



English I

Administered April 2021

RELEASED

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

Veronica wrote this essay to share her opinion about gaining experience with credit. Read Veronica's essay and look for revisions she needs to make. Then answer the questions that follow.

My Experience with Credit

(1) The summer I turned fourteen, I wanted to buy a new skateboard, but instead of saving the money I earned doing chores for neighbors, I spent it playing arcade games and buying movies and CDs. (2) I asked my parents to loan me the skateboard money. (3) I said I would pay them back later, but my dad told me no. (4) He said he was sorry, but I appeared to be a bad credit risk. (5) Then he started teaching me how to establish good credit. (6) Now, at seventeen, I'm proud to say that I have a good credit score in my own name. (7) All young people can and should start building their credit early. (8) The first step in developing my credit was to earn money and open a savings account at my local bank.

(9) The summer I was fifteen, I got a job carrying boxes and cleaning at a neighborhood grocery store, and I managed to put at least half of my earnings into my savings account. (10) I would recommend a savings account as a first step for everyone—it's easy to open an account, and if your money is in the bank, you're less likely to use it on an impulsive purchase.

(11) My next step was to obtain a credit card because my dad said this was a good way to learn how to manage credit. (12) Getting a credit card is not easy when you do not have a long work history. (13) Perhaps the best option is a secured credit card, which requires a certain amount of money as a deposit. (14) I started with a \$200 deposit, and when I went to visit my grandparents, I used this introductory-level card for bus fare as well as for incidental expenses. (15) I was careful not to spend more than I could pay off each month. (16) I think this is the best way to begin with a credit card because it helps teach you that you should not use credit for things you can't really afford. (17) You should use it for convenience while staying within realistic financial limits. (18) Once I had shown that I could manage that first card well, my parents opened a regular credit-card account for me

as a trial run. (19) I had to pay off my full balance every month at least two days before it was due; failure to do so would mean that I had to give up the credit card. (20) Having my credit history included on the family credit report, handling my card wisely became very important to me.

(21) I know that good credit will be important to me as I get older. (22) It will make it easier for me to buy a car or to rent an apartment, and when prospective employers check it, they will discover that I am a responsible person. (23) Later, when I am ready to buy a house or start a business, I will be able to get loans more easily.

(24) My parents are very happy with the way I have managed my money in the past three years. (25) By getting a credit card and then paying off the balance each month, I was able to create good credit for myself, establish reasonable spending habits, and prepare for future financial needs.

1 What is the most effective way to combine sentences 2 and 3?

- A** After asking my parents to loan me the skateboard money, my dad told me no, and I said I would pay them back later.
 - B** I asked my parents to loan me the skateboard money, saying I would pay them back later, but my dad told me no.
 - C** I asked my parents to loan me the skateboard money, and I said I would pay them back later and my dad told me no.
 - D** Although I asked my parents to loan me the skateboard money my dad told me no even though I said I would pay them back later.
-

2 Veronica has not used the most effective word in sentence 10. Which word should replace **use** to create a more effective sentence?

- F** waste
 - G** designate
 - H** need
 - J** employ
-

3 What is the most effective transition to add to the beginning of sentence 12?

- A** In either case
- B** Correspondingly
- C** To put it differently
- D** Unfortunately

4 Sentence 20 is unclear. How should it be revised?

- F** Having my credit history included on the family credit report encouraged me to handle my card wisely.
 - G** Because I had my credit history included on the family credit report, it was highly motivating to handle my card wisely.
 - H** It became a primary goal of mine to handle my card wisely with the family credit report having my credit history included on it.
 - J** I wanted to handle my card wisely with it including my credit history on the family credit report.
-

5 Veronica wants to add a call to action to the end of her essay. Which sentence should she insert after sentence 25 to provide an effective call to action?

- A** All parents should teach their children about establishing good credit.
- B** Teenagers often overspend before they head out into the workforce or off to college.
- C** All teens should take the simple steps necessary to begin building good credit.
- D** If I can earn better credit, I can do anything.

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

Arjun wrote this essay about a tourist attraction he finds interesting. Read Arjun's essay and look for revisions he needs to make. Then answer the questions that follow.



Garden for Surrealists

(1) In 1945, Englishman Edward James traveled into the jungles of Mexico. (2) He was not searching for ancient ruins or hidden treasure; rather, he was looking for a suitable location for growing a specific type of flower. (3) What he found, with the help of his friend Plutarco Gastelum, was a coffee plantation just outside the town of Xilitla. (4) With its warm, humid environment and stunning waterfalls and pools, the plantation proved to be the perfect place for James to grow orchids, one of his passions.

(5) Two years later James bought the plantation, now known as Las Pozas, and began cultivating a wide variety of orchids. (6) With Gastelum's help James acquired and tended thousands of orchids, making Las Pozas a truly extraordinary garden.

(7) The orchid garden of Las Pozas was in question. (8) In the early 1960s, a rare and unexpected frost destroyed many of James's prized orchids. (9) After assessing the damage, James decided not to rebuild his orchid collection. (10) Instead, he decided to construct a different kind of garden, one that would reflect his interest in designing sculptures. (11) Although James loved tending to natural beauty, he also wanted to create his own art. (12) He was especially drawn

to the work of Salvador Dalí, a Spanish painter associated with surrealism, an early-twentieth-century artistic movement that blended realism with dreamlike or fantastical elements. (13) Confronted with the loss of his beloved orchids, a surrealist sculpture garden was what James decided to build.

(14) Construction began almost immediately on the new sculpture garden at Las Pozas and would continue for the next two decades. (15) Huge concrete sculptures became the centerpieces of the new attraction. (16) Gastelum oversaw the construction of pieces such as *The House With Three Stories That Could Be Five* and *The Temple of the Ducks*. (17) Reflecting James's enthusiasm for surrealism, the new sculptures were highly fanciful. (18) Over the years, Gastelum employed hundreds of workers to help build concrete structures, including staircases that ended abruptly in midair, totem poles, and cathedral-type screens. (19) Although each structure may have been strange in and of itself, the combination of the different structures was truly astounding. (20) James began calling Las Pozas his "Surrealist Xanadu," and the site attracted fans of surrealism from around the world.

(21) After James's death in the mid-1980s, Gastelum's children tried to maintain the sculpture garden. (22) Las Pozas fell into disrepair as the gardens became overgrown and the sculptures mildewed, and eventually tourists stopped visiting. (23) But in 2007 Las Pozas was given yet another chance. (24) Recognizing its historical significance and its unique artistic merit, a charitable organization bought Las Pozas, hired Gastelum's son as part of the management team, and began restoring both the gardens and the concrete structures. (25) The organization hopes to once again make Las Pozas a popular destination for fans of surrealism and for those seeking to honor the legacy of Edward James and Plutarco Gastelum.

6 Arjun needs to establish the thesis of his paper. Which sentence should be added after sentence 4 to create an effective thesis statement?

- F** James and Gastelum could not have imagined what a remarkable place the garden would one day become.
 - G** James's home country of England did not offer the kind of climate that orchids need in order to grow outdoors.
 - H** Orchids come in all colors and sizes and are beloved by gardeners all over the world, even though they take some effort to grow.
 - J** Flowers would replace coffee as the crop grown on this large plantation.
-

7 Arjun wants to strengthen the transition between the second paragraph (sentences 5–6) and the third paragraph (sentences 7–13). Which sentence should replace sentence 7 to provide a better transition?

- A** Additionally, the orchid garden of Las Pozas was a failure.
 - B** But what would happen to the orchid garden of Las Pozas?
 - C** Sadly, the orchid garden of Las Pozas was not destined to last.
 - D** The orchid garden of Las Pozas drew a lot of attention.
-

8 How should sentence 13 be revised?

- F** Confronted with the loss of his beloved orchids, to build a surrealist sculpture garden was what James decided to do.
- G** Confronted with the loss of his beloved orchids, James decided to build a surrealist sculpture garden.
- H** Confronted with the loss of his beloved orchids, a surrealist sculpture garden was built by James.
- J** Confronted with the loss of his beloved orchids, building a surrealist sculpture garden was James's decision.

- 9 Arjun wants to add this sentence to his fifth paragraph (sentences 21–25).

Unfortunately there was not enough revenue from tourism to finance the constant maintenance that the site required.

Where is the most effective place to insert this sentence?

- A After sentence 21
- B After sentence 22
- C After sentence 23
- D After sentence 24

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

Tamara wrote about an exotic location she researched for an English class assignment. Read her paper and think about any corrections she needs to make. When you finish reading, answer the questions that follow.

Uros Floating Reed Islands

(1) On South America's Lake Titicaca, the night sky glitters with stars that seem close enough to touch. (2) Majestic mountains canvas the background, and no city buildings or street lights interfere with the view. (3) However, there are people who live here in a unique little town. (4) The town, a cluster of man-made, floating islands, sits *on* the lake itself.



Reed Islands on the Lake



A Uros Man Collecting Reeds

(5) The Uros people have flourished on these islands for thousands of years. (6) An indigenous tribe, the Uros created the floating reed islands as a refuge for themselves from neighboring tribes. (7) In building the "giant lily pads," the people used the plentiful totora reeds that grow along the nearby marsh. (8) The reeds not only provide the material for the floating islands but also for the people's huts and homes.

