

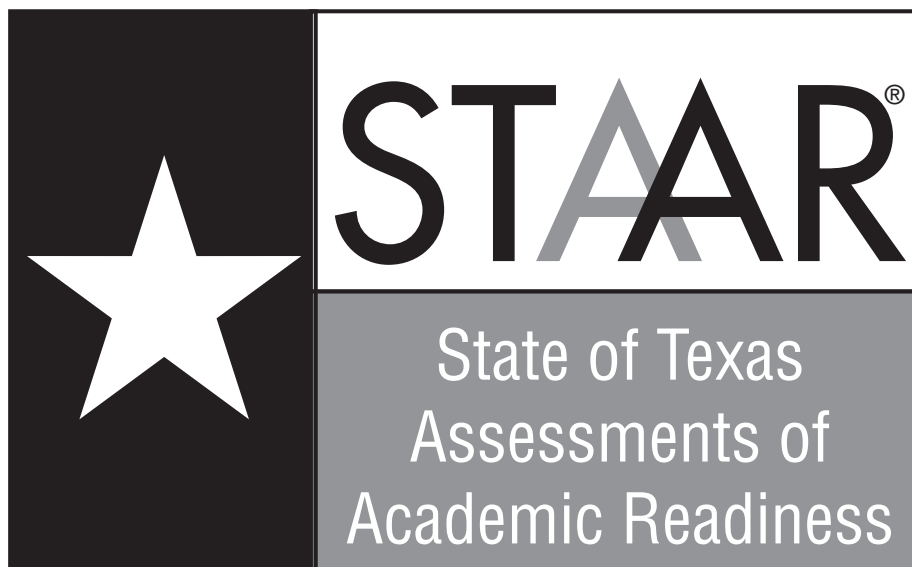
Texas STAAR 2019 Grade 7 Reading

Exam Materials

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GRADE 7

Reading

May 2019

RELEASED

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

from **The Winter Hibiscus**

by Minfong Ho

- 1 On an impulse, Saeng swung open the door and entered.
- 2 An elderly woman behind the counter looked up and smiled at her. "Yes? Can I help you?" she asked.
- 3 Saeng hesitated. Then she thrust out the heart-shaped green leaf in her hand and stammered, "Do—do you have this plant? I—I don't know its name."
- 4 The woman took the leaf and studied it with interest. "Why, yes," she said. "That looks like a rose of Sharon. We have several in the nursery out back."
- 5 She kept up a steady stream of conversation as she escorted Saeng through a side door into an open courtyard, where various saplings and shrubs stood. "Hardy plants, these roses of Sharon. Pretty blossoms, too, in the fall. In fact—look, there's still a flower or two left on this shrub. Nice shade of pink, isn't it?"
- 6 The leaves on the shrub were of the same distinct serrated heart shape, but its flower looked—wrong, somehow.
- 7 "Is there—I mean, can it have another kind of flower?" Saeng asked. "Another color, maybe? I think—I think it was a deep color," she offered, then shook her head. "I don't remember. It doesn't matter." Discouraged and feeling more than a little foolish, she started to back away.
- 8 "Wait," the florist said. "I think I know what you're looking for." A slow smile deepened the wrinkles in her face. "Come this way. It's in our greenhouse."
- 9 At the far side of the courtyard stood a shed, the like of which Saeng had never seen before. It was made entirely of glass and seemed to be bathed in a soft white light.
- 10 As she led the way there, the florist started talking again. "Lucky we just got through moving in some of our tropical plants," she said, "or the frost last weekend would have killed them off. Anything in there now you'd have to leave indoors until next summer, of course. Even so, some of the plants won't survive the long cold winters here. Hothouse flowers, that's what they are. Not hardy, like those roses of Sharon I just showed you."
- 11 Only half listening, Saeng wished that there were a polite way she could excuse herself and leave. Still, she dutifully followed the other woman through the greenhouse door and walked in.

- 12 She gasped.
- 13 It was like walking into another world. A hot, moist world exploding with greenery. Huge flat leaves, delicate wisps of tendrils, ferns and fronds and vines of all shades and shapes grew in seemingly random profusion.
- 14 "Over there, in the corner, the hibiscus. Is that what you mean?" The florist pointed at a leafy potted plant by the corner.
- 15 There, in a shaft of the wan afternoon sunlight, was a single bloodred blossom.
- 16 "Saebba," Saeng whispered.
- 17 A *saebba* hedge, tall and lush, had surrounded their garden, its lush green leaves dotted with vermilion flowers. And sometimes after a monsoon rain, a blossom or two would have blown into the well, so that when she drew up the well water, she would find a red blossom floating in the bucket.
- 18 Slowly, Saeng walked down the narrow aisle toward the hibiscus. Orchids, oleanders, elephant ear begonias, and bougainvillea vines surrounded her. Plants that she had not even realized she had known but had forgotten drew her back into her childhood world.
- 19 When she got to the hibiscus, she reached out and touched a petal gently. It felt smooth and cool, with a hint of velvet toward the center—just as she had known it would feel.
- 20 And beside it was yet another old friend, a small shrub with waxy leaves and dainty flowers with purplish petals and white centers. "Madagascar periwinkle," its tag announced. *How strange to see it in a pot*, Saeng thought. Back home it just grew wild, jutting out from the cracks in brick walls or between tiled roofs.
- 21 And that rich, sweet scent—that was familiar, too. Saeng scanned the greenery around her and found a tall, gangly plant with exquisite little white blossoms on it. "*Dok Malik*," she said, savoring the feel of the word on her tongue, even as she silently noted the English name on its tag, "jasmine."
- 22 One of the blossoms had fallen off, and carefully Saeng picked it up and smelled it. She closed her eyes and breathed in, deeply. The familiar fragrance filled her lungs, and Saeng could almost feel the light strands of her grandmother's long gray hair, freshly washed, as she combed it out with the fine-toothed buffalo-horn comb. And when the sun had dried it, Saeng would help the gnarled old fingers knot the hair into a bun, then slip a *dok Malik* bud into it.
- 23 Saeng looked at the white bud in her hand now, small and fragile. Gently, she closed her palm around it and held it tight. That, at least, she could hold on to.

1 What does the figurative language in paragraph 15 help the reader understand about the flower?

- A** It stands out in its surroundings.
 - B** It prefers to grow in the shade.
 - C** It is a color that is difficult to describe.
 - D** It is growing poorly in the greenhouse.
-

2 What does the point of view of this excerpt help the reader understand?

- F** The relationship between Saeng and the florist
 - G** Saeng's feelings during her experience
 - H** The opinion of the florist
 - J** The florist's desire to help Saeng
-

3 What is the meaning of profusion as it is used in paragraph 13?

- A** Height
- B** Color
- C** Abundance
- D** Purpose

- 4 Which sentence suggests that Saeng’s main conflict in the excerpt will be resolved?
- F *The leaves on the shrub were of the same distinct serrated heart shape, but its flower looked—wrong, somehow.* (paragraph 6)
 - G *A slow smile deepened the wrinkles in her face.* (paragraph 8)
 - H *As she led the way there, the florist started talking again.* (paragraph 10)
 - J *Only half listening, Saeng wished that there were a polite way she could excuse herself and leave.* (paragraph 11)
-

- 5 Why is the leaf Saeng carries important in the excerpt?
- A It helps Saeng find a plant that causes her to have vivid memories of her childhood.
 - B It was given to Saeng by someone important to Saeng during her childhood.
 - C It leads Saeng to discover a new and beautiful plant.
 - D It is essential in teaching Saeng about her past.

