

GRADE 7
Reading

Administered May 2018

RELEASED

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

Vacation Exaggeration

1 When I complained to Mom over the phone yesterday about the extreme depths of boredom I had experienced during the first week of my summer exile to my grandparents' farm, she suggested I think of my grandparents' farm as an exotic location. "After all," she said, "not everyone gets the opportunity to live on a farm."

2 That gave me an idea. I decided I would compose my social media status updates as if I were an illustrious traveler visiting the Serengeti Plain and making keen observations to my fans about my surroundings. I started early the next morning.

3 *Alyssa's Status:* 5:54 A.M. The glorious male *Gallus gallus domesticus*, more commonly known as the rooster, perches himself upon the post. His delicate feathers glimmer in the sunrise. He flaps his wings twice and rears back his head. His call clamors through the countryside, crying out to all creatures that morning has come.

14 Thumbs Up

4 To add to my suffering, my best friends were each doing something exciting. Carlos was at the beach rescuing sea turtles, and Natalia was with her mother, who is an interior designer working on a project for a famous client in a big city.

5 But several people had given a thumbs-up to my post, and it was getting almost the same amount of attention as my friends' posts.

6 *Carlos's Status:* 7:39 A.M. I'm about to search for sea turtle nests on my section of the beach. I hope I find one today!

21 Thumbs Up

7 *Natalia's Status:* 11:19 A.M. Which do you think would be a better color to paint rock star Aaron Slayton's loft apartment: Electric Eclectic Orange or Superfly Lemon Lime?

28 Thumbs Up

8 As I was thinking of a comment to post on Natalia's page, Grandma interrupted me.

9 "Put your shoes on, Alyssa. We're heading to Haverford's farm."

10 "Why?"

11 "It's a summer tradition. On the first Saturday of July, the whole town goes to Mr. Haverford's place to pick blackberries. If we pick enough, we can make a blackberry cobbler tonight."

12 *Interesting.* I typed my next update.

13

Alyssa's Status: 1:34 P.M. Few events cause more excitement in this remote part of the world than the ripening of the blackberries, a cause for celebration among the local inhabitants who make the annual pilgrimage to a special place known as "Haverford's." After the festivities have concluded, a ceremonial cobbler—a sweet dessert—is baked with the ripest of the day's bounty.

18 Thumbs Up

14 Both Carlos and Natalia replied to my post.

15

Carlos's Reply: 1:39 P.M. Mmm! I love blackberry cobbler! I've never made it from scratch with freshly picked berries before. Have some for me!

16

Natalia's Reply: 1:46 P.M. I can't believe you're staying at a farm! I like the city, but it's so crowded. I could use some open space and fresh air.

17 Later that evening, after I had eaten two servings of cobbler, I uploaded photos of the sprawling acreage of Haverford's farm and described in vivid detail the flavors and textures of the dessert.

18 The next morning I traipsed to the kitchen, where Grandma was busy making breakfast. She smiled when she saw me.

19 "Good morning, Alyssa," Grandma said as she handed me a glass of freshly squeezed orange juice. "You know, I was just thinking that today might be a good day for you to explore the old barn."

20 That had potential for a worthy photo to post online. I could take a picture of the run-down barn and make up a story—maybe an unsolved mystery. I could tweak the brightness and contrast settings of the photograph, slightly changing them to make the picture look eerie.

21 While I was planning this post, Grandma set a heaping plate of pancakes in front of me. Obviously, I *had* to post about the perks of having Grandma's home cooking.

22 After breakfast I went to the barn. I took out my phone so that I could use it as a flashlight. I heaved the door open and peered inside. Everything was covered in dirt and cobwebs. *Perfect!*

23 Then I heard a whining sound from a corner of the barn and almost vaulted to the ceiling.

24 I gathered myself and went toward the sound. When I saw what was in one of the stalls, I let out a high-pitched squeal—baby foxes! They were crawling out of a hole and then tumbling back down. They were adorable. I probably took a hundred photos.

25 “Fox kits,” Grandma said later when she saw the photographs I had taken. “I’ve seen a fox around and wondered if she had a den. You should put one of these on your social studies page.”

26 “Social media, Grandma,” I said, correcting her. “And that’s a great idea. Everyone loves cute animals.”

27 *Alyssa’s Status:* 4:47 P.M. Look who decided to make my grandparents’ barn their new home!

28 Within a few minutes I had received several comments from my friends and a thumbs-up from 25 people.

29 *Natalia’s Reply:* 5:05 P.M. So cute! The only animals in the city are giant rats and pigeons.

30 *Carlos’s Reply:* 5:12 P.M. Wow! Take lots of pictures. They look as though they’re almost old enough to leave their den.

31 I reread the comments. Carlos and Natalia thought my farm adventures were interesting, and Natalia’s reply even had a tinge of jealousy.

32 “What are you smiling about?” Grandma asked.

33 “I—”

34 I was going to say that I was thrilled with all the attention my post had received, but as the words formed in my brain, I looked at Grandma smiling back at me.

35 “I’m really glad I’m getting to spend some time at your farm this summer,” I said. And I meant it.

1 The word illustrious in paragraph 2 means —

- A lonely
 - B native
 - C famous
 - D inexperienced
-

2 Which phrase from paragraph 1 best demonstrates Alyssa’s attitude about spending time at her grandparents’ farm?

- F *over the phone yesterday*
 - G *week of my summer exile*
 - H *as an exotic location*
 - J *not everyone gets the opportunity*
-

3 Read this sentence from paragraph 3.

His call clamors through the countryside, crying out to all creatures that morning has come.

The descriptive language in this sentence —

- A gives Alyssa’s post a dramatic effect
- B shows how Alyssa’s attitude has changed throughout the story
- C mimics the sound of the rooster’s call
- D emphasizes that hearing the rooster is an important event in the plot

- 4 The primary theme of the story centers on the importance of —
- F telling the truth
 - G valuing friendship
 - H recognizing the beauty of nature
 - J appreciating current circumstances
-

- 5 Read paragraph 23 from the story.

Then I heard a whining sound from a corner of the barn and almost vaulted to the ceiling.

The author includes the figurative language in this sentence to show that Alyssa —

- A feels excited about her discovery
- B is startled by the unexpected noise
- C has a sudden inspiration for an online post
- D thinks she should not be in the barn

6 How does the story's setting influence its plot?

- F** Being far from her friends makes Alyssa feel isolated.
 - G** Alyssa's separation from her mother helps her value her family more.
 - H** The observations Alyssa makes at the farm give her something to write about.
 - J** Alyssa's presence on the farm creates conflict with her grandmother.
-

7 At the end of the story, Alyssa most likely feels —

- A** sad because she knows she will have to leave the farm soon
- B** satisfied that her friends like her posts
- C** hopeful that she will enjoy the rest of her summer
- D** content because she realizes she likes being on the farm

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

Quite an Achievement!

- 1 On a hot, sunny afternoon in Tempe, Arizona, a construction manager instructs a work crew to begin installing a set of solar panels at a local business. In Milwaukee, Wisconsin, a banker chooses a new house with the help of a real estate agent. In Wilmington, Delaware, people crowd into a seminar designed to help them understand how to save for a new car. These activities all seem rather ordinary until you look more closely. All the people involved are under the age of 14. They and thousands like them are participating in an organization called Junior Achievement (JA).
- 2 Founded in 1919, Junior Achievement works with more than 9 million young people around the world, helping them “dream big” and teaching them the skills they need to be successful businesspeople, effective money managers, and productive members of their community. The program is run largely by volunteers from area businesses and universities, parents, and senior citizens—all of whom believe in the potential of young people.

- 3 In the program students in fourth through sixth grade become citizens of JA BizTown, where they learn how to run a city. Students use a portion of their school day to learn about business strategies and the roles of workers and city leaders. Then they create and oversee the management of a simulated city made up of a bank, businesses, restaurants, and retail stores. It is not unusual to see a BizTown student wearing a hard hat and learning about



Students perform job-related tasks at one of the many JA BizTown locations.