(9) Approximately 60 floating islands make up the Uros civilization. (10) Each island is about 2,500 square feet in area and supports several thatched houses, usually inhabited by members of the same family. (11) Furniture is simple and is also made of the totora reeds. (12) Even boats are constructed from this natural material. (13) A house on a floating island costs nothing; the homeowner simply invests his time in drying and weaving the totoras into a home. (14) R. Tucker Muth, a former student at the university of Iowa, notes that maintaining the floating islands

has historically played a large role in the culture of the Uros. (15) He wrote that the Uros youth “are trained in practicing the methods of constructing the islands and how to harvest reeds responsibly in order to protect the natural resources the community relies upon.”



Close-up of a Reed Island

(16) Once an isolated group of people, the Uros were now being affected by the popularity and novelty of their culture. (17) The impact of tourists and the recent availability of power, including electricity, have transformed aspects of the Uros’ primitive way of life. (18) The lure of conveniences on the mainland has caused some Uros to move to the mainland, the island-dwelling population to dwindle. (19) Fortunately, some people are still holding on to the traditions of the Uros culture and continue to make the floating islands a special place that offers a glimpse into the history of the Uros people.

10 What change should be made in sentence 5?

- F** Change *have* to **has**
 - G** Change *florished* to **flourished**
 - H** Insert a comma after *islands*
 - J** Change *thousands* to **thousand's**
-

11 What change should be made in sentence 14?

- A** Change *university* to **University**
- B** Change *maintaining* to **having maintained**
- C** Change *has* to **have**
- D** Change *historically* to **historical**

12 What change needs to be made in sentence 16?

- F** Change *isolated* to *isollated*
 - G** Delete the comma after *people*
 - H** Change *were* to *are*
 - J** Change *their* to *there*
-

13 What is the correct way to write sentence 18?

- A** Since there is a lure of mainland conveniences for many people. It has caused much of the island-dwelling population to dwindle.
- B** There is a lure of mainland conveniences for many island residents, this has caused the island-dwelling population to dwindle.
- C** Some Uros have been lured to the mainland because of its conveniences, which has caused the island-dwelling population to dwindle.
- D** Many island residents have moved to the mainland because of the lure of conveniences and a dwindling Uros population.

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

Noah wrote the following essay about an issue he noticed with his peers and himself. Read Noah's essay and think about any corrections he needs to make. When you finish reading, answer the questions that follow.

No Reason to “LOL”

(1) When my dad got a new smartphone, he was excited, and I was excited for him. (2) What I didn't realize, however, was that his purchase of a smartphone was going to teach me a lesson about technology. (3) In recent months I have learned that kids in my generation, including me, is using digital slang far too frequently. (4) It is a terrible habit, and it is actually hurting the way we communicate.

(5) At first it was novel for my dad and me to text back and forth. (6) He really enjoyed being able to get in touch with me quickly. (7) Several times, however, he had to ask me what certain expressions meant. (8) After a while he began calling me instead of texting. (9) He said it was faster than trying to decode my texts, I didn't understand what he meant until a few days later.

(10) It was a typical evening, and Dad asked that I write him a letter describing an enjoyable experience. (11) While I thought it was a strange request, I complied. (12) I must admit I was shocked at what he handed back to me. (13) He had circled each instance in the letter where I had written a phrase like “LOL,” “b4,” and “idk.” (14) My digital slang covered the page, and they raised a red flag for my dad. (15) He owns a small business, and he said he gets cover letters from job applicants who sometimes use these same phrases. (16) He and his colleagues rarely hire a candidate who uses digital slang, so he wanted to warn me about the predicament I might find myself in someday.

(17) I was not too concerned at first, but the next day I received an invitation to a classmate's party and immediately noticed a few instances of digital slang. (18) As I began to pay more attention, I started to see a trend. (19) When I sat at my computer to do my homework a few nights later, a message from a friend popped up on my screen. (20) It said, “Idk if ur busy atm, but I have a ? 4 u.”

(21) I suddenly realized that this type of language seems normal to me and to most people my age. (22) How, then, are we supposed to communicate effectively in a business setting if we routinely default to this kind of digital slang? (23) It seems that using this shorthand is common for many people my age, and it's affecting the way we use language in all settings. (24) I now find myself questioning why we even have different languages for casual conversation and professional correspondence. (25) Shouldn't we write properly all of the time?

(26) My dad pointed out that my use of digital slang had created a barrier between him and me, which resulted in him not understanding much of what I wrote. (27) Is it really saving time and functioning as a shortcut when teenagers have to explain to their parents what each expression means? (28) It seems as though it is encouraging a generation gap. (29) Communicating with people of all ages is important and the use of digital slang is hurting our ability to do that.

(30) Dad also noted that digital slang appears lazy and careless. (31) As I step back and look at all of my communications with my friends, I have to agree. (32) Our conversations seem sloppy at best and disrespectful at worst. (33) Sometimes they barely resemble English at all. (34) Now that my eyes have been opened to this issue, I'd like to suggest that we all put away the shorthand and return to using proper language when writing. (35) Digital slang is negatively influencing everything we write, and that is no reason to "LOL."

14 What change, if any, needs to be made in sentence 3?

- F** Delete the comma after **generation**
 - G** Change **is using** to **are using**
 - H** Change **too frequently** to **to frequently**
 - J** No change should be made in sentence 3.
-

15 What is the correct way to write sentence 9?

- A** He said it was faster than trying to decode my texts, but I didn't understand what he meant until a few days later.
 - B** He said it was faster than trying to decode my texts: I didn't understand what he meant until a few days later.
 - C** He said it was faster than trying to decode my texts. Which I didn't understand what he meant until a few days later.
 - D** He said it was faster than trying to decode my texts, and I didn't understand. What he meant until a few days later.
-

16 What correction should be made in sentence 14?

- F** Change **My** to **Our**
- G** Change **covered** to **covers**
- H** Delete the comma after **page**
- J** Change **they** to **it**

17 What change should Noah make in sentence 24?

- A** Insert a colon after *questioning*
 - B** Change *different* to *diffrent*
 - C** Insert a comma after *conversation*
 - D** Change *correspondense* to *correspondence*
-

18 What change, if any, needs to be made in sentence 29?

- F** Insert a comma after *important*
- G** Change *is hurting* to *are hurting*
- H** Change *our* to *their*
- J** No change should be made in this sentence.

WRITTEN COMPOSITION: Expository

Read the following information.

Admitting you need help can be very difficult. However, people often need the help of others to accomplish something people could not achieve on their own.

A person's success often depends on the help of others. Think carefully about this statement.

Write an essay explaining how receiving support from others can help you achieve success.

Be sure to —

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

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

from **The Boston Girl**

by Anita Diamant

- 1 The settlement house was a four-story building that stood out from everything else in the neighborhood. It was new with yellow bricks instead of red. It had electricity in all the rooms so at night it lit up the street like a lantern.
- 2 It was busy all day. There was a baby nursery for mothers who worked, a woodshop to teach boys a trade, and English classes for immigrants. After dark, women would come to ask for food and coal so their children wouldn't starve or freeze. The neighborhood was that poor.
- 3 Miss Edith Chevalier was in charge of all that and a lot more. She's the one who started the library groups for girls. Sometimes she would look in and ask what we were reading—not to test us but just because she wanted to know.
- 4 That's what happened on the day my club was reading "The Midnight Ride of Paul Revere" out loud. I guess I was better than the others because after the meeting, Miss Chevalier asked if I would recite the whole poem to the Saturday Club. She said a famous professor was going to give a lecture about Henry Wadsworth Longfellow, and she thought a presentation of his most famous poem would be a nice way to start the evening.
- 5 She said that I would have to memorize it, "But that shouldn't be a problem for a girl of your ability." I'm telling you, my feet didn't touch the ground all the way home. It was the biggest thing that ever happened to me and I learned the whole poem by heart in two days so I'd be ready for our first "rehearsal."
- 6 Miss Chevalier was a small woman, a few inches shorter than me, which meant less than five feet. She had a moon face and chubby fingers and coppery hair that sprang straight up from her head, which is why some of the girls called her The Poodle. But she had one of those smiles that makes you feel like you just did something right, which was a good thing since I was a nervous wreck when I went to her office to practice.
- 7 I only got halfway through the poem when Miss Chevalier stopped me and asked if I knew what *impetuous* meant. She was nice about it, but I wanted to sink through the floor because not only did I not know what the word meant, I had mispronounced it.
- 8 I'm sure I turned bright red, but Miss Chevalier pretended not to notice and handed me the dictionary and said to read the definition out loud.
- 9 I will never forget; *impetuous* means two things. "Rushing with great force or violence," and "acting suddenly, with little thought."

- 10 She asked me which one I thought Mr. Longfellow meant. I reread those definitions over and over, trying to figure out the right answer, but Miss Chevalier must have read my mind. "There is no wrong answer," she said. "I want to know your opinion, Addie. What do *you* think?"
- 11 I had never been asked for my opinion, but I knew I couldn't keep her waiting so I said the first thing that came into my head, which was, "Maybe he meant both."
- 12 She liked that. "The patriots had to be impetuous both ways or they wouldn't have dared challenge the British." Then she asked, "Would you call yourself impetuous, Addie?"
- 13 That time, I knew she was asking for an opinion. "My mother thinks I am."
- 14 She said mothers were right to be concerned for their daughters' welfare. "But I believe that girls need gumption, too, especially in this day and age. I believe you are a girl with gumption."
- 15 After I looked up *gumption*, I never let anyone call Miss Chevalier The Poodle again.