6 How does the change in settings from the nursery to the greenhouse advance the plot?

- F** By forcing Saeng to develop a relationship with the elderly woman
 - G** By causing Saeng to identify a problem and find a solution to it
 - H** By teaching Saeng to compromise in difficult situations
 - J** By allowing Saeng to make the discovery despite her doubts
-

7 What is the best summary of the excerpt?

- A** Saeng enters a flower shop carrying a leaf. The florist says that the leaf comes from a rose of Sharon and leads Saeng to it. But Saeng is looking for a plant with a darker flower, which helps the florist identify the plant at last.
- B** At a flower shop, Saeng holds a mysterious, jagged leaf. She wants to know what plant it comes from, so she asks the florist to help her. They look first in the nursery and then in the greenhouse before they find that the plant is a hibiscus.
- C** Saeng brings a leaf to a flower shop and asks the florist to identify its plant. After showing her a similar but incorrect plant, the florist leads her to a greenhouse. There Saeng finds the plant she seeks along with others that remind her of home.
- D** While at a flower shop, Saeng asks a florist to find a certain plant. After studying the clue of a heart-shaped leaf, the florist realizes that it may be a tropical plant, so she leads Saeng to the greenhouse. There Saeng recognizes the hibiscus plant.

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

Turning Waste into Energy

- 1 Founded in 1869 by John James Sainsbury, Sainsbury's is one of England's oldest grocery chains. But its leaders have some modern ideas. Paul Crewe leads a continuous effort that is devoted to helping people "live well for less." This humble promise that led to efforts to eliminate food waste and create new energy sources is positively groundbreaking.
- 2 The revolutionary plan started with a simple idea—keep leftover food from getting into landfills. The dumping of organic waste into landfills is a problem everywhere. Every year more than a billion tons of food is wasted. All that organic material decomposes in landfills, which produces a by-product known as methane gas. This natural substance that is left over is released into the atmosphere. The excess amounts of this gas can have harmful effects. Sainsbury's management has developed a program that seeks to solve this gassy glut. Its organic waste does not go to landfills. Nor does the methane escape into the air. How does the grocery chain do it?
- 3 Offering shoppers the freshest and most appealing products possible is a good start. Attractive food sells the best. At the end of each day, each grocery store reduces the prices of fruits, vegetables, meats, and dairy products. Cheaper food sells even better. Whatever edible food is left goes to charities for distribution to people who need it. Free food goes into bellies rather than the ground. Sainsbury's gives away large amounts of food to farmers to feed animals as well. Animals do not care if lettuce is wilted.
- 4 In spite of Sainsbury's efforts, a large volume of waste remains. A machine grinds the waste into a slushy goo, which is then poured into giant silos called anaerobic digesters (ADs). These giant silos act like artificial stomachs. Inside, microbes digest organic waste and produce methane bubbles. The same thing happens to organic waste in landfills and waste-treatment plants. The difference is that the AD silos are tightly sealed so they can capture and store the methane. The resulting biofuel can power vehicles, or it can be burned to produce electricity. Sainsbury's management estimates that its ADs can produce enough energy to power 2,500 homes for one year, or it can make enough electricity to completely remove one of its stores from the public power grid.



Woman Admiring Apple

© iStock.com/AlexFrame



Anaerobic digester silos trap methane gas.

© iStock.com/LianeM

- 5 That is exactly what Sainsbury's has done at its store in Cannock, England. Special trucks collect food waste from more than 1,200 grocery stores all over England. They deliver the food waste to ADs in Cannock. Some of the methane trapped during the process fuels the trucks. The vehicles then go out to collect more waste. Much of the gas is burned to generate electricity. A long cable carries the power from the generators directly to the Cannock store. In the event that more power is generated than the store needs, excess power could be added back into the national power grid of England for people all over the nation to use. Another beneficial by-product of ADs is a solid waste called digestate. This gritty substance makes a rich fertilizer for local farmers to help grow better crops.
- 6 One of the best things about ADs is that their source is reliable. Every meal, whether it's eaten in a restaurant or at home, results in some food waste. Fortunately much of that garbage can be turned into a valuable raw material for making biofuel. Thus, the waste is no longer wasted.
- 7 So far Europe has mainly led the way in biofuel development. The continent has more than 14,000 digesters. Germany alone has 9,000 of them. But the United States is making rapid progress. In 2014 more than 2,000 anaerobic digestion plants were reported to be in operation around the country. And many more are set to begin processing food waste soon.
- 8 Many people may be unaware of efforts like those of the Sainsbury's company. But such programs seem to represent a growing trend. Increased knowledge and interest worldwide could lead to even bigger and bolder biofuel experiments in the near future.

- 8** What does the photograph of the anaerobic digester silos and its caption help the reader understand?
- F** Microbes are used to make methane.
 - G** Methane is held in containers so it won't escape.
 - H** Farms benefit from the extra food from stores.
 - J** Methane is converted into electric power.
-
- 9** Which sentence from the selection best shows that the Sainsbury's company tries to make use of a by-product?
- A** *Offering shoppers the freshest and most appealing products possible is a good start.* (paragraph 3)
 - B** *Special trucks collect food waste from more than 1,200 grocery stores all over England.* (paragraph 5)
 - C** *Some of the methane trapped during the process fuels the trucks.* (paragraph 5)
 - D** *So far Europe has mainly led the way in biofuel development.* (paragraph 7)
-
- 10** Which idea presented in the selection does the photograph and caption next to paragraph 3 best support?
- F** An initial step in Sainsbury's plan is to sell appealing food to its customers.
 - G** People like to buy produce that is sold at a reduced price.
 - H** Sainsbury's donates fresh produce to local organizations that help people in need.
 - J** Unwanted produce can be a nutritious source of food for farm animals.

11 Read the dictionary entry for chain.

chain \ˈchān\ *n*

1. a bendable series of joined links

2. a bond, or anything that binds together **3.** a series of events

related by cause and effect **4.** a group of businesses owned by one parent company

Which definition matches the meaning of chains as it is used in paragraph 1?