© ZUMA Wire Service/Alamy

construction or interviewing for a job with actual business owners. BizTown students become managers, clerks, and customers. They even pay taxes and elect their own mayor. They also make their own laws and must abide by them or else pay fines. These students don't just learn about how a town works—they make real-life decisions that affect what goes on in their town. Pershing Elementary School teacher Luz Pineda is an advocate of BizTown. “This program prepares children for the future,” she said. “This shows them what will really happen when they're adults.”

- 4 Junior Achievement also provides middle and high school students with a challenging program called JA Finance Park. Each student is assigned an age, a job, a salary, and a family. They must create a personal budget and plan a career that will help them meet their goals and live within their budget. JoAnn Goldberger, senior director of strategic partnerships for Junior Achievement of

Central Maryland, states, “We teach them how to save for the future on whatever budget they have. Maybe they can’t afford that mansion with a pool. Maybe a sports car isn’t really feasible when you have three kids. Not everybody can be Justin Bieber.” Finance Park is designed to ensure the real-world experience is real indeed. An “unlucky chance card” can assign a student a flat tire or a broken air conditioner, training them to plan for and solve the kinds of problems their parents encounter every day.

- 5 By taking part in Junior Achievement, students learn not only the importance of choosing a career and managing their finances but also the skills needed in order to be successful in doing so. Junior Achievement teaches students skills and concepts such as preparing for a job interview, understanding how officials are elected, analyzing the steps to opening a business, and paying taxes. It also allows students to experience the value of giving through volunteer work and community service.



These students are learning how to own and operate a JA BizTown business.

© ZUMA Wire Service/Alamy

- 6 The concepts taught in BizTown and Finance Park have proved so popular that they are now being included in Scouting programs, preschools, and summer camps. Partnering with Junior Achievement, both Girl Scouts and Boy Scouts now offer badges for learning money management and investment skills. Suzanne Harper, national program director of the Girl Scouts, is pleased that even kindergarten-aged Scouts can learn how to earn money. Imagine children learning to buy and trade stocks at a Scout meeting! Finance is not just for grade-school students and teens, either. The financial literacy encouraged by Junior Achievement has even inspired other programs to offer similar resources. In San Francisco a new library opened recently with a preschool program that offers books about money management for children as young as three years old. This program is praised by people like Lori Mackey, founder of a financial literacy website for children. Mackey strongly believes that financial skills are as critical as basic reading skills for young children.

- 7 Even summer camp is not just about swimming and crafts anymore. BizTown operates a nationwide summer camp where students ages 10 to 14 come from across the country to work together and, along with their teachers, create and manage a simulated economy. For those who can't attend the camp, many communities offer free local summer camps that teach the same skills.
- 8 Growing up and entering the "real world" is a challenge everyone must face. Thanks to Junior Achievement, students can be prepared. By practicing financial skills and learning good community habits, students in Junior Achievement gain valuable experience that will last a lifetime.

Third party trademarks JA BizTown®, JA Finance Park®, Girl Scouts® and Boy Scouts® were used in these testing materials.

8 The Latin root *vocare*, meaning “to call,” helps the reader understand that the word advocate in paragraph 3 means one who —

- F** studies other people
 - G** provides support
 - H** controls a group of people
 - J** offers motivation
-

9 The author includes quotations in paragraphs 3 and 4 in order to —

- A** recognize the contributions volunteers have made to Junior Achievement
 - B** demonstrate that many adults support the work Junior Achievement does
 - C** show that successful adults participated in Junior Achievement as students
 - D** inspire students to become involved with Junior Achievement
-

10 How does paragraph 5 help inform the reader about Junior Achievement?

- F** By summarizing the benefits of participating in Junior Achievement
- G** By emphasizing the changes Junior Achievement has made in order to meet the demands of modern life
- H** By explaining how community members assist in organizing Junior Achievement programs
- J** By showing how important it is for teachers to motivate students to participate in Junior Achievement programs

- 11** Which sentence suggests that Junior Achievement students will be well prepared to join the working world?
- A** *In San Francisco a new library opened recently with a preschool program that offers books about money management for children as young as three years old.*
 - B** *Growing up and entering the "real world" is a challenge everyone must face.*
 - C** *It is not unusual to see a BizTown student wearing a hard hat and learning about construction or interviewing for a job with actual business owners.*
 - D** *The program is run largely by volunteers from area businesses and universities, parents, and senior citizens—all of whom believe in the potential of young people.*
-

- 12** The author organizes the selection by —
- F** comparing Junior Achievement's benefits with those gained by Scouting or attending summer camp
 - G** explaining what Junior Achievement does by giving in-depth examples of its programs
 - H** detailing how volunteers contribute to Junior Achievement's overall goal
 - J** describing how Junior Achievement has changed since it first started offering programs
-

- 13** The reader can conclude that Junior Achievement, Girl Scouts, and Boy Scouts all share which belief?
- A** Every child should have the opportunity to attend summer camp.
 - B** Students of all ages are capable of owning their own businesses.
 - C** Many people buy more things than they can afford.
 - D** Managing a personal budget is a necessary skill.

14 The main goal of Junior Achievement is to —

- F** involve students in their local city government
 - G** help students earn money while attending school
 - H** allow students to improve businesses in their community
 - J** prepare students for adult responsibilities
-

15 In which sentence does the author make a factual claim?

- A** *Imagine children learning to buy and trade stocks at a Scout meeting!*
 - B** *Even summer camp is not just about swimming and crafts anymore.*
 - C** *The concepts taught in BizTown and Finance Park have proved so popular that they are now being included in Scouting programs, preschools, and summer camps.*
 - D** *These activities all seem rather ordinary until you look more closely.*
-

16 Which idea in the selection do the photographs support?

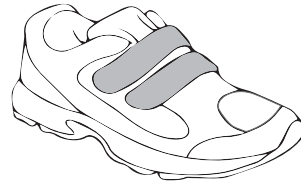
- F** Junior Achievement activities occur during regular school hours.
- G** Students in Junior Achievement programs can ask adults for help if necessary.
- H** The younger that children are, the more they benefit from Junior Achievement programs.
- J** Junior Achievement activities are designed to give students hands-on experience.

Read the next two selections. Then choose the best answer to each question.

Inventors Digest

The Source for Inventive Inspiration

January 2015 • Volume I



Natural Inspiration

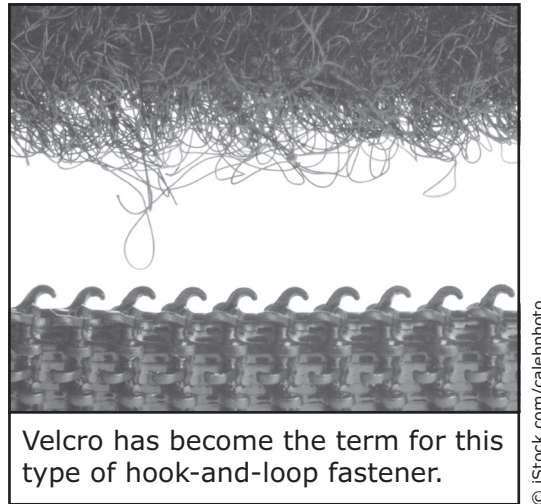
- 1 Many inventors spend years thinking about and developing their ideas before their inventions become reality. Sometimes, though, a person unexpectedly stumbles across the perfect idea, as did the Swiss engineer George de Mestral.
- 2 Mestral was born in 1907 and became interested in building and design when he was a child. As an adult he worked for an engineering company. In 1941, Mestral was outside with his dog when he noticed small, round seedpods stuck to his clothing and his dog's fur. As he was removing these pesky burrs, he began wondering how the seedpods attached themselves to different materials.
- 3 Wanting to learn the answer, Mestral took a look at the burrs under a microscope. What he saw was that the prickly stickers on the burrs had hooks. It was these tiny hooks that allowed the burrs to latch onto the soft loops in the fabric of his clothing and in his dog's fur. Mestral realized he could create something similar that could be used as a fastener. He began to call his idea "velcro"—a combination of the words "velvet" and "crochet."¹ Velcro also became the name of the company that manufactures the fastener.
- 4 When Mestral first presented his idea to manufacturing companies, the companies were not interested. After several rejections, he enlisted the help of sewing experts in France to develop his idea. At first Mestral used cotton for his two-sided fasteners, but repeated fastening and unfastening caused the cotton to wear too quickly. He eventually began using the synthetic material nylon, which was sturdier. It took Mestral nearly 10 years to perfect his design and automated production methods. The invention was patented in Switzerland in 1955.