From *The Boston Girl* by Anita Diamant. Copyright © 2014 by Anita Diamant. Reprinted with the permission of Scribner, a division of Simon & Schuster, Inc. All rights reserved.

During the American Revolution, Sybil Ludington, daughter of Colonel Ludington, took the place of a weary messenger and spread the news that British soldiers were approaching. Paul Revere was eulogized by the poet Henry Wadsworth Longfellow and consequently became one of the most famous patriots of the Revolution. Ludington, at age 16, rode twice as far through more dangerous territory without being captured by the enemy.

from **Sybil Ludington's Ride**

by Berton Braley

- Sound of a horseman riding hard
Clatter of hoofs in the manor yard
Feet on the steps and a knock resounding
As a fist struck wood with a mighty pounding.
- 5 The doors flung open, a voice is heard,
"Danbury's burning—I rode with word;
Fully half of the town's gone
And the British—the British are coming on.
Send a messenger, get our men!"
- 10 His message finished the horseman then
Staggered wearily to a chair
And fell exhausted in slumber there.
- The Colonel muttered, "And who, my friend,
Is the messenger I can send?"
- 15 Your strength is spent and you cannot ride
And then, you know not the countryside;
I cannot go for my duty's clear;
When my men come in they must find me here;
There's devil a man on the place tonight
- 20 To warn my troopers to come—and fight.
Then, who is my messenger to be?"
Said Sybil Ludington, "You have me."
- "You!" said the Colonel, and grimly smiles,
"You! My daughter, you're just a child."
- 25 "Child!" cried Sybil. "Why I'm sixteen!
My mind's alert and my senses keen,
I know where the trails and the roadways are
And I can gallop as fast and far
As any masculine rider can.
- 30 You want a messenger? I'm your Man!"

- The Colonel's heart was aglow with pride.
"Spoke like a soldier. Ride, girl, ride
Ride like the devil; ride like sin;
Summon my slumbering troopers in.
- 35 I know when duty is to be done
That I can depend on a Ludington!"
- So over the trails to the towns and farms
Sybil delivered the call to arms.
Riding swiftly without a stop
- 40 Except to rap with a riding crop
On the soldiers' doors, with a sharp tattoo¹
And a high-pitched feminine halloo.
"Up! Up there, soldier. You're needed, come!
The British are marching!" and then the drum
- 45 Of her horse's feet as she rode apace
To bring more men to the meeting place.
- Sybil grew weary and faint and drowsing,
Her limbs were aching, but still she rode
Until she finished her task of rousing
- 50 Each sleeping soldier from his abode,
Showing her father, by work well done,
That he could depend on a Ludington.
- Dawn in the skies with its tints of pearl
And the lass who rode in a soldier's stead
- 55 Turned home, only a tired girl
Thinking of breakfast and then to bed
With never a dream that her ride would be
A glorious legend of history;
Nor that posterity's hand would mark
- 60 Each trail she rode through the inky dark,
Each path to figure in song and story
As a splendid, glamorous path of glory—
To prove, as long as the ages run,
That "you can depend on a Ludington."
- 65 Such is the legend of Sybil's ride
To summon the men from the countryside
A true tale, making her title clear
As a lovely feminine Paul Revere!

Used with permission.

¹A tattoo is a fast and rhythmic tap or knock.

Use *The Boston Girl* (pp. 26–27) to answer questions 19–24. Then fill in the answers on your answer document.

- 19** In the selection from *The Boston Girl*, what does the author’s portrayal of Miss Chevalier reveal to the reader?
- A** Addie’s surprise at Miss Chevalier’s behavior
 - B** Addie’s admiration of Miss Chevalier’s personality
 - C** Addie’s comfort with Miss Chevalier’s criticisms
 - D** Addie’s realization of Miss Chevalier’s flaws
-
- 20** In paragraph 7 of the selection from *The Boston Girl*, what does Addie’s wish to “sink through the floor” tell the reader about her feelings?
- F** Addie has changed her mind about reciting the poem.
 - G** Addie often worries about mispronouncing words.
 - H** Addie is upset that Miss Chevalier has interrupted her.
 - J** Addie is embarrassed by her lack of knowledge.

- 21** In paragraph 6 of the selection from *The Boston Girl*, what does the description of Miss Chevalier emphasize?
- A** The overwhelming demands Miss Chevalier places on Addie
 - B** The contrast between Miss Chevalier and Addie
 - C** The preference Miss Chevalier displays for Addie at the expense of the other students
 - D** The contrast between Miss Chevalier’s unusual appearance and congenial personality
-

- 22** Read paragraph 1 of the selection from *The Boston Girl*.

The settlement house was a four-story building that stood out from everything else in the neighborhood. It was new with yellow bricks instead of red. It had electricity in all the rooms so at night it lit up the street like a lantern.

Why does Addie compare the settlement home to a lantern in the paragraph?

- F** To exaggerate the judgmental attitudes of those who run the house
- G** To indicate that the community surrounding the house takes its services for granted
- H** To help the reader to visualize the beautiful architecture of the house
- J** To symbolize the house as a comforting place in a poverty-stricken neighborhood

23 Which theme is explored in the selection from *The Boston Girl*?

- A** Standing up for one's rights
 - B** The will to survive
 - C** The power of encouragement
 - D** Working hard to get ahead
-

24 Which quotation from the selection from *The Boston Girl* best emphasizes Miss Chevalier's compassionate nature?

- F** *I guess I was better than the others because after the meeting, Miss Chevalier asked if I would recite the whole poem to the Saturday Club.* (paragraph 4)
- G** *I only got halfway through the poem when Miss Chevalier stopped me and asked if I knew what impetuous meant.* (paragraph 7)
- H** *I'm sure I turned bright red, but Miss Chevalier pretended not to notice. . . .* (paragraph 8)
- J** *I had never been asked for my opinion, but I knew I couldn't keep her waiting. . . .* (paragraph 11)

Use “Sybil Ludington’s Ride” (pp. 28–29) to answer questions 25–32. Then fill in the answers on your answer document.

25 In lines 1 through 4 of the poem “Sybil Ludington’s Ride,” the diction and imagery mainly appeal to the reader’s sense of —

- A** touch
 - B** sight
 - C** taste
 - D** hearing
-

26 What is implied in lines 57 through 62 of the poem “Sybil Ludington’s Ride”?

- F** Future generations will remember Sybil’s deed.
 - G** Sybil expects to be rewarded for her bravery.
 - H** Sybil is fearful while riding in the dark.
 - J** Historians will question Sybil’s motives.
-

27 What does *spent* mean as it is used in line 15 of the poem “Sybil Ludington’s Ride”?

- A** Needed
- B** Paid
- C** Exhausted
- D** Abandoned

28 How do lines 1 through 12 mainly contribute to the poem "Sybil Ludington's Ride"?

- F** The imagery helps the reader comprehend the urgency of the situation.
 - G** The punctuation enhances the description of the setting.
 - H** The introduction of the characters allows the reader to understand the narrative.
 - J** The use of a metaphor enhances the reader's enjoyment of the scene.
-

29 Which theme is present in the poem "Sybil Ludington's Ride"?

- A** Personal sacrifice is more important than family.
 - B** Trust will always lead to new realizations.
 - C** Confronting danger requires courage and fortitude.
 - D** Accepting one's fate requires skill and stamina.
-

30 How do lines 15 through 20 function in the poem "Sybil Ludington's Ride"?

- F** They create a sinister tone.
- G** They establish the reasons that Sybil must ride.
- H** They explain that the Colonel is angry at the messenger.
- J** They introduce the danger the characters are experiencing.

31 What is the impact of lines 25 through 34 in the poem "Sybil Ludington's Ride"?

- A** They establish the dangers involved in making the ride.
 - B** They reveal the arrogance beneath Sybil's modest exterior.
 - C** They shift the Colonel's attitude from skeptical to enthusiastic.
 - D** They contribute to the idea that children are rebellious by nature.
-

32 What is Sybil's main motivation in lines 47 through 52 of the poem "Sybil Ludington's Ride"?

- F** To return home and rest
- G** To prove that females are stronger than males
- H** To express her feelings about the war effort
- J** To prove to her father that she is dependable

Use *The Boston Girl* and “Sybil Ludington’s Ride” to answer questions 33–37. Then fill in the answers on your answer document.