A Definition 1

B Definition 2

C Definition 3

D Definition 4

12 What is the most likely reason the author wrote this selection?

F To encourage the reader not to waste food

G To show the reader that many different types of biofuels are being used

H To demonstrate that creativity can help solve environmental problems

J To argue the importance of preventing methane from escaping into the atmosphere

- 13** In paragraph 4, why does the author compare anaerobic digesters to stomachs?
- A** To show how the silos use bacteria to change the food waste into methane
 - B** To describe how vehicles use the biofuel created by the silos
 - C** To emphasize that the silos produce the same amount of methane as landfills
 - D** To suggest that the food waste collected in silos comes mainly from leftover meals
-

- 14** What is the most likely reason the author included the information in paragraph 6?
- F** To suggest that it is difficult to collect food waste
 - G** To argue that food waste is a growing problem
 - H** To highlight that food waste is a renewable and useful resource
 - J** To reveal that food waste is difficult to control

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

Of Feathers, Fat, and Freezing

by Donna De Voe DiFolco

- 1 It's winter. Forty degrees below zero. How do you stay warm? How do you survive?
- 2 Now imagine you are only as big as a person's thumb and weigh no more than a graham cracker. That's about the size of black-capped chickadees. These friendly little birds are often seen at bird feeders throughout the winter. They are plump-looking critters, with black, white, and gray feathers, and they live year-round in the forests of North America, from Alaska through Canada and across the northern states. Since they do not migrate to the tropics when the thermometer drops below freezing, black-capped chickadees have adapted to the cold in amazing ways.
- 3 Chickadees living near Fairbanks, in interior Alaska, experience -30° to -40°F on a regular basis, with temperatures sometimes plunging to -60°F or colder. Birds have a body temperature of about 104°F . This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away.
- 4 Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time. The colder the temperature, the more they fluff their feathers by sticking them out, away from their bodies. Feathers are the perfect insulation, trapping air between them and acting as a barrier between the cold outdoor weather and the birds' bodies.
- 5 Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold. At extreme temperatures, they look like round, feathery balls.



Black-Capped Chickadee

© iStock.com/RT-Images



Black-Capped Chickadee with Fluffed Feathers

© iStock.com/LineDugas

- 6 But chickadees don't have feathers on their legs or feet, so how do they keep their tiny toes warm? They don't. Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes

as warm as the rest of the body. So they allow their feet to cool to just above freezing. This way, the rest of the chickadee doesn't get cold by having cold blood returning to the body from its legs.

7 But even such energy efficiency by itself is not enough to survive the frigid winter days. In the same way that we must burn more fuel in the winter to keep our houses warm, chickadees also need more fuel to stay warm. And what sort of fuel do chickadees burn? Food. As the days shorten, the temperature drops, and since chickadees forage only during daylight hours, they have the least amount of time to eat during the season when they need the most fuel. As soon as there is enough light to see by, they spend all of their time finding and eating as much food as possible until the light fades.

8 Chickadees begin preparing for winter while the green leaves of summer are still on the trees. They stash away bugs, seeds, or fat from dead animals, tucking these morsels into crevices in tree bark. The higher the fat content the better, since calories—the units of energy in food—are concentrated in fats.

9 To a chickadee, body fat is fuel. Since they don't have crops in which they can store food to eat later, they must eat enough each day to survive the long, 18-hour night. By feasting on fatty foods, chickadees can increase their body weight by about 8 to 10 percent—which would be like a 100-pound kid gaining 8 to 10 pounds in one day. Increasing their body fat during the day is like stoking the fire before going to bed. Throughout the night chickadees burn their recently accumulated fat, and by the next morning, none is left.

10 Even with their feathered insulation and daily storing away of fat, chickadees must still conserve as much energy as possible at night. They do not roost together in flocks as some birds do but spend the night alone. As darkness falls they cram themselves into little hollows in the trees. Once settled, they lower their body temperature, just as we lower the thermostat in our houses to save energy at night.

11 Although fragile in many ways, the tiny black-capped chickadee shows how tough it really is by surviving the bitterly cold winters of northern North America. The next time you see a chickadee visiting your bird feeder, just think, could you survive out there?

"Of Feathers, Fat, and Freezing" by Donna De Voe DiFolco, January 2012. Copyright © 2014 by Cricket Media.

Chickadee's Song

by Joyce Sidman

From dawn to dusk in darkling air
we glean and gulp and pluck and snare,
then find a roost that's snug and tight
to brave the long and frozen night.

5 We fluff and preen each downy feather,
Sing *fee-bee*—and laugh at the weather!
For if we're quick and bold and clever,
winter's chill won't last forever.

The sun wheels high, the cardinal trills.
10 We sip the drips of icicles.
The buds are thick, the snow is slack.
Spring has broken winter's back.

Quick and bold and brave and clever,
we preen and fluff each downy feather.
15 Sing *fee-bee*—laugh at the weather—
for winter doesn't last forever!

"Chickadee's Song" from *Winter Bees & Other Poems of the Cold* by Joyce Sidman. Text copyright © 2014 by Joyce Sidman. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Use “Of Feathers, Fat, and Freezing”(pp. 14–15) to answer questions 15–18. Then fill in the answers on your answer document.

15 The word accumulate comes from the Latin *cumulus*, which means “a pile.” What does accumulated in paragraph 9 mean?

- A** Lost
 - B** Awakened
 - C** Warmed
 - D** Gathered
-

16 What is the author’s primary purpose in writing the selection?

- F** To provide information about the best locations for chickadees to live in order to survive
- G** To describe the ways chickadees have adapted to be able to stay alive in cold climates
- H** To communicate the problems chickadees encounter as a result of their small size
- J** To explain how the feathers of chickadees function in different environments

- 17** Which sentence best supports the idea that chickadees take action to keep their bodies warm at night?
- A** *This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away. (paragraph 3)*
 - B** *Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes as warm as the rest of the body. (paragraph 6)*
 - C** *Since they don't have crops in which they can store food to eat later, they must eat enough each day to survive the long, 18-hour night. (paragraph 9)*
 - D** *They do not roost together in flocks as some birds do but spend the night alone. (paragraph 10)*
-

- 18** What is the best summary of the selection?

- F** Chickadees may be small birds, but they are very strong and intelligent. Unlike other birds, chickadees do not migrate in the winter. Instead, they enjoy staying in cold climates such as Alaska, even though the temperature can be much colder than their bodies.
- G** Chickadees are tiny birds that can be found in extremely cold climates. To stay warm, they rely on fluffing their feathers, eating lots of food, and using the nights for sleeping. They have found many ways to protect their bodies from becoming too cold.
- H** When the winters grow colder, chickadees spend time fluffing their feathers. The colder it becomes, the more they fluff, so that sometimes they look like furry balls. By doing this, they are able to stay warm and protect their skin from the icy temperatures an inch away.
- J** Many people have seen the tiny birds known as black-capped chickadees. Although these birds are only the size of a person's thumb, they have very thick feathers. They also prepare by storing food so that they can survive during long winters.

Use “Chickadee’s Song” (p. 16) to answer questions 19–24. Then fill in the answers on your answer document.