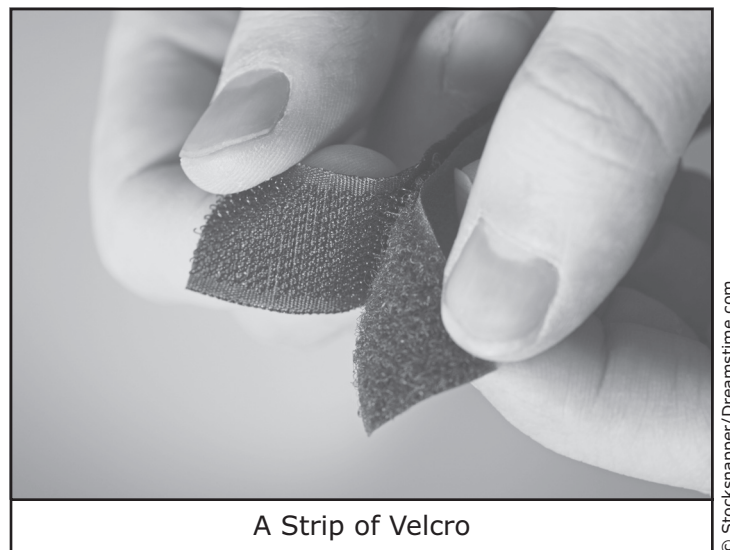
A burr is a seed with hooks that discourage animals from eating the seed.

© Shannon Beauford/Dreamstime.com

¹Crochet is a method of making cloth that uses a hooked needle to form and weave loops.



- 5 Velcro began to sell very well and became known as the “zipperless zipper.” In the 1960s the National Aeronautics and Space Administration (NASA) began using Velcro to secure equipment in the zero-gravity environment of outer space. Velcro was also used to fasten devices in hospitals, hold together car parts, and make the seats of airplanes detachable. In 1968, Velcro made its first appearance on footwear, and soon children around the world were fastening their shoes with Velcro instead of shoelaces.



- 6 Today the Velcro company is worth millions of dollars because so many people have recognized the variety of uses for the hook-and-loop fastener. Just as Mestral was inspired by nature to create his invention, people continue to be inspired to find new uses for Velcro.

Third party trademarks Velcro® and NASA® were used in these testing materials.

A Brilliant Beetle

- 1 Natural resources are materials or substances that occur in nature and are of some value to humans. Depending on the environment, certain natural resources are more scarce than others and therefore more valuable. More than one billion people currently live in environments where water is in short supply, making water one of the most highly prized natural resources on the planet. Scientists are always searching for ways to increase access to this valuable resource. They may have found a solution in an unlikely area: one of the most arid places on Earth.
- 2 Despite being one of the world's driest places, with only several inches of annual rainfall, the Namib desert in Africa is home to many creatures. The Namib beetle is a unique organism that thrives in this environment because of its amazing physical adaptation. The wings on the Namib beetle are filled with bumps and grooves that help it collect water from the air. The top of each bump is smooth like glass and attracts water. But the slopes of each bump and the troughs in between the bumps have waxy surfaces that repel water.



The Namib Beetle

© Lucidwaters/Dreamstime.com

- 3 The design of the Namib beetle's wings allows the beetle to harvest water in an environment where there is virtually none. The beetle takes advantage of the fog that rolls into the Namib desert about six times a month. Each time this occurs, the Namib beetle positions its body at a 45-degree angle to the wind. As the wind pushes the fog across the desert, each bump on the beetle's back collects tiny droplets of water. When enough moisture has been collected from the fog, a drop rolls off the bumps into the waxy grooves and then into the mouth of the beetle.



A Drop of Water at the Mouth
of the Namib Beetle

© Martin Harvey/AfriPics

- 4 Scientists are using the Namib beetle's wing design as a guide for creating their own water-collection surfaces. Scientists working at a laboratory for the British Ministry of Defence have embedded dozens of glass spheres into thin layers of wax. Similar to the bumps and grooves on the wings of the beetle, the smooth glass bubbles collect water, while the wax repels it. By placing the glass-and-wax panels in environments with high-moisture air, the scientists think they will be able to collect water. The scientists hope the beetle-inspired panels can increase people's access to water in areas where water is scarce.
- 5 The Namib beetle's extraordinary wing design may also provide unexpected solutions to other modern-day problems. In areas where dense fog causes disruptions, panels of these water-gathering surfaces may be able to eliminate the fog. This could potentially reduce travel delays at airports and prevent fog-related hazards on roadways. It seems that studying this little beetle may lead to a variety of benefits for humans.

Use “Natural Inspiration” (pp. 14–15) to answer questions 17–20. Then fill in the answers on your answer document.

17 The photographs in the article help the reader understand the —

- A** reason nylon is superior to cotton for making Velcro
 - B** similarity between man-made Velcro and naturally occurring burrs
 - C** difficulty Mestral had creating his design for Velcro
 - D** reason Mestral thought Velcro would be a useful invention
-

18 One challenge that Mestral encountered while inventing Velcro was finding —

- F** different uses for Velcro
- G** a country willing to approve a patent for Velcro
- H** a way to make a profit by selling Velcro
- J** a manufacturer that would produce Velcro

19 The reader can conclude from the details in paragraph 4 that Mestral —

- A** was determined to make his idea for Velcro a reality
 - B** did not receive the product rights for Velcro
 - C** was denied help because companies had difficulty manufacturing Velcro
 - D** wanted Velcro to be known as the world’s best fastener
-

20 What is the best summary of the article?

- F** Velcro, a fastener named from a combination of the words “velvet” and “crochet,” was invented by the Swiss engineer George de Mestral. He modeled Velcro after burrs that he found in nature. He learned that nylon was the best material to use to make Velcro.
- G** George de Mestral was an engineer from Switzerland who had a curious mind. After studying burrs stuck to his dog’s fur, Mestral decided to create a new kind of fastener. Velcro, the product that Mestral created, is a hook-and-loop fastener that works the same way burrs work in nature.
- H** George de Mestral was the engineer who invented Velcro, a type of hook-and-loop fastener modeled after burrs Mestral found stuck to his dog’s fur. Mestral overcame many obstacles as he worked to produce Velcro. Today, Velcro is commonly used to fasten a variety of materials.
- J** A curious man, George de Mestral noticed one day that burrs were stuck to his dog’s fur. He looked at these burrs under a microscope and saw that tiny hooks on the burrs allowed them to latch onto the fur. Mestral went on to invent Velcro, which uses hooks similar to those found on the burrs.

Use “A Brilliant Beetle” (pp. 16–17) to answer questions 21–24. Then fill in the answers on your answer document.

21 The photograph after paragraph 3 is included in the selection to —

- A** show the process of how fog turns into water
 - B** allow the reader to envision the size of the Namib beetle
 - C** help the reader visualize how the Namib beetle collects water
 - D** demonstrate how much water is needed by desert insects
-

22 The author focuses on a unique feature of the Namib beetle in order to highlight how the beetle —

- F** could serve as a source of water for desert travelers
- G** struggles to survive in a dry part of the world
- H** uses its wings to stay cool in an arid environment
- J** is able to provide itself with water in the absence of rain

23 When fog rolls into the desert, the Namib beetle —

- A** releases a waxy substance that covers its back
 - B** positions its body in a specific way
 - C** creates bumps and troughs on its wings
 - D** opens its mouth to drink the water in the air
-

24 The author wrote this selection most likely to —

- F** prove that water can be obtained from moist air
- G** explain how an animal has adapted to living in a hostile environment
- H** show how people can apply designs from nature to create solutions to global problems
- J** emphasize that water is a scarce resource in many areas on Earth

Use “Natural Inspiration” and “A Brilliant Beetle” to answer questions 25–29. Then fill in the answers on your answer document.