- 33** Which quotation from the selection from *The Boston Girl* best identifies the conflict in the poem “Sybil Ludington’s Ride”?
- A** *I’m telling you, my feet didn’t touch the ground all the way home.* (paragraph 5)
 - B** *“There is no wrong answer,” she said. “I want to know your opinion, Addie. What do you think?”* (paragraph 10)
 - C** *“The patriots had to be impetuous both ways or they wouldn’t have dared challenge the British.”* (paragraph 12)
 - D** *She said mothers were right to be concerned for their daughters’ welfare.* (paragraph 14)
-

- 34** How does Addie in the selection from *The Boston Girl* **differ** from Sybil in the poem “Sybil Ludington’s Ride”?
- F** Addie has doubts about her abilities, while Sybil is certain of her abilities.
 - G** Addie lacks a sense of pride, while Sybil feels proud of herself.
 - H** Addie is supported by another character, while Sybil has no support.
 - J** Addie asks for help, while Sybil refuses to accept help.
-

- 35 Both** Addie from the selection from *The Boston Girl* and Sybil from the poem “Sybil Ludington’s Ride” respond to —
- A** a chance to achieve fame and glory
 - B** another character’s belief and trust
 - C** a parent’s expectations
 - D** a desire to influence others

36 What do **both** the selection from *The Boston Girl* and the poem “Sybil Ludington’s Ride” indicate about the young women?

- F** The young women are courageous in dangerous situations.
 - G** The young women wish to improve their communities.
 - H** The potential of the young women should be recognized.
 - J** The enthusiasm of the young women can be overwhelming.
-

37 While the selection from *The Boston Girl* focuses on a young woman who gains confidence from a mentor, the poem “Sybil Ludington’s Ride” focuses on —

- A** a young woman who serves as a mentor
- B** a young woman who seeks a mentor but is unable to find one
- C** a young woman whose confidence in others betrays her
- D** a young woman whose confidence inspires others

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

The One Sentence That Will Make You a More Effective Speaker Every Time

by Brenda Barbosa
Inc.Com

- 1 "Clear writing is clear thinking." My 10th-grade English teacher shared that morsel of wisdom once as I was slogging through a 20-page term paper with no idea where I was going or how to make the points I wanted to make; every word I wrote led me further down a rabbit hole of rambling sentences, incomplete thoughts, and disjointed ideas. It felt like I was writing in circles.
- 2 If clear writing was clear thinking, then my thinking was as clear as mud. The problem wasn't that I couldn't put words to paper. The problem was I couldn't get those words to make sense. That's because I wasn't clear on my objective. I was trying to say too much and, as a result, I was saying nothing.
- 3 Many speakers feel this way when they write speeches. They have too many ideas competing for attention and too many themes pulling them in different directions. There's no through-line to hold their arguments together and, so, their content feels jumbled and confused.
- 4 What's more, they lack a big idea—a powerful insight, perspective, or thought that serves as the backbone of their presentation; the big idea is the spine that holds everything up. In the words of TED curator Chris Anderson, the big idea is a "gift" transferred from the speaker's mind to the audience by way of a compelling talk. It's what separates a memorable speech from a mediocre one.
- 5 "Anyone who has an idea worth sharing is capable of giving a powerful talk," Anderson writes in his book, *TED Talks: The Official Guide to Public Speaking*. "The only thing that truly matters in public speaking is not confidence, stage presence, or smooth talking. It's having something worth saying."

- 6 Without a big idea to light the way, you'll wander aimlessly through draft after draft of your speech until, eventually, you run out of steam; you'll become so tired of going in circles you'll simply want to give up or, worse, you'll decide to "wing it." You'll jot down some notes, throw together a few slides, slap on a title, and call it a presentation. Why shortchange yourself like that? Why not give yourself the chance to create something worth saying?
- 7 By distilling your thoughts into one succinct takeaway—your big idea—you can communicate with power and precision. And your audiences will walk away feeling satisfied and excited, instead of bleary-eyed and confused. Here's one simple trick to help you cut through the distractions and get to the heart of your message:

Decide and determine

- 8 First, decide on the topic you want to focus on (hint: it's usually your area of expertise or passion, i.e. leadership, creativity, communication, etc.). Then, determine what inspires you—or, conversely, what drives you insane—about that topic.
- 9 You might be a health expert, say, who believes carbs are your friends or a business leader who's fed up with the modern-day definition of success. That's what drove best-selling author and businesswoman Arianna Huffington, for example, to refute the pervasive, and mistaken, belief that burnout is the price we must pay for success.
- 10 It was the subject of her popular TED Talk, in which she argues that we are in the midst of a sleep-deprivation crisis. Being sleep deprived does not mean employees are more productive; it simply means they're more exhausted. Huffington then goes on to explain why that's a problem and what to do about it.

Create the single sentence

- 11 Once you've settled on your topic and decide where you stand, the next question to ask yourself is: Can I articulate my position, my stance, my big idea, in one sentence? In Huffington's case, after sifting through the data, she was able to distill her message into a single sentence: Only by renewing our relationship with sleep can we take back control of our lives.
- 12 Distilling your message into a single sentence will make your writing flow better, and make your key points easier to arrange. Think of the single sentence as a lighthouse guiding you through fog. If you become overwhelmed with an abundance of data or competing themes, the single sentence will help you stay on track.

What Is a TED Talk?

The nonprofit group TED began at a 1984 conference. TED stands for Technology, Entertainment, and Design. TED Talks now address many different topics, including science, business, and global issues, and have been given in more than 100 languages. Speakers cannot receive payment for giving a TED talk, and the speeches may not exceed 18 minutes. Some of the most popular TED talks in recent years have discussed depression, conversation skills, leadership, and creativity.

- 13 It will help inform the choices you make regarding what information to keep and what to set aside in your speech. Any piece of data, story, or anecdote that doesn't jibe with your single sentence will wind up sidetracking and diluting your message.
- 14 In his book *Speak Like Churchill, Stand Like Lincoln*, former political speechwriter James C. Humes writes, "Whether you are going to a breakfast meeting with a potential investor, making a sales talk, or delivering a product presentation, you need to first come up with the key message you want to leave with your audience."
- 15 Let that key message be your North Star. If you can't state your idea in a single sentence, don't give up. Keep at it. For many speakers, this is the hardest part of their speech—and the most critical one.
- 16 If you do the heavy mental lifting upfront, it will be much easier to craft clear, compelling copy when you sit down to write. As Humes notes, "Make figuring out your bottom-line purpose (your big idea) your first priority."

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38 Which word from the article means “average or uninspired”?

- F** *jumbled* (paragraph 3)
 - G** *mediocre* (paragraph 4)
 - H** *bleary-eyed* (paragraph 7)
 - J** *pervasive* (paragraph 9)
-

39 What is the primary purpose of this article?

- A** To offer practical advice to people who write and give speeches
 - B** To relate personal stories about the author’s high-school experiences
 - C** To describe well-known speeches and the individuals who gave them
 - D** To compare different approaches to making public presentations
-

40 In paragraphs 9 through 11, why does the author include information about Arianna Huffington?

- F** To suggest that the best speeches are written by people with business experience
 - G** To propose several ideas that would make compelling subjects for a speech
 - H** To offer an example of how one writer refined her topic to create an effective speech
 - J** To convince readers that they should get enough sleep before beginning a writing project
-

41 How does the author organize the article?

- A** By presenting topics in chronological order
- B** By comparing different strategies for giving presentations
- C** By listing advantages and disadvantages of one approach to writing speeches
- D** By describing sequential steps toward creating an effective speech

42 According to the author, when you are deciding on a speech topic —

- F** it is usually best to choose something you care strongly about
 - G** the subject itself is less important than your speaking style
 - H** you should avoid ideas that have been used too many times
 - J** the issue should reflect concerns you share with other people
-

43 What can the reader conclude from paragraph 14?

- A** The author’s advice has been followed by great speakers in the past.
 - B** A background in sales is helpful when writing an effective speech.
 - C** The author’s suggestions for writing strong speeches apply in many situations.
 - D** Most world leaders rely on professional writers to create speeches for them.
-

44 Read this quotation from paragraph 5.

"Anyone who has an idea worth sharing is capable of giving a powerful talk," Anderson writes in his book. . . .

What is the most likely reason the author includes the quotation?

- F** To demonstrate that other writers share her views
- G** To give readers confidence in their own potential
- H** To present an opinion that differs from her own
- J** To suggest that writing a good speech requires talent

- 45** In paragraph 16, why does the author use the term “heavy mental lifting”?
- A** To suggest that speeches should have a profound impact on listeners
 - B** To describe the extensive research that must be completed before writing begins
 - C** To indicate that the most difficult part of writing is the preliminary thinking process
 - D** To imply that physical exercise can help clarify a writer’s ideas