19 What does the imagery in lines 9 and 10 of the poem suggest about the speaker?

- A** The speaker feels concerned about how quickly the day passes.
 - B** The speaker feels bothered by the dripping water.
 - C** The speaker feels relieved to see another type of bird.
 - D** The speaker feels encouraged by the change in weather conditions.
-

20 The actions described in the first stanza (lines 1–4) suggest that the speaker is —

- F** surprised
 - G** hardworking
 - H** carefree
 - J** greedy
-

21 The poet’s use of line length helps contribute to the poem’s —

- A** change in tone
- B** vivid imagery
- C** rhythm
- D** alliteration

- 22** What does the repetition in line 6 and line 15 emphasize?
- F** The speaker's willingness to join other birds
 - G** The speaker's confidence in surviving a harsh winter
 - H** The speaker's cheerfulness when experiencing an unfamiliar situation
 - J** The speaker's enjoyment of winter
-

- 23** The imagery in lines 3 and 4 of the poem creates a sense of —
- A** loneliness
 - B** affection
 - C** acceptance
 - D** security
-

- 24** The rhythm and rhyme scheme used in the poem contributes to a mood of —
- F** gratefulness
 - G** cheerful energy
 - H** curiosity
 - J** mutual respect

Use “Of Feathers, Fat, and Freezing” and “Chickadee’s Song” to answer questions 25–29. Then fill in the answers on your answer document.

25 What do **both** the selection and the poem describe?

- A Methods that chickadees use to stay warm
 - B Ways that chickadees help each other survive
 - C What chickadees must do without in harsh conditions
 - D Changes that occur inside the bodies of chickadees
-

26 Which statement from the selection is best supported by the poem?

- F *These friendly little birds are often seen at bird feeders throughout the winter.* (paragraph 2)
 - G *They are plump-looking critters, with black, white, and gray feathers, and they live year-round in the forests of North America, from Alaska through Canada and across the northern states.* (paragraph 2)
 - H *Chickadees begin preparing for winter while the green leaves of summer are still on the trees.* (paragraph 8)
 - J *Although fragile in many ways, the tiny black-capped chickadee shows how tough it really is by surviving the bitterly cold winters of northern North America.* (paragraph 11)
-

27 Which is an action in the poem that is **not** described in the selection?

- A Storing food in tree bark
- B Allowing feet to become cold
- C Drinking water from icicles
- D Burning fat all night long

28 The selection is **different** from the poem in that the poem describes how the chickadee —

- F** realizes that winter is coming
 - G** spends time collecting food
 - H** tends to become hungrier as it gets colder
 - J** becomes aware that winter is finally ending
-

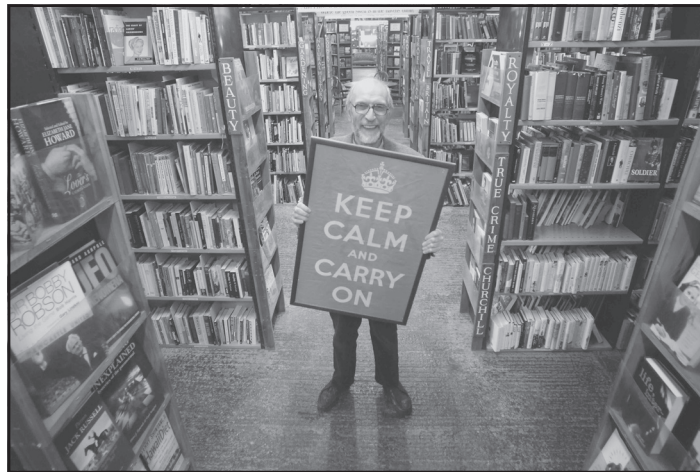
29 What do **both** the selection and the poem reveal about the chickadee?

- A** It is more active in summer than in winter.
- B** It is curious about its surroundings.
- C** It is adapted to its environment.
- D** It is capable of changing its body temperature.

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

Keep Calm and Read On

- 1 In 2000 a British bookstore owner named Stuart Manley made a discovery that would impact social media and the global market for years to come. While unpacking some old boxes, Manley found a World War II poster that the British government designed in 1939. The slogan and the simple design were intriguing, so Manley decided to hang the poster in his store. The poster read "Keep Calm and Carry On." Little did Manley know that the phrase would turn into a worldwide cultural phenomenon.



Stuart Manley holds the poster in his bookstore.

© Trinity Mirror Publishing Ltd

- 2 The Keep Calm poster that Manley discovered dates back to the start of World War II. With war quickly approaching, the British government designed three posters, each containing a motivational phrase. The posters were similar in appearance, with a special regal-looking font and a simple picture of King George VI's crown. Two of the three posters were displayed in public at the start of the war in order to raise the morale of the British people. But public response to the two posters was just mediocre, and the motivational campaign was abandoned. Although nearly 2.5 million copies of the Keep Calm poster had been printed, the British government decided not to release them. Instead the copies sat in storage until 1940, when most of them were recycled into other paper products. Manley's copy has become a rarity.
- 3 But how did the phrase on this poster become a worldwide motto that has been imitated, reproduced, and printed on just about every imaginable item that can be sold? Manley's poster began attracting the attention of customers in his shop, so he printed copies of the poster to sell. After he advertised the poster in a national newspaper, sales skyrocketed. Soon other companies began to sell products bearing the slogan.
- 4 It is difficult to identify exactly why the Keep Calm and Carry On motto has become popular. Shortly after the poster made its appearance in 2000, the world suffered an economic downturn, and morale was once again low. People

were in need of something to boost their spirits, just as the people of England needed encouragement during World War II. The saying “Keep Calm and Carry On” seems to be the ideal slogan to bring courage and hope to people. Manley’s wife, Mary, commented, “I do think it’s kind of helped people in a way. It’s a great slogan. You can apply it to any kind of stress you’re under. . . . It is a great poster—great graphic, simple design.”

- 5 Besides the optimistic message, the simple design and understated tone of the poster helped lead to its popularity and marketability. Because it was cheap to reproduce and easy to customize, many companies capitalized on the appeal of the catchy slogan. The motto became trendy and could be spotted on mugs, T-shirts, and mouse pads.



- 6 Today the now-famous wartime slogan has been rewritten in different ways. Some people have created fun phrases like “Keep Calm and Call Mom” or “Keep Calm and Eat a Cupcake.” Others have added sarcasm to the slogan by writing versions such as “Now Panic and Freak Out” or “Keep Calm and This Poster Is Getting Old.” No matter the version or interpretation of the Keep Calm slogan, it is highly recognizable. Many online shopping websites continue to sell a variety of products with some form of the Keep Calm and Carry On slogan. And variations of the slogan show up on social networking sites daily.
- 7 Even though “Keep Calm and Carry On” was originally intended to quell fears during World War II, the phrase has been embraced as a part of current popular culture. Today, interpretations of the slogan are often lighthearted, but it is important to remember the significance of the motto’s original intent.

