There is no mention of the narrator’s suspicion of his government in “American Apple.”
	Option D is incorrect	The commerce in <i>Bend, Not Break: A Life in Two Worlds</i> is not centered on fairness, as the rations provided sometimes could not feed everyone, resulting in sales on the black market. There is no mention of corruption in “American Apple.”
36	Option H is correct	The apples in “American Apple” represent temptation, while the grandfather’s collection in <i>Bend, Not Break: A Life in Two Worlds</i> represents sacrifice and difficult choices. The narrator in “American Apple” is tempted by the apples’ perfection, unlike the grandfather, who sacrifices his heirlooms for his family.
	Option F is incorrect	There is no evidence in “American Apple” that the apples represent unreachable goals, since both the narrator and his daughter ultimately taste them. The grandfather’s collection in <i>Bend, Not Break: A Life in Two Worlds</i> may contain exquisite items, but the true beauty comes from selling the collection, not the collection itself.
	Option G is incorrect	Although the daughter in “American Apple” maintains determination in order to acquire an apple, there is no evidence to suggest that the apples specifically represent determination. The grandfather’s collection in <i>Bend, Not Break: A Life in Two Worlds</i> does not represent his wisdom. Rather, his wisdom is derived from his lifelong experiences of kindness and humility.
	Option J is incorrect	In “American Apple,” although wanting foreign goods could be viewed as materialistic, the apples themselves do not necessarily represent the danger of materialism. The grandfather’s collection in <i>Bend, Not Break: A Life in Two Worlds</i> also does not represent the will to overcome temptation since the grandfather never hesitates to sell items in the collection.

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Item #	Rationales	
37	Option B is correct	The major difference between the two selections is that the apples, though appearing “perfect,” are a disappointment in “American Apple.” In contrast, the gold nugget in <i>Bend, Not Break: A Life in Two Worlds</i> , though appearing useless, turns out to be useful and helpful.
	Option A is incorrect	Although the narrator finally does purchase two apples for his daughter in “American Apple,” the purchase is not about giving in to material temptation: it is about supporting his child’s interests. In <i>Bend, Not Break: A Life in Two Worlds</i> , there is no mention of material temptations, only that goods may be sold to alleviate a family’s suffering.
	Option C is incorrect	The narrator in “American Apple” puts in effort to buy some apples for his child, but the effort is not necessarily to nourish a relationship. The grandfather’s bond to his family in <i>Bend, Not Break: A Life in Two Worlds</i> appears as natural as the narrator’s relationship to his daughter in “American Apple.”
	Option D is incorrect	The narrator in “American Apple” embraces the apples from the United States; however, he is ultimately disappointed by them. In contrast, the grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> collects things from Chinese culture, but there is no mention of embracing one culture in lieu of another culture.
38	Option H is correct	The idea that love for family compels action is explored in both selections. The narrator in “American Apple” buys his beloved daughter apples, and love for his family compels the grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> to sell his beloved items for money in order to buy food.
	Option F is incorrect	The grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> is determining his future by selling his items, but there is no mention of this idea in “American Apple.”
	Option G is incorrect	The narrator in “American Apple” works hard to successfully buy apples for his daughter, but there is no indication that the grandfather’s “hard work” brings success in <i>Bend, Not Break: A Life in Two Worlds</i> . On the contrary, his success comes from selling his beloved collection.
	Option J is incorrect	The daughter in “American Apple” waited for her apples, but neither the apples nor their taste were the “greatest rewards.” Although he waited to sell his gold nugget, the grandfather in <i>Bend, Not Break: A Life in Two Worlds</i> did not receive a reward.
39	Option C is correct	The author’s primary purpose is to explain the unusual journey of Happy Feet. Information about the emperor penguin’s presence in New Zealand, including his care at a zoo and subsequent release from a ship, is included in the article to support the conclusion that Happy Feet experienced an unusual journey. The detailed map of his journey also supports the purpose of the article.
	Option A is incorrect	The author’s primary purpose is to highlight Happy Feet’s unusual journey from New Zealand to Antarctica, not his remarkable qualities.