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

64 Days and \$8,000

by Christine J. Cook

Cobblestone

July/August 2013

- 1 Dr. Horatio Nelson Jackson agreed to a wager that made road-trip history on May 19, 1903. He proposed to drive across the continent within three months. He wanted to disprove the belief that over long distances “the automobile was an unreliable novelty.” Although he had learned to drive only a few weeks earlier, Jackson was enthusiastic about the new vehicles. He thought he could succeed where earlier transcontinental trips in 1899 and 1901 had failed miserably.
- 2 The wealthy young doctor had enough money, time, and optimism for such an adventure. He decided to drive from San Francisco, where he was on vacation at the time, to New York City. After wishing him luck, his wife, Bertha, took the train back East to wait for him at home in Vermont.
- 3 Jackson was ready to go in only four days. He hired Sewall K. Crocker, a mechanic, to accompany him. Crocker recommended a Winton touring car for the trip. At that time, new cars were preordered directly from the manufacturer. Since a new Winton required several months to complete, Jackson acquired a used 1903 Winton. The car had 1,000 miles and worn tires, but the owner agreed to sell it—for \$500 more than he had originally paid.
- 4 The only modifications Jackson and Crocker made were to add brighter headlamps and to remove the back seat to pack gear and to hold extra gasoline tanks. There were no roadside gas stations in 1903. Jackson had to be prepared to buy large amounts of gasoline wherever it was available. The team was complete when Jackson bought a young bulldog named Bud. With \$3,000 to purchase the Winton, \$15 for Bud, Crocker’s salary, and expenses during the trip (including 800 gallons of gasoline), Jackson spent about \$8,000—all for a \$50 bet.
- 5 The summer of 1903 was one of the wettest in memory, and the Winton had no roof or windshield. Large coverings of rubberized material kept off the rain, but they made the interior uncomfortably hot. On dry days, even Bud needed goggles to keep road dust out of his eyes. Virtually everything on the car that could break did at some point, and Jackson and Crocker lost 19 days waiting for parts to be delivered by train. When they had trouble replacing punctured tires, they used wheels wrapped with rope for a while.
- 6 Perhaps the biggest challenge came from the roads. Paved roads were rare in 1903. Most of the route was made of dirt, sand, or gravel. Boulders had to be moved out of the way in the Sierra Nevadas, a mountain range in eastern California and western Nevada. Important supplies, including Jackson’s eyeglasses, bounced out and were lost on the bumpy roads. Several times,

horses had to pull the Winton out of mud or streams. But by taking a detour through Oregon, Jackson avoided Nevada's sands, which had thwarted an earlier cross-country attempt, and the worst of the Rocky Mountains.

- 7 Detailed road maps were not yet available, and signs along the way were almost nonexistent. Jackson stayed close to railroad routes and the Erie Canal, but he still got lost a few times. Once, the team drove for 15 hours to make just 45 miles of progress. Another time, a woman purposely misdirected them past her parents' farm. Like most rural Americans, her parents had never seen an automobile.
- 8 The Winton attracted attention wherever it went. Soon newspapers reported Jackson's progress. Crowds in small towns along the route turned out to await the automobile's arrival. One newspaper encouraged readers to arrive early for a good view, in case the vehicle flew by at 90 miles per hour. (The Winton's maximum speed was 30 miles per hour, but it averaged 20 miles per hour in the best conditions.)
- 9 When two expeditions sponsored by automakers Packard and Oldsmobile departed in specially modified vehicles weeks behind Jackson, the media hyped a competition. Now aware of Jackson, the Winton Motor Company offered to provide him financial and logistical support. Jackson declined. He and Crocker still made it to New York first. They arrived on July 26—63 days, 12 hours, and 30 minutes after departing. The Winton's time was three days longer than the Packard's but 13 days less than the Oldsmobile's.
- 10 Despite the ultimate success of all three trips, the difficulties their drivers faced demonstrated that long-distance automobile travel was impractical. But the publicity they generated spurred a movement to improve the nation's roads. So, in a way, Jackson's trip "paved" the way for America's fascination with road trips!

"64 Days and \$8,000" by Christine J. Cook, from *Cobblestone*, July/August 2013. Copyright 2013 by Carus Publishing Company d/b/a Cricket Media.

46 In paragraph 6, what does the word *thwarted* most nearly mean?

- F** Defeated
 - G** Allowed
 - H** Consumed
 - J** Released
-

47 Which quotation provides the best evidence that most people were not familiar with automobiles in 1903?

- A** *At that time, new cars were preordered directly from the manufacturer.* (paragraph 3)
 - B** *The car had 1,000 miles and worn tires, but the owner agreed to sell it—for \$500 more than he had originally paid.* (paragraph 3)
 - C** *On dry days, even Bud needed goggles to keep road dust out of his eyes.* (paragraph 5)
 - D** *One newspaper encouraged readers to arrive early for a good view, in case the vehicle flew by at 90 miles per hour.* (paragraph 8)
-

48 What is the author's main purpose for writing this article?

- F** To inform the reader about a unique journey at the beginning of the automobile era
- G** To criticize Jackson for wasting funds on a foolish and unnecessary wager
- H** To analyze the best route for a transcontinental trip in the early twentieth century
- J** To argue that Jackson used the best route to reach New York City faster than his competitors

49 Which sentence best summarizes the article?

- A** Automobile companies Oldsmobile, Winton, and Packard sponsored road trips like the one that Dr. Horatio Nelson Jackson made across the United States in order to help promote sales during the early years of car manufacturing.
 - B** When Dr. Horatio Nelson Jackson accepted a bet that he could travel across the United States in three months or less, he did not realize the trip would cost him what was considered to be a huge amount of money in that time period.
 - C** Dr. Horatio Nelson Jackson decided to take a road trip in a car across the United States, and he did not let the many problems he encountered during the long journey prevent him from reaching his goal in less than three months.
 - D** The road trip that Dr. Horatio Nelson Jackson made across the United States created a tremendous amount of media attention, and the interest from the public caused him significant problems during the journey.
-

50 How does the author mainly organize the article?

- F** By recounting the various problems that Jackson and Crocker encountered
 - G** By citing opinions the public had about traveling in a Winton
 - H** By summarizing the reasons Jackson accepted the wager
 - J** By describing the different features of the Winton
-

51 Based on the article, which conclusion can be made by the reader?

- A** Jackson worried about the time it would take him to complete the trip.
- B** Jackson welcomed the challenge of making a never-before-completed trip.
- C** Jackson was annoyed by spectators who intentionally gave wrong directions.
- D** Jackson was concerned about the overall safety of the vehicle and spectators.

52 Which detail best supports the idea that Jackson and Crocker were inventive?

- F** They used wheels wrapped with rope when tires were punctured.
- G** They bought a used Winton instead of buying a new one.
- H** They moved boulders out of the way in the Sierra Nevadas.
- J** They used goggles to protect Bud's eyes from road dust.



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

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.

2021 STAAR English I Rationales

Item#	Rationale	
1	Option B is correct	Adding a comma after the first sentence and changing "I said" to "saying" is the most effective way to combine sentences 2 and 3.
	Option A is incorrect	Combining sentences in this way introduces an error in the sequence of events. Veronica offers to pay her parents back before her father tells her no.
	Option C is incorrect	By combining the sentences in this way, Veronica creates a run-on sentence, which is an error in which two or more clauses are joined incorrectly.
	Option D is incorrect	Making this change makes the sentence unnecessarily wordy and introduces a grammar error.

2021 STAAR English I Rationales

Item#	Rationale	
2	Option F is correct	Replacing “use” with “waste” creates a more effective sentence because it emphasizes the importance of not spending money impulsively.
	Option G is incorrect	People do not “designate” the money in their savings accounts on impulsive purchases, so the word “designate” is not the most effective word to use in this sentence.
	Option H is incorrect	The word “need” is not an effective word to use in this sentence. The purpose of a savings account is for a person to have money when one needs it, but one would not be less likely to “need” it on an impulsive purchase.
	Option J is incorrect	Although the word “employ” can be used to mean to “use,” people do not “employ” money on an impulsive purchase.

2021 STAAR English I Rationales

Item#	Rationale	
3	Option D is correct	A transition is a word, phrase, or sentence that connects topics or ideas. Adding the word "Unfortunately" to the beginning of sentence 12 creates an appropriate transition because it establishes a contrast.
	Option A is incorrect	Adding the phrase "In either case" would not provide an appropriate transition because it suggests that two situations are being discussed, but only one situation is being discussed.
	Option B is incorrect	The word "Correspondingly" can be used to mean "in a similar way." However, Veronica is not discussing a similarity between the ideas in the two sentences.
	Option C is incorrect	Adding the phrase "To put it differently" does not provide a logical transition because Veronica is not expressing the same idea in a different way.

2021 STAAR English I Rationales

Item#	Rationale	
4	Option F is correct	Sentence 20 is confusing because a gerund phrase, which is a phrase that functions as a noun, is the subject and is followed by another gerund phrase. This option corrects the confusion by creating a predicate for the gerund phrase.
	Option G is incorrect	This sentence is confusing and awkwardly written. One reason for the confusion is that the pronoun "it" has an unclear referent.
	Option H is incorrect	This revision results in an awkward sentence that does not improve the clarity.
	Option J is incorrect	The use of the phrase "with it" makes the meaning of the sentence unclear. Revising the sentence in this way results in a confusing sentence with an awkward structure.

2021 STAAR English I Rationales

Item#	Rationale	
5	Option C is correct	A call to action is a statement that encourages the reader to consider an idea or change a behavior. Inserting this sentence after sentence 25 provides an effective call to action because it tells teens exactly what Veronica recommends.
	Option A is incorrect	Inserting this sentence does not provide a call to action. Instead it provides Veronica's opinion about something parents should do.
	Option B is incorrect	This sentence is a general statement about teen behavior, not a call to action for teenagers.
	Option D is incorrect	This sentence is a statement; it does not encourage the reader to consider an idea or change a behavior.