- 30** According to the selection, the original Keep Calm poster was created to —
- F** instill citizens with a greater sense of loyalty to England
 - G** boost people’s morale during a time of war
 - H** encourage people to help fund their country’s war effort by buying products
 - J** raise people’s spirits during difficult economic times
-

31 How does the author organize the selection?

- A** By explaining the origin of the Keep Calm motto and its current popularity, the author emphasizes how the motto’s use has changed over time.
 - B** By comparing the way the Keep Calm motto was used during World War II with the way it is used today, the author suggests that the motto’s effectiveness has diminished.
 - C** By describing in detail each reason the Keep Calm motto has become an important part of popular culture today, the author identifies why the motto’s popularity has increased.
 - D** By stating the cause of the development of the original Keep Calm motto, the author shows how the motto has become an answer to many problems.
-

32 What is the main idea of paragraph 6?

- F** The Keep Calm slogan has been posted many times on social media sites.
- G** The Keep Calm slogan and its various forms have become a popular part of current culture.
- H** There is discord between people who like the original Keep Calm slogan and those who don’t.
- J** People realized that the Keep Calm phrase was a good slogan for online advertising.

33 Based on the way the Keep Calm motto continues to be received by the public, the reader can conclude that the motto has a —

- A** strong ability to encourage people with its optimistic message
 - B** historical significance that people appreciate
 - C** serious quality that people find comforting
 - D** unique ability to unite different generations
-

34 The author includes the information in paragraph 5 most likely to —

- F** explain the origin of the Keep Calm motto
- G** describe how products with the Keep Calm motto are made
- H** express an opinion about the popularity of the Keep Calm motto
- J** offer reasons why the Keep Calm motto has become so widespread

35 Paragraph 6 suggests that one reason for the Keep Calm slogan's popularity is that the slogan —

- A** can be used to advertise different businesses
 - B** uses so few words to express its message
 - C** can be easily altered in humorous ways
 - D** can be printed on a variety of products at low cost
-

36 Which of these sentences from the selection is an opinion?

- F** *The Keep Calm poster that Manley discovered dates back to the start of World War II.*
- G** *Two of the three posters were displayed in public at the start of the war in order to raise the morale of the British people.*
- H** *Manley's copy has become a rarity.*
- J** *Today, interpretations of the slogan are often lighthearted, but it is important to remember the significance of the motto's original intent.*

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

A Star-Spangled Catastrophe

Characters

ANGIE: Eighth grader, member of the media club

PETE: Seventh grader, soloist and member of the chorus

COMMENTATOR

- 1 *[The curtain rises on Angie, who is sitting alone in the media booth above the football field. She is reading a book. Her feet are propped up on a desk. To her right a video camera facing the audience sits on a tripod.]*
- 2 **PETE:** *[Singing from offstage.]* And the home of the brave!
- 3 *[The audience can be heard applauding halfheartedly.]*
- 4 **COMMENTATOR:** *[From offstage.]* Okay . . . um . . . thank you, Pete Mahoney, for that . . . And now the referee will get ready for the coin toss. *[Voice fades.]*
- 5 *[Pete enters from stage right looking distressed. He is mumbling to himself.]*
- 6 **PETE:** That was indisputably the most humiliating moment of my life. I mean, how could I—
- 7 **ANGIE:** *[Peering around the video camera so that she's in Pete's line of sight.]* What happened?
- 8 **PETE:** *[Startled.]* What? Who—oh. Hi, Angie. Did you not hear the desecration of the national anthem I just performed in front of an audience of 2,500 people?
- 9 **ANGIE:** I thought you sounded great. You were totally on pitch, which is more than I can say for the girl who sang at the last game.
- 10 **PETE:** How could you even tell? I forgot all the words. I nailed "O say can you see" and "the home of the brave." Beyond that, the performance was pretty much a sing-along. *[Exasperated.]* Two thousand people just coached me to remember "o'er the ramparts we watched, were so gallantly streaming."
- 11 **ANGIE:** Well, maybe instead of instilling feelings of patriotism, you helped everyone think about teamwork. Thousands of people singing together? That's inspirational.
- 12 **PETE:** *[Sarcastically.]* I'm so glad I could bring the audience together for some warm and fuzzy feelings. Meanwhile, I won't be selected as the regular anthem singer for the school district next year.
- 13 **ANGIE:** *[Laughing.]* Don't worry. You're the best singer in the school, and you're going to redeem yourself in about 30 minutes when you sing with the chorus during the halftime show. No one will even remember your tiny mistake.

- 14 **PETE:** TINY? I butchered it. I'm not going back out there. [*On the verge of tears.*] For all I care, you can have my solo in the halftime show.
- 15 **ANGIE:** Nope. I make videos. I do not perform live. I'm just here to record the game for posterity.
- 16 **PETE:** Wait a minute. [*He notices the video camera.*] You have the most horrifying moment of my life ON FILM?
- 17 **ANGIE:** Of course. What do you think I'm doing back here? Twiddling my thumbs? I'm on the job here.
- 18 **PETE:** [*Firmly.*] Delete it.
- 19 **ANGIE:** [*Firmly.*] No.
- 20 **PETE:** I didn't give anyone permission to film me. I'm sure there's a law about this somewhere. Hand over that videotape. [*Holds out his hand.*]
- 21 **ANGIE:** It's not illegal. You're being absurd. I'm here to record the *football game*, not your tragic rendition of "The Star-Spangled Banner." And besides, we're living in the digital age, if you haven't noticed. There is no physical tape for me to hand over.
- 22 **PETE:** [*Almost yelling.*] Do you have any idea what it feels like knowing the most humiliating moment of your life is on video?
- 23 **ANGIE:** [*Calmly.*] No, I don't. I would never put myself in that position. And neither would 99 percent of the audience out there. If people give you a hard time, remind them that they would never stand in front of 2,500 people to belt out one of America's most difficult songs. Really, why would someone write a song with a range of notes hardly anyone can sing?
- 24 **PETE:** No clue.
- 25 **ANGIE:** [*Pauses and takes a breath.*] Look over there. Do you see that tall bookcase? And the bottom three shelves? [*Angie motions toward a shelf filled with videotapes, DVDs, and thumb drives, each labeled with a date.*]
- 26 **PETE:** Yeah, so?
- 27 **ANGIE:** That shelf contains every national anthem calamity that has occurred on this football field since 1980. Trust me. You're not the first, and you won't be the last.
- 28 **PETE:** Wow, there are a lot of recordings on that shelf.
- 29 **ANGIE:** [*With a sly grin and sarcastic tone.*] Soon the media club members are going to combine the video clips into a montage and call it "A Star-Spangled Catastrophe." Then we'll post it on the Internet. But honestly, your flub is on the boring end of the spectrum. I don't think you'll make the final cut. [*She shrugs her shoulders.*]

- 30 **PETE:** [*Flustered.*] What do you mean *I* won't make the final cut? I'm the best sing—oh, wait. That's a good thing, right?
- 31 **ANGIE:** [*Smiling.*] Halftime will be here before you know it. Are you ready?
- 32 **PETE:** No. Maybe. I don't know.
- 33 **ANGIE:** How about this: I'll tell the media coordinator that I started recording late and missed the national anthem.
- 34 **PETE:** [*Relieved.*] Yes! Thank you!
- 35 **ANGIE:** But this is your one freebie for the rest of your national-anthem-singing career.
- 36 **PETE:** Fine.
- 37 [*They shake hands.*]
- 38 **ANGIE:** And promise me that if you ever mess up the national anthem again, you'll at least make it entertaining. Then I can highlight you in the video montage, and you can go down in the blooper hall of fame.
- 39 [*They laugh.*]
- 40 **PETE:** Thanks again, Angie.
- 41 [*Pete exits stage left. Angie checks the camera and then resumes reading.*]
- 42 [*Curtain closes.*]

37 Read line 3 from the play.

[The audience can be heard applauding halfheartedly.]