	Option B is incorrect	Although Happy Feet was released back into the wild, the author of the article does not present an argument for or against releasing animals from captivity.
	Option D is incorrect	The author’s primary purpose is to highlight one specific penguin’s journey, not a team saving endangered animals.
40	Option J is correct	The reader can use the information from the photograph to support their understanding of what Happy Feet’s “custom-built crate” in paragraph 4 looks like.
	Option F is incorrect	There is no mention of how many crew members attended to Happy Feet, nor is this a key detail in paragraph 4.
	Option G is incorrect	Although there is a slide mentioned in paragraph 4, Happy Feet is at the top of a slide and not actively using it in the photograph.
	Option H is incorrect	There is no evidence in either the photograph or paragraph 4 to indicate terrible weather conditions.

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Item #	Rationales	
41	Option D is correct	The statement that Happy Feet “showed no interest in leaving” when they opened his crate indicates that he may have become accustomed to living in captivity.
	Option A is incorrect	The authorities opted to “wait and let nature take its course” when they initially found Happy Feet, so he had not yet been taken into captivity and could not have become accustomed to it.
	Option B is incorrect	The moment when Happy Feet left his captivity is highlighted by this detail, not how Happy Feet became accustomed to captivity.
	Option C is incorrect	This detail explains how Happy Feet’s followers were able to “keep track of him” after his release from captivity, not how Happy Feet became accustomed to captivity.
42	Option G is correct	The reader can conclude the penguin’s nickname, Happy Feet, makes the penguin seem to have a personable and upbeat personality.
	Option F is incorrect	There is no textual evidence to suggest that the penguin has been tamed by his caretakers.
	Option H is incorrect	Although readers may conclude that the penguin’s nickname suggests he is happy and personable, the nickname does not reinforce any existing textual evidence that the penguin has a carefree nature.
	Option J is incorrect	Happy Feet is the only penguin in this article; there is no textual support highlighting the popularity of penguins in general.
43	Option D is correct	The author organizes the article by first describing the efforts taken to release Happy Feet and then backtracking to a recounting of how the penguin was found, rescued, and nursed back to health.
	Option A is incorrect	There is no comparison of Happy Feet’s experience to that of any other penguin.
	Option B is incorrect	The author organizes the article by first providing details of Happy Feet’s release into the wild and then providing information about his rescue and care. Explanation of his illness and the quotations from the veterinarian are specific details from the article.
	Option C is incorrect	The article is not organized using chronological order.
44	Option F is correct	The main idea of the article is that a team in New Zealand helped a lost emperor penguin return to Antarctica after providing medical care.
	Option G is incorrect	The main idea of the article is Happy Feet’s journey back to Antarctica.
	Option H is incorrect	Although Happy Feet was found in New Zealand, the main idea of the article is his return home to Antarctica with the help of the New Zealanders.
	Option J is incorrect	Happy Feet did receive media attention and the attention of followers, but this is one small detail in the article and not the main idea.
45	Option C is correct	The lengthy 2,000-mile distance between New Zealand and Antarctica is highlighted on the map and discussed by the author in paragraph 2 of the article.
	Option A is incorrect	Information regarding where penguins other than Happy Feet have been found is not included in the article or the map.
	Option B is incorrect	Neither the article nor the map includes information about the location of penguin habitats in Antarctica.
	Option D is incorrect	Neither the article nor the map includes information about the overall size of New Zealand.

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Item #	Rationales	
46	Option H is correct	In paragraph 9, the word <u>proficiency</u> means expertise or ability. Once children have the ability to succeed at a task, the concept of competing with others can become appealing.
	Option F is incorrect	In paragraph 9, the word <u>proficiency</u> refers to a child having the expertise or ability to complete a task, not curiosity about a task.
	Option G is incorrect	In paragraph 9, the word <u>proficiency</u> refers to a child having the expertise or ability to complete a task, not the level of investment for a task.
	Option J is incorrect	In paragraph 9, the word <u>proficiency</u> refers to a child having the expertise or ability to complete a task, not the discipline for a task.