25 What is one way that Velcro and the water-collection panels are **similar**?

- A** The creators of both inventions experimented with different materials.
 - B** The inventions were both inspired by the same environment.
 - C** The models for both inventions were discovered in unexpected sources.
 - D** The inventions received the same amount of support in the beginning.
-

26 Which idea is presented in **both** the article and the selection?

- F** Simple inventions can provide for basic necessities.
 - G** Inventors can find ideas by carefully observing nature.
 - H** Selecting the appropriate materials for an invention can be challenging.
 - J** Inventions have the greatest chance of success when large companies manufacture them.
-

27 How did the development of Velcro **differ** from the development of the water-collection panels?

- A** The water-collection panels took years to create, while Velcro was created in a short period of time.
- B** The water-collection panels are made of synthetic materials, while Velcro is made of natural materials.
- C** The design of the water-collection panels has changed many times, while the design of Velcro has changed very little.
- D** The water-collection panels are intended to solve a specific problem, while Velcro is designed to be applied in many different situations.

28 What is one outcome of Mestral’s invention in “Natural Inspiration” that is **not** shared by the scientists’ invention in “A Brilliant Beetle”?

- F** Mestral’s invention has proved to be financially successful.
 - G** Mestral’s invention is able to replenish something found in nature.
 - H** Mestral’s invention can be used to solve more than one problem.
 - J** Mestral’s invention inspired new uses beyond its original purpose.
-

29 One **difference** between the Velcro in “Natural Inspiration” and the water-collection panels in “A Brilliant Beetle” is that —

- A** Velcro is an expensive item to reproduce, whereas the water-collection panels are made from affordable materials
- B** Velcro has been replaced by other inventions, whereas the water-collection panels are still being used
- C** Velcro has become a commonplace item, whereas the water-collection panels are not widely used
- D** Velcro is useful only in the clothing industry, whereas the water-collection panels can be used in many industries

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

My River

by Rafael Espinoza

My river has a bridge
where I like to sit,
dangling my legs,
and listen.

- 5 Lots of things change quickly,
but the river takes its time.
And for some reason that's comforting.

- The summer-green grass
whispers excitedly
10 as if passing on secrets.
The trees murmur wisely,
nodding with the wind.

- The birds gossip,
and there are rustles and an occasional splash
15 as various animals
go about living.

And then there is the river,
which passes on heedless of all,
intent always to push forward.

- 20 As it flows beneath me it seems to say
hello and goodbye at once—
"Must be moving,
there is so much to see!"
It reminds me that life is an adventure.

- 25 And whatever bad feelings I brought with me,
the river carries them away.

Rivers make good friends.
They help you remember
what the world makes you forget.

Reproduced by permission of What Kids Can Do (WWW.WKCD.ORG). Copyright © 2006 by Next Generation Press.

- 30** The description of the setting in lines 8 through 19 highlights a contrast between —
- F** the liveliness of the woods and the steady pace of the river
 - G** the simplicity of nature and the complexity of the speaker's emotions
 - H** the playfulness of nature and the seriousness of the speaker's purpose
 - J** the variety of living organisms around the river and the lack of living organisms in the river
-

- 31** Which sentence best describes the speaker's relationship with the river?

- A** The river forces the speaker to make a decision.
 - B** The river reminds the speaker of what is important.
 - C** The river introduces the speaker to the outdoors.
 - D** The river provides the speaker with an unusual experience.
-

- 32** The poet uses personification in the sixth stanza to show that the river teaches the speaker about —

- F** making good decisions
- G** protecting an important resource
- H** enjoying the experience of living
- J** appreciating the beauty of nature

33 The poet placed lines 25 and 26 in their own stanza to —

- A** show that the river affects the speaker's relationships with others
 - B** emphasize the speaker's disappointment after spending time at the river
 - C** indicate that the speaker goes to the river in search of adventure
 - D** highlight the outcome of the speaker's experience while at the river
-

34 Which line from the poem best expresses why the speaker visits the river?

- F** where I like to sit,
 - G** whispers excitedly
 - H** They help you remember
 - J** The trees murmur wisely,
-

35 Which theme is explored in the poem?

- A** Learning about the patterns of nature can be exciting.
- B** Nature can provide perspective on life.
- C** People should set aside time in their daily schedule to relax.
- D** People who are honest with themselves are better able to appreciate life.

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

"Carry Him Everywhere You Go"

by Tom Ryan

- 1 The best advice I received about raising a puppy didn't come from a book or a class but over the phone from a gritty voice with a southern twang. Paige Foster, Atticus's breeder, suggested I carry him with me everywhere we went during the first month we were together. I stretched it to two.
- 2 "And don't let anyone else hold him during that time," she added. "He needs to know you're his family. Y'all will bond that way."
- 3 I owe much to Paige. Buying a puppy from her meant having the freedom to pick her brain, no matter how often I called—calls that in the beginning were more frequent than she bargained for, I'm sure, and were typically panic-driven. I liked her style. During our conversations, which were always lengthy, I came to think of her as intuitive, and I trusted her in every way. By following Paige's advice, Atticus and I were able to forgo obedience school, much to the chagrin of various self-proclaimed dog experts we met through the years.
- 4 Once, upon seeing Atticus sitting up next to me on a park bench without a leash or collar on, one such expert marveled at how well behaved he was. She had a stern voice that made me feel as if I should be sitting up straight, too. She asked what kind of training I put him through, listing various intimidating words and phrases that sounded to my ear to be Germanic in root and I took to be the schools of thought for serious dog trainers.
- 5 I shrugged. "None, really. We just hang out together."
- 6 This did not sit well with her. She sized me up as a rube¹ and gave me a look that fell halfway between pity and a scold before marching off in search, I imagined, of a music store where she could purchase some Wagner.²
- 7 For as long as I can remember, people have commented on Atticus's peaceful demeanor. Then, as was almost always the case, they'd ask him to give them his paw. He wouldn't. Instead he just looked at them, not even bothering to cock his head.
- 8 They'd ask again. Again he just studied them.
- 9 Then it typically went this way:
- 10 "Does he know how to give his paw?"
- 11 "I don't know, never asked him."

¹ A rube is an unsophisticated person.

² Richard Wagner was a German composer in the 1800s best known for his operas.

- 12 "But didn't you teach him that?"
- 13 "No. I didn't teach him anything."
- 14 I never saw the point in teaching Atticus tricks. What I wanted from him was for him to be his own dog as much as I was my own man. The things I wanted him to learn were basic things that made going through life safe and easy. I know many who tell me that by teaching their dog tricks they worked on their relationship together. The dogs, I was told, liked the task and then the reward. I can't argue against any of that, but it wasn't for us.
- 15 All I wanted was for Atticus to fit in as much as he needed to so he wouldn't be a bother or get into trouble, but I also didn't think it was up to me to decide what he would become. That was up to him. As long as he could walk with me off leash, feel comfortable in public settings, and understand that he should never feel self-conscious anywhere, I was fine with it.
- 16 My carrying the little puppy in the length of my arm from wrist to elbow for two months, like a running back with a football, went a long way toward forging our relationship and deciding how things would be for years to come.



Atticus

© Tom Ryan

Excerpt from FOLLOWING ATTICUS by TOM RYAN. Copyright © 2011 by Tom Ryan. Reprinted by permission of HarperCollins Publishers.

36 Read this dictionary entry.

style \ˈstī(-ə)l\ *n*
1. the fashion of the moment
2. the type or make of something
3. a way or manner of behaving
4. a set of rules for writing

Which definition best matches the way the word style is used in paragraph 3?

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

37 Read these sentences from paragraph 3.

I owe much to Paige. Buying a puppy from her meant having the freedom to pick her brain, no matter how often I called—calls that in the beginning were more frequent than she bargained for, I’m sure, and were typically panic-driven.