What do these stage directions help the reader understand?

- A** Pete is upset that nobody paid attention to his performance.
 - B** Pete's performance did not go as well as he had hoped.
 - C** Pete had a difficult time hearing others while he was singing.
 - D** Pete's friends are not supportive of his decision to sing.
-

38 What does line 29 reveal about Angie's thoughts regarding Pete's problem?

- F** She thinks Pete is overreacting to what happened, so she teases him.
- G** She is disappointed in Pete because she thinks he didn't put forth enough effort.
- H** She thinks Pete's situation is entertaining and wants to embarrass him further.
- J** She understands Pete's distress but does not know how to make him feel better.

39 Read line 4 from the play.

COMMENTATOR: [*From offstage.*]
Okay . . . um . . . thank you, Pete Mahoney,
for that . . . And now the referee will get ready
for the coin toss. [*Voice fades.*]

The reader can conclude from this line that the commentator —

- A** thinks Pete’s mistakes were funny
 - B** was not expecting Pete to make so many mistakes
 - C** is concerned that Angie was not able to catch Pete’s mistakes on film
 - D** knows that people did not notice Pete’s mistakes
-

40 In lines 18 through 23, the stage directions most help the reader understand the —

- F** stress that the characters experience as a result of their responsibilities
- G** familiarity the characters have with each other
- H** conflicting viewpoints of the characters
- J** lack of understanding the characters have about their tasks

41 One way Angie tries to encourage Pete is by —

- A** promising him that he will find great fame on the Internet
 - B** explaining to him that she was too busy taping the football game to see his performance
 - C** telling him that he will be on a video with others who also sang the national anthem at football games
 - D** reminding him that singing the national anthem is something most people are not brave enough to do
-

42 What is the best summary of the play?

- F** A boy is humiliated when he forgets the words to the national anthem while singing at a football game, but his friend helps him understand that many people have made similar mistakes.
- G** A boy is surprised to learn that he was filmed while singing the national anthem, but his friend promises to erase the recording.
- H** A boy is angry when he finishes singing the national anthem at a football game, but his friend persuades him to sing a different song later so that he can feel better.
- J** A boy is upset when he forgets the words to the national anthem, but his friend compliments his voice and makes him feel better.