2021 STAAR English I Rationales

Item#	Rationale	
6	Option F is correct	A thesis statement is a statement that summarizes the main point or claim of a piece of writing. Adding this sentence after sentence 4 creates an effective thesis statement because the focus of the essay is how the orchid garden became a popular attraction.
	Option G is incorrect	This sentence is not an appropriate thesis statement because it is a detail rather than a sentence that states the main point of the essay.
	Option H is incorrect	This sentence is not an appropriate thesis statement because it suggests that the focus of this paper will be an expository article about orchids.
	Option J is incorrect	Although this sentence restates the main point of the first paragraph, it does not fully convey the overall focus of the essay.

2021 STAAR English I Rationales

Item#	Rationale	
7	Option C is correct	A transition is a word, phrase, or sentence that connects topics or ideas. Replacing sentence 7 with this sentence strengthens the transition between the second and third paragraph because it more appropriately signals a negative event involving the garden.
	Option A is incorrect	Using “Additionally” would suggest that the garden’s destruction supports the ideas in paragraph 2, instead of providing a sharp contrast.
	Option B is incorrect	Although using this question could suggest that some event will happen, it does not convey the idea that the event will be unfortunate.
	Option D is incorrect	This sentence relates only to the positive events described in paragraph 2, and no connection to the contrasting information in sentences 7 and 8 is provided.

2021 STAAR English I Rationales

Item#	Rationale	
8	Option G is correct	Revising sentence 13 in this way corrects a misplaced modifier, which is a word, phrase, or clause that is improperly separated from the word it modifies or describes. The phrase "Confronted with the loss of his beloved orchids," modifies the subject, James, so "James" should immediately follow the phrase.
	Option F is incorrect	Making this revision does not correct the misplaced modifier in the sentence.
	Option H is incorrect	This revision results in an awkward sentence that does not improve the clarity.
	Option J is incorrect	Revising the sentence in this way results in a confusing sentence with an awkward structure.

2021 STAAR English I Rationales

Item#	Rationale	
9	Option A is correct	The most effective place to insert this sentence is after sentence 21 because it explains the challenges the children faced in maintaining the sculpture garden, which is an idea introduced in sentence 21.
	Option B is incorrect	Inserting this sentence after sentence 22 puts the ideas out of logical order by presenting the effect (the garden falling into disrepair) before the cause (not enough money to maintain it).
	Option C is incorrect	Adding this sentence after sentence 23 is not the most effective place for the sentence because the ideas in the two sentences are not closely connected.
	Option D is incorrect	Placing this sentence after sentence 24 is not effective because the information does not logically flow from one sentence to the other.

2021 STAAR English I Rationales

Item#	Rationale	
10	Option G is correct	Changing “florished” to “flourished” corrects the spelling error in this sentence.
	Option F is incorrect	Changing “have” to “has” is incorrect because the subject of this phrase, “people,” is plural, not singular. The subject and verb must agree in number.
	Option H is incorrect	Inserting a comma after “islands” would create an error by adding unnecessary punctuation between two words.
	Option J is incorrect	Adding an apostrophe would create an error because “thousands” is plural, not possessive.

2021 STAAR English I Rationales

Item#	Rationale	
11	Option A is correct	Capitalizing "University" corrects the error in sentence 14 since the University of Iowa is a proper noun, which is a noun that refers to a specific person, place, idea, or event.
	Option B is incorrect	Changing "maintaining" to "having maintained" would introduce an error in verb tense.
	Option C is incorrect	Changing "has" to "have" introduces a problem with the subject-verb agreement because the subject of this phrase is singular, not plural.
	Option D is incorrect	The word "historically" is used to describe the verb "played," so it should remain an adverb. The word "historical" is an adjective, which would modify a noun.

2021 STAAR English I Rationales

Item#	Rationale	
12	Option H is correct	Changing “were” to “are” corrects the error in verb tense by changing sentence 16 to the present tense.
	Option F is incorrect	Changing “isolated” to “isollated” introduces a spelling error in the sentence.
	Option G is incorrect	Deleting the comma after “people” creates a punctuation error because the comma is needed.
	Option J is incorrect	The word “their” is a plural possessive pronoun used to indicate possession, so it is the correct form to use in this sentence.

2021 STAAR English I Rationales

Item#	Rationale	
13	Option C is correct	Making this revision improves clarity because it accurately states the cause-and-effect relationship.
	Option A is incorrect	This revision creates a sentence fragment, which is a group of words that do not form a complete sentence.
	Option B is incorrect	Revising the sentence in this way results in a comma-splice error, which occurs when two main clauses are connected with only a comma.
	Option D is incorrect	Changing the sentence in this way suggests an incorrect cause-and-effect relationship.

2021 STAAR English I Rationales

Item#	Rationale	
14	Option G is correct	Subject-verb agreement is when the subject and the verb of a sentence agree in number. Changing "is using" to "are using" corrects the error in subject-verb agreement because the subject, "kids," is plural.
	Option F is incorrect	This comma is needed to separate the parenthetical element ("including me") from the rest of the sentence.
	Option H is incorrect	Making this change creates an error in homophones, which are words that have the same pronunciation but different meanings and/or spelling.
	Option J is incorrect	Leaving the sentence as it is does not correct the error in subject-verb agreement.

2021 STAAR English I Rationales

Item#	Rationale	
15	Option A is correct	Adding the conjunction “but” corrects the comma-splice error, which occurs when two main clauses are connected with only a comma.
	Option B is incorrect	This change would result in the improper use of a colon since a colon is used to introduce a list or to further explain or illustrate an idea.
	Option C is incorrect	Changing the comma to a period results in a sentence fragment, which is a group of words that do not form a complete sentence.
	Option D is incorrect	Inserting a period results in a sentence fragment.

2021 STAAR English I Rationales

Item#	Rationale	
16	Option J is correct	Changing “they” to “it” corrects the pronoun error in sentence 14. The singular pronoun “it” should be used to refer to the singular noun in this sentence.
	Option F is incorrect	Changing the pronoun “My” to “Our” introduces a grammar error.
	Option G is incorrect	Making this change creates an error in verb tense.
	Option H is incorrect	Deleting the comma results in a run-on sentence, an error in which two or more clauses are joined incorrectly.

2021 STAAR English I Rationales

Item#	Rationale	
17	Option D is correct	Changing "correspondense" to "correspondence" corrects the spelling error in sentence 24.
	Option A is incorrect	Making this change would result in a punctuation error.
	Option B is incorrect	Changing the word "different" to "diffrent" would introduce a spelling error.
	Option C is incorrect	Inserting a comma after "conversation" would introduce a punctuation error.

2021 STAAR English I Rationales

Item#	Rationale	
18	Option F is correct	Inserting a comma after “important” corrects the run-on sentence, an error in which two or more clauses are joined incorrectly.
	Option G is incorrect	Changing “is hurting” to “are hurting” would create a subject-verb agreement error because the subject, “the use,” is singular, not plural.
	Option H is incorrect	Changing “our” to “their” would incorrectly refer to the wrong subject.
	Option J is incorrect	Leaving the sentence intact fails to eliminate the run-on sentence.
19	Option B is correct	The author reveals that Addie admires Miss Chevalier. She describes Miss Chevalier’s genuine interest in what the girls are reading and her encouragement of Addie, along with her sensitive perception of Addie’s embarrassment.
	Option A is incorrect	There is no evidence that Miss Chevalier’s behavior surprises Addie.
	Option C is incorrect	Although Miss Chevalier encourages Addie to think, there is no instance when she criticizes Addie.
	Option D is incorrect	Addie does not recognize any flaws in Miss Chevalier. In fact, she is determined to defend Miss Chevalier from others.
20	Option J is correct	In paragraph 7, Addie’s wish to “sink through the floor” is used to tell the reader that Addie is embarrassed by her lack of knowledge. She mispronounced the word <i>impetuous</i> and did not know its meaning.
	Option F is incorrect	Addie reacts this way because she does not know what a word in the poem means, but she still wishes to recite the poem.
	Option G is incorrect	This is the only paragraph in which the author mentions Addie mispronouncing a word, so it is not likely something she always worries about.
	Option H is incorrect	Addie admits that Miss Chevalier was nice about it, so Addie does not have a reason to be upset, only embarrassed.

2021 STAAR English I Rationales

Item#	Rationale	
21	Option D is correct	In paragraph 6, the description of Miss Chevalier is used to emphasize the contrast between her unusual appearance and her congenial personality. Miss Chevalier is small and short, with a “moon face and chubby fingers and coppery hair” like a poodle, but she is very nice.
	Option A is incorrect	There is no mention of Miss Chevalier’s demands in this paragraph.
	Option B is incorrect	Addie explains that Miss Chevalier is a few inches shorter than Addie, but the contrast between them is not emphasized in the paragraph.
	Option C is incorrect	Addie explains that Miss Chevalier’s smile “makes you feel like you just did something right,” but this is not just toward Addie.
22	Option J is correct	Addie compares the settlement home to a lantern in paragraph 1 to symbolize the house as a comforting place in a poverty-stricken neighborhood. The house is a bright, warm haven for the residents of the neighborhood.
	Option F is incorrect	The building lights up the dark street, which suggests the warm and welcoming aspect of a lantern, not judgment.
	Option G is incorrect	There is nothing about the house’s comparison to a bright, welcoming lantern that suggests that its services are taken for granted.
	Option H is incorrect	There is nothing about the house’s comparison to a bright, welcoming lantern that suggests that its architecture is particularly beautiful.
23	Option C is correct	A theme, or central message, of the selection is the importance of the power of encouragement. Throughout the selection Addie describes how Miss Chevalier’s encouragement influences her.
	Option A is incorrect	Addie does not have to defend her rights in this selection.
	Option B is incorrect	Other people’s struggle for survival is mentioned in paragraph 2, but Addie’s experience in this selection is not a matter of survival.
	Option D is incorrect	Addie works hard to learn the poem, but there is no indication that she is trying to get ahead by doing so.