These sentences help characterize the author as —

- A** discouraged by his dog’s initial behavior
- B** surprised by Paige’s vast knowledge of dogs
- C** regretful for taking advantage of Paige’s kindness
- D** worried that he wasn’t caring for his dog correctly

38 What can the reader infer about the woman mentioned in paragraphs 4 through 6?

- F** She is an expert in music in addition to being an expert in dog training.
 - G** She disagrees with the author's choice not to provide his dog with formal training.
 - H** She thinks the author should be more selective about where he brings his dog.
 - J** She is surprised that the author is not interested in learning from her.
-

39 The author presents the information in paragraphs 7 through 13 to illustrate —

- A** why dogs listen only to their owners
 - B** what tricks dog owners can easily teach their dogs
 - C** why some dogs come to dislike strangers
 - D** what some people expect from dogs and dog owners
-

40 Which sentence from the selection best states the author's main objective in raising Atticus?

- F** *I know many who tell me that by teaching their dog tricks they worked on their relationship together.*
- G** *The things I wanted him to learn were basic things that made going through life safe and easy.*
- H** *Instead he just looked at them, not even bothering to cock his head.*
- J** *I never saw the point in teaching Atticus tricks.*

41 The simile in paragraph 16 helps the reader understand that the author —

- A** enjoys finding time to play with Atticus
 - B** wants Atticus to grow to be strong
 - C** thinks Atticus is a better pet than most dogs
 - D** feels responsible for protecting Atticus
-

42 What is the best summary of the selection?

- F** The author trusted the advice of Paige Foster, the breeder of his puppy Atticus. After a few months the author had bonded with Atticus, who is so well behaved that he does not need to be leashed or collared.
- G** The author has a peaceful dog named Atticus. People who meet Atticus are surprised that he has not learned any tricks, such as how to put out his paw, because they believe teaching tricks builds the relationship between owner and dog.
- H** The author established a bond with his puppy Atticus by following the dog breeder's advice. Instead of participating in obedience training and teaching his dog tricks, the owner chose to focus on helping Atticus feel safe and happy.
- J** The author had a conversation with a dog expert who was impressed by how well behaved his dog Atticus was. When the expert asked about the kind of training the dog had received, she was surprised to learn that Atticus had not been formally trained.



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	1	Readiness	7.2(B)	C
2	2	Readiness	7.6 Fig. 19(D)	G
3	2	Readiness	7.8 Fig. 19(D)	A
4	2	Readiness	7.3 Fig. 19(D)	J
5	2	Readiness	7.8(A)	B
6	2	Readiness	7.6(A)	H
7	2	Readiness	7.6(B)	D
8	1	Readiness	7.2(A)	G
9	3	Readiness	7.9 Fig. 19(D)	B
10	3	Readiness	7.9 Fig. 19(D)	F
11	3	Readiness	7.10 Fig. 19(D)	C
12	3	Readiness	7.10(C)	G
13	3	Readiness	7.10(D)	D
14	3	Readiness	7.10(A)	J
15	3	Supporting	7.10(B)	C
16	3	Supporting	7.13 Fig. 19(D)	J
17	3	Supporting	7.13 Fig. 19(D)	B
18	3	Readiness	7.10(A)	J
19	3	Readiness	7.10 Fig. 19(D)	A
20	3	Readiness	7.10 Fig. 19(E)	H
21	3	Supporting	7.13 Fig. 19(D)	C
22	3	Readiness	7.9 Fig. 19(D)	J
23	3	Readiness	7.10(A)	B
24	3	Readiness	7.9 Fig. 19(D)	H
25	1	Readiness	7.19(F)	C
26	1	Readiness	7.19(F)	G
27	1	Readiness	7.19(F)	D
28	1	Readiness	7.19(F)	F
29	1	Readiness	7.19(F)	C
30	2	Supporting	7.4 Fig. 19(D)	F
31	2	Supporting	7.4 Fig. 19(D)	B
32	2	Supporting	7.8 Fig. 19(D)	H
33	2	Supporting	7.4(A)	D
34	2	Supporting	7.4 Fig. 19(D)	H
35	2	Supporting	7.3 Fig. 19(D)	B
36	1	Readiness	7.2(E)	H
37	2	Supporting	7.7 Fig. 19(D)	D
38	2	Supporting	7.7 Fig. 19(D)	G
39	2	Supporting	7.7 Fig. 19(D)	D
40	2	Supporting	7.7 Fig. 19(D)	G
41	2	Supporting	7.8 Fig. 19(D)	D
42	2	Supporting	7.7 Fig. 19(E)	H