| Item Number | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|-------------|--------------------|-------------------------|-----------------------------|----------------|
| 1 | 2 | Readiness | 7.8(A) | A |
| 2 | 2 | Supporting | 7.6(C) | G |
| 3 | 1 | Readiness | 7.2(B) | C |
| 4 | 2 | Readiness | 7.6 Fig. 19(D) | G |
| 5 | 2 | Readiness | 7.6 Fig. 19(D) | A |
| 6 | 2 | Readiness | 7.6(A) | J |
| 7 | 2 | Readiness | 7.6 Fig. 19(E) | C |
| 8 | 3 | Supporting | 7.13 Fig. 19(D) | G |
| 9 | 3 | Readiness | 7.10 Fig. 19(D) | C |
| 10 | 3 | Supporting | 7.13 Fig. 19(D) | F |
| 11 | 1 | Readiness | 7.2(E) | D |
| 12 | 3 | Readiness | 7.9 Fig. 19(D) | H |
| 13 | 3 | Readiness | 7.10 Fig. 19(D) | A |
| 14 | 3 | Readiness | 7.9 Fig. 19(D) | H |
| 15 | 1 | Readiness | 7.2(A) | D |
| 16 | 3 | Readiness | 7.9 Fig. 19(D) | G |
| 17 | 3 | Readiness | 7.10(A) | C |
| 18 | 3 | Readiness | 7.10 Fig. 19(E) | G |
| 19 | 2 | Supporting | 7.8 Fig. 19(D) | D |
| 20 | 2 | Supporting | 7.4 Fig. 19(D) | G |
| 21 | 2 | Supporting | 7.4 Fig. 19(D) | C |
| 22 | 2 | Supporting | 7.4 Fig. 19(D) | G |
| 23 | 2 | Readiness | 7.8(A) | D |
| 24 | 2 | Supporting | 7.4 Fig. 19(D) | G |
| 25 | 1 | Readiness | 7.19(F) | A |
| 26 | 1 | Readiness | 7.19(F) | J |
| 27 | 1 | Readiness | 7.19(F) | C |
| 28 | 1 | Readiness | 7.19(F) | J |
| 29 | 1 | Readiness | 7.19(F) | C |
| 30 | 3 | Readiness | 7.10(A) | G |
| 31 | 3 | Readiness | 7.10(C) | A |
| 32 | 3 | Readiness | 7.10(A) | G |
| 33 | 3 | Readiness | 7.10 Fig. 19(D) | A |
| 34 | 3 | Readiness | 7.9 Fig. 19(D) | J |
| 35 | 3 | Readiness | 7.10 Fig. 19(D) | C |
| 36 | 3 | Supporting | 7.10(B) | J |
| 37 | 2 | Supporting | 7.5(A) | B |
| 38 | 2 | Supporting | 7.5 Fig. 19(D) | F |
| 39 | 2 | Supporting | 7.5 Fig. 19(D) | B |
| 40 | 2 | Supporting | 7.5(A) | H |
| 41 | 2 | Supporting | 7.5 Fig. 19(D) | D |
| 42 | 2 | Supporting | 7.5 Fig. 19(E) | F |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 1 | Option A is correct | Imagery is the use of vivid language to represent objects, actions, or ideas. The author uses this type of figurative language to contrast the flower's "bloodred" color against the "wan" sunlight to emphasize that the blossom is bright and bold and stands out in its surroundings. |
| | Option B is incorrect | The author describes the flower being "in a shaft of the wan afternoon sunlight," so it is not in the shade, and there is no context to support the idea that the flower prefers to grow in the shade. |
| | Option C is incorrect | The author clearly describes the flower's color as "bloodred," so it is not difficult to describe. |
| | Option D is incorrect | The plant is healthy enough to produce a "bloodred" flower, so there is no context to support the idea that it is growing poorly in the greenhouse. |
| 2 | Option G is correct | Point of view is used to refer to the person telling or narrating a piece of writing. The excerpt is told in third person (by a narrator) that is limited to Saeng's character. This helps the reader understand Saeng's feelings during her experience. For example, in paragraph 7, the narrator describes that Saeng is "discouraged and feeling more than a little foolish." |
| | Option F is incorrect | The author uses a limited point of view in the excerpt to help the reader understand Saeng's personal feelings rather than the relationship between Saeng and the florist. |
| | Option H is incorrect | The point of view of the excerpt is limited to Saeng, so the author does not use it to help the reader understand the opinion of the florist. |
| | Option J is incorrect | The point of view of the excerpt is limited to Saeng, so the author does not use it to help the reader understand the florist's desire to help Saeng. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 3 | Option C is correct | The meaning of <u>profusion</u> is closest to the word “abundance.” In paragraph 13, the author explains that the greenhouse was “exploding with greenery” and that there were plants “of all shades and shapes.” The use of these phrases gives the reader the idea that the greenhouse was overflowing with an abundance of plants. |
| | Option A is incorrect | There is no reference to the height of the plants in the greenhouse, so this is not the meaning of <u>profusion</u> . |
| | Option B is incorrect | Although the author mentions plants “of all shades and shapes” in the greenhouse, no specific colors are mentioned. The word <u>profusion</u> is used to describe the number of plants rather than their color. |
| | Option D is incorrect | The word <u>profusion</u> is used to describe the number of plants in the greenhouse rather than their purpose. |
| 4 | Option G is correct | In paragraph 8, the author explains that “a slow smile deepened the wrinkles in” the florist’s face, because she knew she could give Saeng what she was looking for. This shows that Saeng’s problem of not knowing the name of a certain flower or how to find it will be resolved. |
| | Option F is incorrect | In this sentence, the author explains that the “flower looked—wrong, somehow,” so it is not the flower Saeng is looking for, and it is not the solution to Saeng’s conflict. |
| | Option H is incorrect | In this sentence, the author describes the florist leading Saeng to the greenhouse but gives no hint at what is inside or that it will resolve Saeng’s conflict. |
| | Option J is incorrect | In this sentence, the author describes Saeng’s desire to leave the situation before finding the flower she is looking for, which would not help resolve her conflict. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 5 | Option A is correct | Saeng uses the leaf to find a plant that causes her to have vivid memories of her childhood. After Saeng shows the leaf to the florist, the florist leads Saeng to the hibiscus. When Saeng sees the hibiscus blossom, she recalls when, "sometimes after a monsoon rain . . . she would find a red [hibiscus] blossom floating in the bucket." |
| | Option B is incorrect | Although Saeng's grandmother is mentioned in paragraph 22, there is no context to support the idea that her grandmother or anyone else gave the leaf to Saeng. |
| | Option C is incorrect | Saeng's search for the hibiscus flower leads her to the roses of Sharon, but this is not why the leaf she carries is important in the excerpt. |
| | Option D is incorrect | There is no context to support the idea that Saeng is learning about her past. Instead, the leaf helps her to remember her past. |
| 6 | Option J is correct | The author uses the change in setting to advance the plot by allowing Saeng to discover the plant she is searching for despite her doubts. In paragraph 11, Saeng wishes to abandon her search and leave the nursery, but she goes to the greenhouse anyway. In paragraph 15, she finally sees the flower she's been looking for. |
| | Option F is incorrect | Saeng does not develop a relationship with the elderly woman. The woman leads Saeng to the flower in the greenhouse, but that is the end of their interaction. |
| | Option G is incorrect | Saeng's problem in the excerpt is that she does not know the name of the plant she is looking for and cannot find it. This problem already exists before the change in setting from the nursery to the greenhouse. |
| | Option H is incorrect | The change in setting is not a difficult situation, so although Saeng follows the elderly woman despite having doubts, Saeng does not learn a lesson about compromising in difficult situations. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 7 | Option C is correct | The best summary of the excerpt is presented in these sentences. Saeng’s conflict and the steps taken to resolve that conflict are described. The resolution of Saeng finding the plant she was looking for and the memories that the flower evokes are included. |
| | Option A is incorrect | The resolution of Saeng seeing the plant she was looking for and the memories stirred by it are not conveyed in this summary. |
| | Option B is incorrect | Saeng’s discovery of and reaction to the hibiscus plant and the other plants in the greenhouse are not included in this summary. |
| | Option D is incorrect | The florist’s first attempt to identify the plant and Saeng’s reaction to finding the hibiscus are not included in this summary. |
| 8 | Option G is correct | The photograph and its caption are used to help the reader understand that methane is held in the containers so it won’t escape. In the photograph, there are two tall containers, and the caption is used to explain that “anaerobic digester silos trap methane gas.” |
| | Option F is incorrect | Microbes are not shown in the photograph or mentioned in the caption. |
| | Option H is incorrect | No food is shown in the photograph or mentioned in the caption. |
| | Option J is incorrect | It is explained in the caption that “silos trap methane gas,” but it is not explained in the caption nor shown in the photograph what is done with the methane gas. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 9 | Option C is correct | The author uses this sentence to show that the Sainsbury's company tries to make use of a by-product. Methane is a by-product of "organic waste" produced when it "decomposes in landfills." It can be used to fuel trucks instead of being "released into the atmosphere" (paragraph 2). |
| | Option A is incorrect | The tactic used by Sainsbury's to ensure most of its produce is sold is described in this sentence, but there is no mention of a by-product or its uses. |
| | Option B is incorrect | Sainsbury's method of converting food waste into fuel is described in this sentence, but there is no mention of a by-product of this food waste or its uses. |
| | Option D is incorrect | This is a statement about Europe's status in biofuel development, but there is no mention of a by-product being used to create biofuel. |
| 10 | Option F is correct | The photograph and caption can be used to support the idea that an initial step in Sainsbury's plan is to sell appealing food to its customers. In the photograph, there is a woman holding up an apple and smiling. The caption, "Woman Admiring Apple," is used to show the reader that Sainsbury's is giving its customers attractive food options. |