47	Option A is correct	Throughout the article, the author emphasizes the idea that children should occasionally experience losing and not be rewarded only for participation. The character-building lessons children learn from this premise are the author's primary purpose for writing the article.
	Option B is incorrect	In paragraph 11, the author mentions three awards she would give if she were a baseball coach; however, these examples speak to the larger purpose of teaching children life lessons and do not serve as the primary purpose of the article.
	Option C is incorrect	This statement contradicts the author's purpose in the article. In paragraph 5, the author declares that "nonstop recognition does not inspire children to succeed. Instead, it can cause them to underachieve."
	Option D is incorrect	The author repeatedly emphasizes that she does not agree with awarding all children for participation; however, there is no textual support that she feels organizations are unfair for giving awards to all children.
48	Option F is correct	The author's use of specific facts, statistics, and figures in paragraphs 3 and 4 provides a logical argument. By providing the numbers and costs of awards, she is appealing to the logic of her audience.
	Option G is incorrect	There is no emotional component found in paragraphs 3 and 4.
	Option H is incorrect	Although the author does not agree with the practice of overusing awards, there is no evidence of an ethical argument found in paragraphs 3 and 4.
	Option J is incorrect	There is no evidence of circular logic found in paragraphs 3 and 4.
49	Option B is correct	In paragraph 14, the author provides support for her claim by providing an anecdote about living rooms filled with trophies that teach children that "to succeed, you just have to show up." Statements about college students and office colleagues who exert very little effort and expect high grades and promotions also support the author's claim that society as a whole suffers from this mindset.
	Option A is incorrect	In paragraph 14, there is no textual evidence regarding the adult responsibility to monitor the learning or emotional development of children.
	Option C is incorrect	There is no textual evidence in paragraph 14 that parents and children expect trophies for doing their best.
	Option D is incorrect	Although the author mentions statistical facts and figures in paragraphs 3 and 4 regarding the cost of awards and trophies, there is no related information in paragraph 14.
50	Option H is correct	The controlling idea of the article—to avoid routinely rewarding participation alone—is best expressed through the sentence in paragraph 5 that states while awards may motivate, "nonstop recognition does not inspire children to succeed."
	Option F is incorrect	The controlling idea that routinely rewarding children for participation may damage our society is not supported by the inclusion of the author's statement that children may "collapse at the first experience of difficulty."
	Option G is incorrect	Although the information about trophy sales in paragraph 4 supports the author's argument with details, it does not express the controlling idea that routinely rewarding children for participation damages our society.
	Option J is incorrect	The controlling idea that routinely rewarding children for participation damages our society is not supported by this statement.

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Item #	Rationales	
51	Option D is correct	Based on the quotation from paragraph 15, the reader can determine the importance of experiencing more losses than wins—directly challenging an idea that children need constant praise. If a child becomes used to losing, then they will develop internal (not praise-based) motivations to continue working toward goals.
	Option A is incorrect	Readers cannot determine that children need constant praise based on the statement in paragraph 6 that children generally respond well to praise.
	Option B is incorrect	Based on the quotation from paragraph 3, the reader can understand that children are used to constant praise in today's society; however, this does not effectively challenge the idea that they need the praise.
	Option C is incorrect	The idea that children need constant praise is not challenged by this quotation from paragraph 7, which provides information about an experiment involving praise.
52	Option J is correct	The cartoon best supports the author's position with the illustration of numerous displayed trophies and the phrase "I won again!" These trophies indicate that children are used to receiving participation trophies and do not routinely experience losing.
	Option F is incorrect	Although the boy in the cartoon expresses excitement, this interpretation of the cartoon does not support the author's position because the multiple trophies and the phrase "I won again!" reveal that the boy is used to receiving trophies.
	Option G is incorrect	Based on the cartoon, the reader can infer that the boy is used to getting trophies and does not feel the need to work toward winning. This interpretation of the cartoon does not support the author's position.
	Option H is incorrect	There is no indication that the boy is working toward improving his skills. This interpretation of the cartoon does not support the author's position.