2021 STAAR English I Rationales

Item#	Rationale	
24	Option H is correct	This quotation is used to emphasize Miss Chevalier's compassionate nature. In paragraph 7, Addie gets embarrassed, and in paragraph 8, her face turns bright red. Miss Chevalier doesn't want to make Addie feel bad about being embarrassed, so she pretends not to notice.
	Option F is incorrect	Asking Addie to recite a poem does not show that Miss Chevalier is compassionate, only that she thinks Addie is a good reader.
	Option G is incorrect	Asking Addie to define a word does not show Miss Chevalier's compassion, only her interest in Addie's education.
	Option J is incorrect	This quotation is used to emphasize a detail about Addie's life (she has never been asked for her opinion), not Miss Chevalier's compassion.
25	Option D is correct	Imagery is the use of vivid language to represent objects, actions, or ideas. The imagery in lines 1 through 4 appeals to the reader's sense of hearing through the poet's use of "sound," "clatter," "knock," "stuck," and "pounding."
	Option A is incorrect	In lines 1 through 4, there is no mention of how any of the described objects felt.
	Option B is incorrect	Although the reader can picture these events, sounds, rather than sights, are depicted by the diction and imagery.
	Option C is incorrect	No tastes or flavors are described in these lines.

2021 STAAR English I Rationales

Item#	Rationale	
26	Option F is correct	In lines 57 through 62, the poet implies that future generations will remember Sybil's deed by stating that the ride is "a glorious legend of history," "each trail she rode" would be marked, and that songs and stories would be told about her.
	Option G is incorrect	In lines 57 through 62, there is no text evidence to support the idea that Sybil expects to be rewarded. Sybil does not foresee the legend her ride will become, as the poet states in lines 57 and 58 ("With never a dream. . .").
	Option H is incorrect	Although Sybil "rode through the inky dark" (line 60), there is nothing in these lines that implies that she is scared while riding at night.
	Option J is incorrect	The poet is clear in these lines that Sybil acts in support of her father and her country, and that such action will bring her glory, not suspicion. In lines 57 through 62, there is no suggestion that historians question Sybil's motives.
27	Option C is correct	In line 15, the word <u>spent</u> is closest in meaning to "exhausted." The horseman who delivered the message is exhausted from his journey and the Colonel tells him he "cannot ride."
	Option A is incorrect	A rider is "needed," but the Colonel does not expect this rider to continue as he tells him that "you cannot ride."
	Option B is incorrect	The word <u>spent</u> is used to describe the horseman's strength. There is no reference to payment for the act of riding in line 15.
	Option D is incorrect	There is no text evidence to support the idea that the rider is choosing to give up or abandoning the task.

2021 STAAR English I Rationales

Item#	Rationale	
28	Option F is correct	The phrases "Clatter of hoofs," "fist struck wood," and "mighty pounding" all contribute to the idea that something momentous is happening. The poet emphasizes the urgency with which the message was delivered with his description of Danbury burning and the rider falling "exhausted in slumber."
	Option G is incorrect	The punctuation is straightforward and does not enhance the setting in any way.
	Option H is incorrect	The main characters are not introduced in these lines.
	Option J is incorrect	There is no metaphor used in these lines.
29	Option C is correct	A theme, or central message, of the poem is that confronting danger requires courage and fortitude. In lines 22 through 30, Sybil confidently offers to spread the message. She rides "swiftly without a stop" (line 39), and even when she is tired and sore (lines 47 and 48), she rides on until the task is done.
	Option A is incorrect	Sybil spreads the message because her father needs someone to do it, which suggests that family is important to her. There is no indication in the poem that "personal sacrifice is more important than family."
	Option B is incorrect	There is no indication that the Colonel's trust in Sybil leads to new realizations. He knows Sybil is capable.
	Option D is incorrect	Sybil is not accepting fate. She eagerly volunteered to make the ride.

2021 STAAR English I Rationales

Item#	Rationale	
30	Option G is correct	Lines 15 through 20 are used to establish the reasons Sybil must ride. In these lines, the Colonel explains that the current messenger is too tired to ride and does not know the area well enough. The Colonel can't go himself because he must be there when his troops arrive, so Sybil is the only other option.
	Option F is incorrect	Tone is the way the author expresses his or her attitude through writing. The reader cannot determine from lines 15 through 20 that the author feels that this particular instance is sinister in any way.
	Option H is incorrect	The Colonel is explaining the predicament that Sybil offers to solve, not expressing anger at the messenger, who is too exhausted to ride.
	Option J is incorrect	The Colonel is not describing danger in these lines. He is explaining the situation that Sybil then volunteers to help resolve.
31	Option C is correct	In lines 23 and 24, the Colonel is skeptical, saying "'You! My daughter, you're just a child,'" but in lines 25 through 30, Sybil explains why she is the right person for the job, and in lines 31 through 34, the Colonel's perspective has changed. He thinks Sybil is right.
	Option A is incorrect	The idea that there are any dangers involved in making the ride is not supported by the information in lines 25 through 34.
	Option B is incorrect	Sybil is being confident and courageous, not arrogant, in lines 25 through 34.
	Option D is incorrect	Sybil is not rebelling against her father. She is offering to help him.

2021 STAAR English I Rationales

Item#	Rationale	
32	Option J is correct	Sybil's main motivation in lines 47 through 52 is to prove to her father that she is dependable. She is tired and sore but continues on her journey until every soldier has received the message. She wants to show her father "That he could depend on a Ludington" (line 52).
	Option F is incorrect	Sybil is tired in line 47, but she rides on, expressing no desire to return home and rest.
	Option G is incorrect	Sybil claims she can ride as well as a man (lines 28 and 29) only so that her father will trust her to ride; she is not concerned with proving anything about females in general.
	Option H is incorrect	In lines 47 through 52, the poet describes Sybil's determination but does not mention her "feelings about the war effort."
33	Option C is correct	The conflict of the poem is best identified in this quote. To make the ride a success, Sybil had to be impetuous in both senses of the word. She had to rush with force and determination to push through her exhaustion, and she also had to act suddenly because her message was urgent.
	Option A is incorrect	Although Sybil's feet do not touch the ground when she's riding home, a happy feeling rather than a conflict is identified in this quote.
	Option B is incorrect	In lines 25 through 30, Sybil convinces her father she can do the job, and he agrees immediately. There is no conflict.
	Option D is incorrect	Although there is evidence in the poem that the Colonel is concerned about the welfare of Sybil, his concern does not create a conflict between the two of them.

2021 STAAR English I Rationales

Item#	Rationale	
34	Option F is correct	Addie differs from Sybil in that Addie has doubts about her abilities (she feels nervous about practicing the poem and she becomes embarrassed when she doesn't know the meaning of impetuous) while Sybil is certain about her abilities (she convinces her father that she is the right person to deliver the message).
	Option G is incorrect	Addie does get embarrassed in paragraph 8 of <i>The Boston Girl</i> , but she is proud of being chosen to recite. Sybil shows confidence, not pride.
	Option H is incorrect	Addie is encouraged by Miss Chevalier, but Sybil also has encouragement from her father.
	Option J is incorrect	There is no indication in the selection that Addie asks for help, and there is no indication in the poem that Sybil refuses help from anyone.
35	Option B is correct	Both Addie and Sybil respond to another character's belief and trust. Miss Chevalier believes in Addie's abilities, encouraging her to take on the challenge of reciting a poem, and Sybil's father believes in Sybil's abilities to deliver an important message.
	Option A is incorrect	Addie is going to recite her poem in the presence of a famous professor (paragraph 4 of <i>The Boston Girl</i>) but does not expect fame and glory. Sybil is unaware that her deed will bring her fame.
	Option C is incorrect	Although Sybil strives to meet her father's expectations, there is no indication that Addie's mother expects her to recite the poem.
	Option D is incorrect	There is no indication that either Addie or Sybil desire to influence others as they both just want to do the best that they can.