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
1	Option C is correct	The author writes in paragraph 2 that Alyssa, “an illustrious traveler,” would have “fans” following her “social media status updates,” which helps the reader to understand the word <u>illustrious</u> means “famous.”
	Option A is incorrect	Although Alyssa is separated from her friends, the details in paragraph 2 are not included to suggest “an <u>illustrious</u> traveler” would be “lonely.”
	Option B is incorrect	The word <u>illustrious</u> in paragraph 2 is used to describe a traveler, so “native” as the meaning of <u>illustrious</u> is not supported by context.
	Option D is incorrect	The words “illustrious traveler” are used to describe someone who has likely traveled before, so “inexperienced” as the meaning of <u>illustrious</u> is not supported.
2	Option G is correct	The reader can infer that Alyssa has a negative attitude about spending time at her grandparents’ farm based on her reference to her trip as a week of “summer exile.” The word “exile” is used to suggest that Alyssa has been banished from her home against her wishes.
	Option F is incorrect	Alyssa does speak to her mother on the phone while at her grandparents’ farm, but this detail is not included to demonstrate Alyssa’s attitude toward the visit.
	Option H is incorrect	This phrase does not reflect Alyssa’s initial attitude about spending time at her grandparents’ farm.
	Option J is incorrect	This phrase is included to show what Alyssa’s mother thinks about her daughter’s unique opportunity, not to reveal Alyssa’s attitude.
3	Option A is correct	The description of the rooster in this sentence is included to give Alyssa’s post a dramatic effect. The rooster’s actions (“His call clamors”; “crying out to all creatures”) are presented as exciting and dynamic.
	Option B is incorrect	This post is composed at the beginning of the story, so the reader cannot yet determine whether Alyssa’s attitude has changed.
	Option C is incorrect	Although the rooster’s actions are described in this sentence, the words are not written to mimic the rooster’s call.
	Option D is incorrect	Although the status update is about a rooster’s call, the descriptive language in this sentence is not included to suggest that hearing the rooster is an important event in the story’s plot.
4	Option J is correct	The reader can infer that the importance of appreciating current circumstances is the primary theme, or central message, of the story. Alyssa exaggerates details about her vacation in her status updates in order to make her stay at her grandparents’ farm seem more impressive than it is, but her friends’ reactions to her posts help Alyssa realize that her experience has been worthwhile and special.
	Option F is incorrect	Although Alyssa posts exaggerated updates as if she were a traveler, she is not lying about what is happening, so the importance of telling the truth is not the story’s primary theme.
	Option G is incorrect	Although Alyssa thinks about her friends and seems to value their reactions to her updates, valuing friendship is not a primary theme of the story.
	Option H is incorrect	Although Alyssa posts photos of the farm, recognizing the beauty of nature is not a theme supported by the story.
5	Option B is correct	Figurative language is language that uses words that mean something different than their literal interpretation. The author includes the figurative language in paragraph 23 to show that Alyssa is startled by an unexpected noise. Alyssa mentions that she “almost vaulted to the ceiling” after hearing the “whining sound” from the barn, helping the reader to infer that she jumped because she was startled by the sound.
	Option A is incorrect	Although it could be perceived that Alyssa jumps because she is excited, the reader can infer based on paragraph 23 that Alyssa “almost vaulted to the ceiling” because of an unexpected noise.
	Option C is incorrect	The reader can infer that when Alyssa hears a sound in the barn in paragraph 23, she is startled, not inspired to write an online post.
	Option D is incorrect	There is no evidence to support that Alyssa thinks she should not be in the barn.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
6	Option H is correct	The story's plot is affected by the setting because Alyssa is able to compose interesting social media updates based on her experiences at her grandparents' farm.
	Option F is incorrect	Although Alyssa is far from her friends, she uses social media to communicate with them, so the conclusion that she feels isolated is not supported.
	Option G is incorrect	Alyssa's separation from her mother is a minor detail of the plot, and there is no indication that the separation causes Alyssa to value her family more.
	Option J is incorrect	There is no conflict between Alyssa and her grandmother as a result of the farm setting. In fact, Alyssa appreciates her grandmother's cooking and encouragement.
7	Option D is correct	The reader can infer that at the end of the story Alyssa is happy with her vacation and likes to be on the farm. In the last paragraph, Alyssa expresses her contentment: "I'm really glad I'm getting to spend some time at your farm this summer," I said. And I meant it."
	Option A is incorrect	There is no indication that Alyssa feels sad at the end of the story because she knows that she will have to leave the farm soon.
	Option B is incorrect	Although Alyssa is satisfied throughout the story when her friends like her posts, the reader can infer based on the final paragraphs that Alyssa is happy and content that she is spending her vacation at her grandparents' farm.
	Option C is incorrect	Alyssa likely already believes that she will enjoy the rest of her summer; she does not need to be "hopeful" that this will be the case.
8	Option G is correct	In paragraph 3, the teacher says BizTown "prepares children for the future." The teacher's actions of "calling out" and publicly praising the program indicate that she "provides support," making her an <u>advocate</u> of BizTown.
	Option F is incorrect	This meaning is not supported by the context of paragraph 3 or the root <i>vocare</i> . The teacher in paragraph 3 who is described as an <u>advocate</u> is voicing her support for BizTown, not studying other people.
	Option H is incorrect	This meaning is not supported by the context of paragraph 3 or the root <i>vocare</i> . The teacher in paragraph 3 who is described as an <u>advocate</u> is voicing her support for BizTown, not trying to control a group.
	Option J is incorrect	This meaning is not supported by the context of paragraph 3 or the root <i>vocare</i> . The teacher in paragraph 3 who is described as an <u>advocate</u> is voicing her support for BizTown, not offering motivation.
9	Option B is correct	The quotations that the author includes in paragraphs 3 and 4 come from a teacher and a senior director of strategic partnerships. Both of the adults show their support for Junior Achievement by explaining that the program helps prepare students for the future.
	Option A is incorrect	The quotations in paragraphs 3 and 4 are included to help the reader understand that many adults support the program, not to explain the contributions from volunteers.
	Option C is incorrect	The quotations in paragraphs 3 and 4 are included to help the reader understand that many adults support the program, not to explain that successful adults participated in the program as students.
	Option D is incorrect	The quotations in paragraphs 3 and 4 are included to help the reader understand that many adults support the program, not necessarily to inspire students to become involved.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
10	Option F is correct	The reader can infer from information in paragraph 5 that there are many benefits of participating in Junior Achievement. The author explains what students learn in the program and how those lessons will help the students in the future as adults.
	Option G is incorrect	There is no evidence in paragraph 5 to support the idea that Junior Achievement has made changes to meet the demands of modern life.
	Option H is incorrect	The author does not include details in paragraph 5 to explain how community members organize Junior Achievement programs.
	Option J is incorrect	In paragraph 5, the author does not mention that it is important for teachers to motivate students to participate in Junior Achievement.
11	Option C is correct	The reader can infer from this sentence that Junior Achievement students will be well prepared to join the working world because the author includes specific examples of how students are exposed to real-life employment situations when participating in this program.
	Option A is incorrect	There is no evidence in this sentence that suggests that Junior Achievement students will be well prepared to join the working world.
	Option B is incorrect	This sentence is a general statement about the challenges of growing up; it is not included to suggest that the Junior Achievement students will be well prepared to join the working world.
	Option D is incorrect	The author includes this sentence to describe the volunteers who take part in the program, not to emphasize the idea that Junior Achievement students will be prepared for the working world.
12	Option G is correct	The author organizes the selection by explaining what Junior Achievement does by giving in-depth examples of its programs. The author provides examples of Junior Achievement's BizTown and Finance Park and describes what students do when they are part of these programs.
	Option F is incorrect	The author does not organize the selection by comparing the benefits of Junior Achievement with those of Scouting or summer camp.
	Option H is incorrect	The organization of the selection is not based on an explanation of how volunteers contribute to Junior Achievement's overall goal.
	Option J is incorrect	Although the author mentions how Junior Achievement has changed over time, this is a supporting detail, not the basis of the author's organization of the selection.
13	Option D is correct	Based on the author's explanation that Junior Achievement, Girl Scouts, and Boy Scouts all teach students financial literacy and budgets, the reader can conclude that these programs share the belief that managing a personal budget is a necessary skill.
	Option A is incorrect	Although the author mentions a summer camp operated by BizTown in paragraph 7, the reader cannot conclude that these programs share the belief that all children should go to summer camp.
	Option B is incorrect	The conclusion that these organizations believe that students of all ages are capable of owning their own businesses is not supported.
	Option C is incorrect	There is no information included to support the reader's conclusion that Junior Achievement, Girl Scouts, and Boy Scouts all believe that many people buy more things than they can afford.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
14	Option J is correct	Throughout the selection, information is provided to show that Junior Achievement teaches students skills that will be necessary in their futures. This information is included to support the idea that the main goal of the program is to prepare students for adult responsibilities.
	Option F is incorrect	There is no evidence to suggest involving students in their local city government is the main goal of Junior Achievement.
	Option G is incorrect	Although students learn to manage and control money through participation in Junior Achievement, there is no evidence to suggest the organization helps them earn money while attending school.
	Option H is incorrect	There is no evidence to support the idea that the main goal of Junior Achievement is to allow students to improve businesses in their community.
15	Option C is correct	This sentence is a factual claim because the author explains that the popularity of BizTown and Finance Park has caused other programs to use their concepts. This statement can be proved and does not include the author's opinion.
	Option A is incorrect	Although the author provides information about what may be happening in the Scout programs now, this sentence is not a factual statement since the reader is asked to imagine something.
	Option B is incorrect	Although the author mentions that principles from Junior Achievement are being taught at some summer camps, this is not true of all summer camps.
	Option D is incorrect	The author's statement that "these activities all seem rather ordinary" is an opinion, not a factual claim.
16	Option J is correct	The reader can infer from the photographs that Junior Achievement activities are designed to give students a hands-on experience. Students lining up at a JA BizTown location are shown in one photograph, and students working together to make cookies for their Junior Achievement business are displayed in a second photograph.
	Option F is incorrect	The idea that Junior Achievement activities occur during regular school hours is not supported by the photographs.
	Option G is incorrect	Although adults are shown in the first photograph, the two photographs are not included to support the idea that the students can ask adults for help.
	Option H is incorrect	The idea that the younger the children in Junior Achievement are, the more they benefit from the programs is not supported by the photographs.
17	Option B is correct	The photographs in the article are included to help the reader understand how man-made Velcro and naturally occurring burrs are similar. By comparing the three photographs, the reader can see the features that burrs and Velcro share.
	Option A is incorrect	The reason nylon is superior to cotton for making Velcro is not explained by the photographs.
	Option C is incorrect	The difficulty Mestral experienced in creating his design for Velcro is not explained by the photographs.
	Option D is incorrect	Mestral's reasons for believing that Velcro would be a useful invention are not explained by the photographs.
18	Option J is correct	Based on paragraph 4, the reader can conclude that Mestral faced the challenge of finding a manufacturer that would produce Velcro as "companies were not interested" in his product, and he experienced "several rejections."
	Option F is incorrect	There is no evidence in the article to suggest to readers that Mestral found it a challenge to find different uses for Velcro. Paragraph 5 includes a variety of ways to use Velcro.
	Option G is incorrect	There is no evidence in the article to suggest that Mestral experienced a challenge locating a country willing to approve his patent. Ultimately, Mestral patented his product in Switzerland.
	Option H is incorrect	There is no evidence in the article to suggest that Mestral was unable to find a way to make a profit selling Velcro.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
19	Option A is correct	The reader can conclude that Mestral was determined to make his idea for Velcro a reality based on the information in paragraph 4 that he persevered despite the nearly 10 years of development and early rejections.
	Option B is incorrect	There is no information provided in paragraph 4 indicating that Mestral did not receive product rights for Velcro. Instead, the reader can understand that he patented the product, which means he received the product rights.
	Option C is incorrect	Mestral was denied help because companies “were not interested” in Velcro, not because companies had difficulty manufacturing it.
	Option D is incorrect	Mestral was dedicated to his product, but there is no indication that he wanted Velcro to be known as the world’s best fastener.
20	Option H is correct	This is the most complete summary of the article. An introduction to who Mestral was and how he got the idea for creating Velcro is provided in the first sentence of the summary. The problems Mestral faced and the eventual success of Velcro are also included in this summary.
	Option F is incorrect	This summary is incomplete. Information about Mestral’s determination or eventual success is not included—only that he was the inventor and had an inspirational idea.
	Option G is incorrect	This summary is incomplete. Information from the last half of the article is not included. Mestral’s challenge to find a manufacturer and his ultimate success are also omitted.
	Option J is incorrect	This summary is incomplete. Information about how Mestral finally got his product manufactured and his ultimate success with Velcro is omitted.
21	Option C is correct	By looking at the photograph of a drop of water at the mouth of a Namib beetle, the reader can visualize the way the beetle positions its body in order to collect water.
	Option A is incorrect	The photograph is included to show how the Namib beetle collects water, not to show the process of fog turning into water.
	Option B is incorrect	There is nothing in the photograph to which the beetle can be compared, so the photograph is not included to help the reader envision the actual size of the beetle.
	Option D is incorrect	By looking at this photograph, the reader can only see one drop of water, not the entire amount of water needed by desert insects.
22	Option J is correct	The author focuses on the Namib beetle’s unique ability to collect water from fog, specifically in paragraph 3 where the author explains that the beetle is able to provide itself with water in the absence of rain.
	Option F is incorrect	Although the author provides information about how the beetle provides a water-collection model for scientists to consider, the beetle is very small and, therefore, would not be a viable source of water for desert travelers.
	Option G is incorrect	The author states in paragraph 2 that the beetle actually “thrives” in the terrain “because of its amazing physical adaptation.”
	Option H is incorrect	The author focuses on the Namib beetle’s unique ability to harvest water using its wings, not on the way the beetle uses its wings to stay cool in an arid environment.
23	Option B is correct	The author describes in paragraph 3 how the Namib beetle “positions its body at a 45-degree angle to the wind” to help it to collect water on its back when fog rolls into the desert.
	Option A is incorrect	Although the beetle has a waxy substance on its back, the wax is not released when fog rolls in.
	Option C is incorrect	Although the beetle has bumps and troughs on its wings, these features are already part of the beetle; they are not created when fog rolls into the desert.
	Option D is incorrect	The author describes in paragraph 3 how water collects on the beetle’s wings and then rolls down into its mouth. The beetle does not drink the water directly from the air.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
24	Option H is correct	The author wrote this selection most likely to show how designs from nature can create solutions to global problems, such as gathering and storing water. The author focuses on the Namib beetle's unique design and explains how scientists are using this design as inspiration to create their own water-collection products.
	Option F is incorrect	The author explains how the Namib beetle collects water from moist air, but this explanation is provided to support the main purpose of the selection: to show how nature can serve as an inspiration in solving global problems.
	Option G is incorrect	Although the beetle has adapted to living in a hostile environment, the author wrote this selection to explain that designs from nature can help people create solutions to global problems.
	Option J is incorrect	Although water is a scarce resource in many areas on Earth, the author wrote this selection to explain that the problem could potentially be remedied by modeling designs from nature.
25	Option C is correct	Velcro and the water-collection panels are similar in that the models for both inventions were discovered in unexpected sources. The author of the article explains that Mestral found inspiration from burrs stuck to his dog's fur, while the author of the selection explains that the Namib beetle's unique design inspired scientists.
	Option A is incorrect	Although the author of the article explains that Mestral did experiment with different materials for Velcro, the author of the selection does not suggest that the scientists who created water-collection panels experimented with different materials.
	Option B is incorrect	Although both inventions were inspired by nature, they were not inspired by the same environment. The first was inspired by burrs found in the woods, while the second was inspired by insects in the desert.
	Option D is incorrect	Although the water-collection panels received support in the beginning, the invention of Velcro did not receive initial support, so this is not how Velcro and water-collection panels are similar.
26	Option G is correct	The idea that inventors can find ideas by carefully observing nature is presented in both texts. Mestral was inspired to create Velcro after observing naturally occurring burrs stuck to his dog's fur, and scientists got the idea for water-collection panels from the body of the desert-dwelling Namib beetle.
	Option F is incorrect	Although scientists in the selection hope that water-collection panels will provide the basic necessity of water, the author of the article does not refer to the invention of Velcro as a basic necessity.
	Option H is incorrect	Although Mestral had to change from cotton to nylon when inventing Velcro, the scientists creating the water-collection panels have used the same material throughout production, so this is not an idea presented in both texts.
	Option J is incorrect	The size of the company that manufactures Velcro is not mentioned in the article, and the water-collection panels described in the selection are created in a laboratory, not manufactured by a company.
27	Option D is correct	The author of the article explains that Velcro was developed to be used in many situations. This differs from the development of the water-collection panels in the selection, which are meant to solve a specific problem: the scarcity of water on Earth.
	Option A is incorrect	The author of the article explains that Velcro took over 10 years to perfect, which is not a short time period. The author of the selection does not provide information about how long it took scientists to produce water-collection panels.
	Option B is incorrect	In paragraph 4 of the article, the author explains that Velcro is now made from the synthetic material nylon because natural cotton did not work well. The water-collection panels in the selection are also made from synthetic materials, so this is not a difference in the development of the two inventions.
	Option C is incorrect	Although Mestral made a change in the materials used to make Velcro, there is no indication in the selection that the design for the water-collection panels was ever changed.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
28	Option F is correct	The author of “Natural Inspiration” states that Mestral’s invention has been a great financial success, whereas the author of “A Brilliant Beetle” does not indicate whether the scientists’ water-collection panels have proved to be financially successful.
	Option G is incorrect	The water-collection panels are meant to replenish something found in nature (water), but Velcro is not meant to do the same; it was created as a fastener.
	Option H is incorrect	The author of “Natural Inspiration” states that Velcro has many uses as a fastener but does not suggest that it can solve multiple problems, so this is not an outcome of Mestral’s invention, making this option incorrect.
	Option J is incorrect	Although the water-collection panels in “A Brilliant Beetle” may have inspired new uses beyond their original purpose, such as fog elimination at airports and on roadways, the author of “Natural Inspiration” does not claim that Mestral’s invention inspired uses beyond its intended use as a fastener.
29	Option C is correct	The author of “Natural Inspiration” includes information about various places where Velcro is used (e.g., NASA, car and shoe manufacturers, everyday life), whereas the author of “A Brilliant Beetle” does not suggest that water-collection panels are being widely used.
	Option A is incorrect	Although the cost of each invention is not included in the selections, it is likely that given its widespread use, Velcro is less expensive to reproduce than the water-collection panels.
	Option B is incorrect	Although it is evident that the water-collection panels are still being used, it is also clear that Velcro has not been replaced by other inventions and is still being used today.
	Option D is incorrect	The author of the article explains that Velcro is used in many industries. The author of the selection does not mention the industries where the panels can be used.
30	Option F is correct	The poet highlights a contrast between the description of the lively woods and the steady pace of the river in lines 8 through 19. The poet describes the grass that “whispers excitedly,” and “The birds [that] gossip,” and then provides a contrast with the description of the river that is “intent always to push forward” at a steady pace.
	Option G is incorrect	The poet writes about nature in the poem, but there is no description of the speaker’s complex emotions.
	Option H is incorrect	The poet writes about nature in a playful way, but there is no contrast made between this and the speaker’s serious purpose.
	Option J is incorrect	The poet describes animals living in the woods in lines 8 through 19, but the poet does not mention the lack of living organisms in the river.
31	Option B is correct	Throughout the poem, it is evident that the speaker has a meaningful connection with the river. In lines 25 and 26, the speaker relays that the river can carry bad feelings away. The reader can interpret these lines to signify that the river reminds the speaker of what is important in life.
	Option A is incorrect	There is no indication that the speaker has been forced by the river to make a decision.
	Option C is incorrect	There is no evidence to suggest the speaker has been introduced by the river to the outdoors.
	Option D is incorrect	There is no evidence to suggest that the speaker has been provided with an unusual experience; the speaker simply sits on a bridge and observes nature.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
32	Option H is correct	A writer uses personification to give human qualities to something that is not human. The poet uses personification in the sixth stanza to support the idea that the river teaches the speaker to enjoy the experience of living. In line 24, the speaker relates that the river “reminds me that life is an adventure” as it keeps moving forward, supporting the idea that life should be enjoyed as it passes by.
	Option F is incorrect	The poet does not use personification in the sixth stanza to suggest that the river teaches the speaker about making good decisions.
	Option G is incorrect	The poet does not use personification in the sixth stanza to suggest that the river teaches the speaker to protect an important resource; rather, the river teaches the speaker to enjoy the experience of living.
	Option J is incorrect	Although the speaker seems to enjoy the beauty of nature, the poet uses personification to show that the river’s constant flowing should teach the speaker to enjoy life.
33	Option D is correct	The poet places lines 25 and 26 in their own stanza, or verse, most likely to highlight the outcome of the speaker’s experience at the river—that the river carries away “whatever bad feelings I brought with me.”
	Option A is incorrect	The idea that the river affects the speaker’s relationships with others is not supported by the details in lines 25 and 26.
	Option B is incorrect	The idea that the speaker is disappointed after spending time at the river is not supported by the details in lines 25 and 26.
	Option C is incorrect	The idea that the speaker seeks an adventure at the river is not supported by the details in lines 25 and 26.
34	Option H is correct	The poet writes in lines 27 through 29 that “Rivers make good friends. They help you to remember what the world makes you forget.” Based on these words, the reader can understand that the speaker visits the river to “remember” how to approach life.
	Option F is incorrect	Although information about the speaker sitting along the river is presented in this line, evidence is not provided to explain why the speaker visits the river in the first place.
	Option G is incorrect	The poet does not provide evidence in this line to explain why the speaker visits the river in the first place.
	Option J is incorrect	The poet does not provide evidence in this line to explain why the speaker visits the river in the first place.
35	Option B is correct	The poet explores the theme, or central message, that nature can provide perspective on life. While at the river, the speaker is reminded that “things change quickly, but the river takes its time” (lines 5–6) and that “life is an adventure” during which “there is so much to see!”
	Option A is incorrect	Although the speaker observes the lively woods and the flowing river, the speaker is more content than excited and more interested in what the river provides than in learning about patterns of nature.
	Option C is incorrect	Although the visit to the river is relaxing for the speaker, the theme of setting aside time daily to relax is not developed.
	Option D is incorrect	The speaker indicates that nature offers perspective on life in general, but there is no mention of people being “honest with themselves” to better appreciate life.
36	Option H is correct	In paragraph 3, the word <u>style</u> is used to refer to the way Paige behaves. Definition 3 is supported by the context because the author explains that when he reached out to Paige for advice, Paige was intuitive and patient with his phone calls.
	Option F is incorrect	In paragraph 3, the word <u>style</u> is used to indicate the way Paige behaves, not her fashion sense or what she wears.
	Option G is incorrect	In paragraph 3, the word <u>style</u> is used to refer to the way Paige behaves, not to “the type or make of something.”
	Option J is incorrect	In paragraph 3, the word style is used to refer to the way Paige behaves, not to a “set of rules for writing.”

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
37	Option D is correct	In paragraph 3, the author provides evidence that he was worried he wasn't caring for his dog properly when he explains his calls were "frequent" and "panic-driven."
	Option A is incorrect	In these sentences, although the author seems worried about caring for his dog, there is no evidence to suggest that the author is discouraged by his dog's behavior.
	Option B is incorrect	In these sentences, there is no evidence to suggest that the author is surprised by his friend's knowledge. Rather, the author calls Paige because he wants to "pick her brain" about dogs.
	Option C is incorrect	In these sentences, there is no evidence to suggest that the author regrets calling Paige, nor does he feel he takes advantage of her.
38	Option G is correct	In paragraphs 4 through 6, the author mentions that the woman gave the author a look that could be described as "halfway between pity and a scold." The reader can infer that the woman's reaction indicates she disagrees with the author's choice not to provide Atticus with training.
	Option F is incorrect	The author does not suggest that he believes the woman is an expert in either dog training or music, only that she is judgmental.
	Option H is incorrect	The author provides evidence in paragraphs 4 through 6 that the woman displays a critical attitude when she learns the dog has not received formal training, not because of where the author brings his dog.
	Option J is incorrect	The woman does not offer to teach anything to the owner or his dog.
39	Option D is correct	The author explains in paragraphs 7 through 13 that people expect dog owners to teach their dogs some tricks, such as when people expected Atticus to present his paw, assuming that Atticus was formally trained based on his demeanor.
	Option A is incorrect	The author explains in paragraph 7 that Atticus would stare when people asked him for his paw, but this is because Atticus was never taught the trick, not because Atticus would only respond to the author.
	Option B is incorrect	The author provides the example of Atticus's confusion over the trick as evidence to support what some people expect from dogs and dog owners, not to illustrate that certain tricks are easier to teach to dogs.
	Option C is incorrect	The author provides evidence that Atticus's confusion and refusal to share his paw is not a result of disliking strangers but rather the result of not having been taught the trick.
40	Option G is correct	The author's main objective in raising Atticus is revealed in this sentence. Although Atticus does not know certain tricks, he does know "basic things" that help him to live safely and easily, such as how to behave off of a leash in public.
	Option F is incorrect	This sentence is a comment often made to the author when he mentions that he did not train Atticus. It is not the author's objective in raising his dog.
	Option H is incorrect	This sentence is an explanation of Atticus's reaction when asked to do a trick; the sentence does not relate to the author's main objective of raising his dog to live safely and easily.
	Option J is incorrect	The author does not share his main objective in raising Atticus in this sentence.