2021 STAAR English I Rationales

Item#	Rationale	
36	Option H is correct	In both the selection and the poem, the potential of young women should be recognized. In the selection the indication of recognition is shown in Miss Chevalier's exchange with Addie about gumption, and in the poem the indication of recognition is shown in the last lines comparing Sybil to Paul Revere.
	Option F is incorrect	Sybil shows courage in a dangerous situation, but Addie is not in any danger.
	Option G is incorrect	There is no indication in either the selection or the poem that either Addie or Sybil wish to improve their communities.
	Option J is incorrect	Although both Addie in the selection and Sybil in the poem show signs of enthusiasm, there is no indication that anyone is overwhelmed by either girl's enthusiasm.
37	Option D is correct	In "Sybil Ludington's Ride," the poet focuses on a young woman whose confidence inspires others. Sybil's father is in distress when there is no one to make the ride, but Sybil's confidence changes his distress to enthusiasm. The poet also says that Sybil's ride would "figure in song and story" as an inspirational deed.
	Option A is incorrect	There is no indication in the poem that Sybil serves as a mentor to anyone.
	Option B is incorrect	There is no text evidence that supports the idea that Sybil seeks a mentor but is unable to find one.
	Option C is incorrect	Sybil's confidence is not in others, but in herself, allowing her to make a successful ride. She is never betrayed.
38	Option G is correct	In paragraph 4, the author contrasts a "compelling" or "memorable" speech with a "mediocre" one. Based on this contrast, the word "mediocre" means <u>average or uninspired</u> .
	Option F is incorrect	In paragraph 3, the word "jumbled" describes a speech that is disorganized and confusing.
	Option H is incorrect	"Bleary-eyed" describes a confused audience reaction that does not directly relate to the concept of hearing an <u>average or uninspired</u> presentation.
	Option J is incorrect	"Pervasive" means "widespread." <u>Average or uninspired</u> would not make sense in place of "pervasive" in paragraph 9.

2021 STAAR English I Rationales

Item#	Rationale	
39	Option A is correct	The author's advice is to focus on one big idea, which is a practical way to approach writing and speaking.
	Option B is incorrect	Although the author mentions writing in high school in the first paragraph, she does not relate personal stories about her high-school experiences.
	Option C is incorrect	The author mentions two people who have written speeches, but she uses them as examples to support the article's main purpose.
	Option D is incorrect	Focusing on one big idea is the only approach the author suggests, so there is no comparison of approaches.
40	Option H is correct	In paragraphs 9 through 11, the author discusses the process of focusing on one big idea and provides an example of how Arianna Huffington presents her big idea in one compelling sentence.
	Option F is incorrect	There is no support for the idea that experienced businesspeople write better speeches.
	Option G is incorrect	Although the author tries to illustrate her point with two hypothetical topics, the author does not propose any ideas for speeches in paragraphs 9 through 11.
	Option J is incorrect	Convincing others to get more sleep is the topic of Huffington's speech. It is not the author's purpose in these paragraphs.
41	Option D is correct	The author first explains the necessity of focusing on one topic, then explains how to decide on a specific idea about that topic, and then describes the benefits of distilling the idea into a sentence.
	Option A is incorrect	Chronological order is not used by the author. The author provides advice and examples to support her advice that are not sequenced by time.
	Option B is incorrect	The author focuses on only one strategy, not on comparing different strategies.
	Option C is incorrect	There is no discussion of the disadvantages of different speech writing approaches.

2021 STAAR English I Rationales

Item#	Rationale	
42	Option F is correct	In paragraph 8, the author advises readers to focus on “expertise” or “passion” and then “what inspires you” or “drives you insane” about this topic.
	Option G is incorrect	This option is incorrect. The author believes that an idea must be worth sharing, as supported by the quotation in paragraph 5: “The only thing that truly matters in public speaking is . . . having something worth saying.”
	Option H is incorrect	There is no support for this idea in the selection. The author does not mention the frequency of topics chosen but instead advises the reader to focus on an area of expertise or passion.
	Option J is incorrect	The author emphasizes that the topic should be something the reader cares about but does not state that others must share that concern.
43	Option C is correct	The author’s message is repeated by Humes, who asserts that having a “key message” is important in several professional situations.
	Option A is incorrect	In paragraph 14, there is a mention of past historical speakers in Hume’s book title. There is no support for the idea that “great speakers in the past” have used the author’s advice.
	Option B is incorrect	Although a “sales talk” is mentioned, the point is that the strategy would help the salesperson, not that being a salesperson would be necessary.
	Option D is incorrect	In paragraph 14, the author focuses on a speechwriter’s opinion, but there is no support for the idea that most world leaders rely on professional writers.
44	Option G is correct	The idea that “anyone” can give a “powerful talk” is encouraging to readers who want to be effective speakers.
	Option F is incorrect	The author cites Chris Anderson to illustrate her views, not justify them.
	Option H is incorrect	The opinion expressed by Anderson is not in conflict with the author’s opinion.
	Option J is incorrect	In the quotation, Chris Anderson explicitly states that the key to effective communication is not talent but having an idea worth sharing.

2021 STAAR English I Rationales

Item#	Rationale	
45	Option C is correct	The author indicates that the initial hard work of organizing and distilling your thoughts into one big idea will make the rest of the task easier.
	Option A is incorrect	Although the author indicates that advance preparation may lead to compelling drafts, she does not suggest that speeches must have profound effects.
	Option B is incorrect	There is no assertion that extensive research is required before speech writing can begin.
	Option D is incorrect	The exercise is mental, not physical, as indicated by the intentional use of the word "mental."
46	Option F is correct	In paragraph 6, the author describes challenges that Jackson faced. Based on context, <u>thwarted</u> most nearly means "defeated," as Jackson was successful on his trek by avoiding the Nevada sands.
	Option G is incorrect	Since Jackson was the first person to successfully cross the continent, "allowed" cannot be the meaning of <u>thwarted</u> .
	Option H is incorrect	"Consumed" can mean "used up," or "ate," but these meanings are not accurate or logical descriptions of the sands in the context of the selection.
	Option J is incorrect	The Winton's driver took a detour specifically to avoid the sands, so "released," which means "let go," does not make sense in this context.

2021 STAAR English I Rationales

Item#	Rationale	
47	Option D is correct	The notion that the automobile could travel at such speeds indicates that many people were unfamiliar with automobiles of that time. In paragraph 8, one newspaper mistakenly reported that the vehicle might fly by “at 90 miles per hour” even though the reality was closer to 20 miles per hour.
	Option A is incorrect	This quotation supports the idea that automobiles were not easily purchased but does not necessarily show how familiar people were with automobiles.
	Option B is incorrect	The purchase of a used automobile for a high price indicates only that automobiles were highly valued because they were difficult to obtain. Whether many people were familiar with them is not addressed in this quotation.
	Option C is incorrect	The necessity for goggles only supports the conditions of the roads on dry days. There is no evidence relating to the public’s familiarity with automobiles.
48	Option F is correct	The author’s main purpose for writing this article is to inform the reader about a unique journey at the beginning of the automobile era. The author provides a chronological account of Jackson’s trip, highlighting the challenges and successes of the trip.
	Option G is incorrect	Although the author mentions Jackson’s expenses for the trip and that he made a bet, the author does not criticize Jackson.
	Option H is incorrect	Although the author writes that Jackson avoids Nevada and the Rocky Mountains, the author does not state that Jackson’s route was the best.
	Option J is incorrect	In paragraph 9, the author states that Packard completed the trip faster than Jackson did.

2021 STAAR English I Rationales

Item#	Rationale	
49	Option C is correct	The best summary of the article is presented in this sentence. Dr. Horatio Nelson Jackson's goal, the obstacles he faced, and the success he had in overcoming those obstacles and accomplishing his goal are presented.
	Option A is incorrect	In this sentence, some inaccurate information is provided as Winton did not sponsor Jackson's trip, and the other companies did not sponsor their drivers specifically to promote sales.
	Option B is incorrect	The author never mentions how Jackson felt about the expenses of his trip. Jackson does not dwell on the cost of the trip. He does it to prove it can be done, despite what it might cost him.
	Option D is incorrect	Jackson did attract media attention, but this is a detail, not a summary of the main events of the article.
50	Option F is correct	The author mainly organizes this article by recounting the various problems Jackson and Crocker encountered. There were problems from start to finish, including acquiring a car (paragraph 3), finding roadside gas stations (paragraph 4), facing bad weather (paragraph 5), and having no produced directions (paragraph 6 and 7).
	Option G is incorrect	There are no opinions from the public included in the article.
	Option H is incorrect	The reasons Jackson accepted the wager are only given in paragraph 1, but the author does not focus the rest of the article on this detail.
	Option J is incorrect	Although the author describes some features of the Winton, Jackson rather than the Winton is the focus of the article.

2021 STAAR English I Rationales

Item#	Rationale	
51	Option B is correct	Based on the article, the reader can conclude that Jackson welcomed the challenge of making a never-before-completed trip. Jackson wanted to disprove a belief about automobiles and was “enthusiastic about new vehicles” (paragraph 1).
	Option A is incorrect	Jackson tried hard to complete the trip within the agreed-upon time, but there is nothing to suggest it was a source of worry for him.
	Option C is incorrect	Jackson’s effort was hindered by wrong directions, but there is nothing to suggest he was annoyed by them.
	Option D is incorrect	Jackson made an effort to make the vehicle safe (paragraphs 4 and 5), but there is no evidence to suggest that he was concerned about the spectators’ safety.
52	Option F is correct	In paragraph 5, in order to complete their journey, Jackson and Crocker “used wheels wrapped with rope.” This shows Jackson and Crocker’s inventiveness as they do not let punctured tires keep them from continuing their journey.
	Option G is incorrect	Buying a used Winton as opposed to a new one is practical, but it is not inventive.
	Option H is incorrect	Moving boulders out of the way in the Sierra Nevadas allows Jackson and Crocker to continue their trip, but there is no mention of how they moved the boulders.
	Option J is incorrect	Bud’s eyes needed to be protected from the road dust, but placing goggles on the dog shows that Jackson and Crocker were prepared not that they were inventive.