2018 STAAR Grade 7 Reading Rationales

Item #	Rationales	
41	Option D is correct	A simile is a figure of speech in which two objects are compared using the word “like” or “as.” The author includes the simile in paragraph 16 to help the reader understand that he feels responsible for protecting his dog in the same way that a running back protects a football by running with it safely tucked in his or her arm.
	Option A is incorrect	Although the simile in paragraph 16 refers to the game of football, the author includes the simile to show how he protects Atticus, not how he hopes to find time to play with him.
	Option B is incorrect	The author does not include the simile about a running back in paragraph 16 to suggest that he wants Atticus to be strong; the author wants Atticus to “be his own dog” as related in paragraph 14.
	Option C is incorrect	The author includes the simile in paragraph 16 to explain that he wants to protect Atticus, not to imply that he thinks Atticus is a better pet than most dogs.
42	Option H is correct	This summary includes the key events and important details from the selection. The author introduces how he was able to form a bond with Atticus and why he decided against formally training his dog. The author concludes with his main objective in raising his dog: to ensure that Atticus feels safe and happy.
	Option F is incorrect	This summary is incomplete. The author’s main objective in raising his dog is not included, nor is the information related to the author’s decision against formally training Atticus.
	Option G is incorrect	The key details of how the author established a bond with Atticus and chose to forgo obedience school are omitted from the summary, making the summary incomplete.
	Option J is incorrect	This summary is incomplete because it only includes one incident from paragraphs 4 through 6 and omits information related to the author’s bond with Atticus and his main objective in raising the dog.