| | Option G is incorrect | There is produce in the picture, but there is nothing in the picture or in the caption that can be used to suggest that the produce is being sold at a reduced price. |
| | Option H is incorrect | The photograph shows a grocery store and a woman who is probably going to purchase the apple she is holding, so the photograph and caption are not being used to show any donations to local organizations. |
| | Option J is incorrect | The woman in the photograph is smiling, and the caption explains that she is admiring the apple; so the apple is not unwanted and will probably be used to feed a person, not farm animals. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 11 | Option D is correct | In paragraph 1, the author explains that “Sainsbury’s is one of England’s oldest grocery <u>chains</u> ,” which could be understood as a group of businesses owned by one parent company because there are many grocery stores named Sainsbury’s. |
| | Option A is incorrect | Physical <u>chains</u> that are joined by links are not being described in paragraph 1. |
| | Option B is incorrect | No bond is described in paragraph 1, so this is not the meaning of the word <u>chains</u> . |
| | Option C is incorrect | Although Crewe’s promise influenced Sainsbury’s food-waste practices, the word <u>chains</u> is not used in reference to this “cause and effect” relationship. |
| 12 | Option H is correct | In paragraph 2, the author describes the problem: dumping organic waste into landfills creates harmful amounts of methane gas. In the rest of the selection, the author describes creative ways to limit organic waste: giving customers attractive or reduced-price food, donating food to be eaten, and using methane gas as fuel. |
| | Option F is incorrect | The author is not encouraging the reader to do anything. Instead, the author is showing the reader what problems can be solved with creativity. |
| | Option G is incorrect | The author only describes one type of biofuel (methane gas from decomposed organic materials), so this is not why the selection was written. |
| | Option J is incorrect | The author focuses more on describing the creative methods used by Sainsbury’s to reduce food waste and use methane gas rather than arguing that it is important to prevent methane from escaping into the atmosphere. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 13 | Option A is correct | In paragraph 4, the author explains that “these giant silos act like artificial stomachs” because they contain microbes that “digest organic waste and produce methane bubbles.” |
| | Option B is incorrect | The author is comparing the anaerobic digesters to stomachs, not vehicles, so the comparison is not used to describe vehicles using biofuel. |
| | Option C is incorrect | Although in paragraph 4 the author explains that “the same thing happens to organic waste in landfills,” the actual comparison of anaerobic digesters to stomachs is not used to emphasize the amount of methane, just the method of producing methane. |
| | Option D is incorrect | The comparison of anaerobic digesters to stomachs is used to describe the method of producing methane, not the source of food waste. |
| 14 | Option H is correct | The author included the information most likely to highlight that food waste is a renewable and useful resource. The author explains that the source for anaerobic digesters is “reliable” because people will always produce food waste and “valuable” because it can be used as “raw material for making biofuel.” |
| | Option F is incorrect | The author explains that every meal “results in some food waste” and that food waste is “reliable,” so the author is not suggesting that it is difficult to collect food waste. |
| | Option G is incorrect | The author mentions that every meal “results in some food waste” but does not argue in paragraph 6 that food waste is a growing problem. |
| | Option J is incorrect | In paragraph 6, the author explains that food waste can be managed by converting it into biofuel; this does not reveal that food waste is difficult to control. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 15 | Option D is correct | In paragraph 9, it is explained that “chickadees burn their recently <u>accumulated</u> fat.” The fat that the birds use to keep warm at night is collected, or “gathered,” throughout the day. |
| | Option A is incorrect | The chickadees are using their “recently <u>accumulated</u> fat” to keep warm, which they could not do if the fat were lost. |
| | Option B is incorrect | Although the chickadees burn their fat at night, their fat is not “awakened”; it is gathered. |
| | Option C is incorrect | The chickadees’ fat does help them keep warm, but the word <u>accumulated</u> describes how the birds got the fat rather than what the fat helps them do. |
| 16 | Option G is correct | The author’s primary purpose is to describe the ways chickadees have adapted to be able to stay alive in cold climates. In paragraph 2, the author explains that “chickadees have adapted to the cold in amazing ways” and then explains those ways, such as fluffing their feathers, eating throughout the day to gain fat, and conserving energy. |
| | Option F is incorrect | Although the author explains that chickadees live in northern North America, the author’s purpose for writing the selection is to describe how chickadees survive in this frigid environment. |
| | Option H is incorrect | In paragraph 2, it is explained that chickadees “are only as big as a person’s thumb,” but there is no claim that their small size causes problems, so this is not the author’s purpose in writing the selection. |
| | Option J is incorrect | In paragraphs 3 through 5, the author explains how chickadees’ feathers function in cold weather. No other environments are discussed, so this is not the author’s purpose in writing the selection. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 17 | Option C is correct | This sentence is used to support the idea that chickadees take action to keep their bodies warm at night. They do this by eating “enough each day to survive the long, 18-hour night.” |
| | Option A is incorrect | In this sentence, the author explains the difference between the outside temperature and internal temperature of a chickadee, but there is no mention of what a chickadee does to maintain this high internal temperature. |
| | Option B is incorrect | In this sentence, the author is explaining why chickadees do not keep their toes warm, which is the opposite of taking action to stay warm. |
| | Option D is incorrect | Roosting together in flocks is a method that some birds use to stay warm, so spending the night alone would be the opposite of taking action to stay warm. |
| 18 | Option G is correct | The best summary of the selection is presented in these sentences. The circumstances in which chickadees live are described and the methods they use to stay warm are detailed. |
| | Option F is incorrect | There is no mention of the methods chickadees use to stay warm in cold temperatures, which is the focus of the selection, so this is not the best summary. |
| | Option H is incorrect | Only one of the methods chickadees use to keep warm is described in these sentences, so this is really just a detail from the selection rather than an overall summary. |
| | Option J is incorrect | This summary does not include information about chickadees using certain methods to stay warm in freezing cold temperatures, so it is not the best summary. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 19 | Option D is correct | Imagery is the use of vivid language to represent objects, actions, or ideas. The imagery in lines 9 and 10 of the poem is used to suggest the speaker feels encouraged because the weather is getting warmer—the sun is high in the sky, the cardinal is singing, and the icicles are melting. |
| | Option A is incorrect | The description of the sun being high in the sky and the icicles dripping is used to show the improvement in weather rather than how quickly the day passes. |
| | Option B is incorrect | The speaker is not bothered by the dripping water. Instead, the speaker is encouraged by the dripping water because it means the weather is becoming warmer and the icicles are melting. |
| | Option C is incorrect | The trilling of the cardinal is described to show the speaker’s relief that better weather is coming, not that company has arrived. |
| 20 | Option G is correct | The actions described in the first stanza are used to suggest that the speaker is hardworking. The speaker and other chickadees work hard to “glean and gulp and pluck and snare” all day long from “dawn to dusk” in order to survive the long, cold night. |
| | Option F is incorrect | The actions described in the first stanza are used to show how hard the speaker and other chickadees work during the day, not that they are surprised. |
| | Option H is incorrect | The actions described in the first stanza are used to show how hard the speaker and other chickadees work to prepare for the coming night, so they are not carefree. |
| | Option J is incorrect | The speaker and other chickadees work hard to gather food and items for their nest in order to survive the long, cold night, so they are more hardworking than greedy. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 21 | Option C is correct | Rhythm is the metrical pattern of accented and unaccented syllables in poetry. The poet's use of line length helps contribute to the poem's rhythm. The same rhythm is maintained throughout the poem because each line has about eight syllables. |
| | Option A is incorrect | Tone is the way the author expresses his or her attitude through writing, so a change in tone would be indicated by word choice rather than line length. |
| | Option B is incorrect | Imagery is the use of vivid language to represent objects, actions, or ideas, so the poem's vivid imagery would be presented through word choice rather than line length. |
| | Option D is incorrect | Alliteration is the repetition of the same letter or sound across closely connected words, so alliteration would be presented through word choice rather than line length. |
| 22 | Option G is correct | The repetition in line 6 and line 15 is used to emphasize the speaker's confidence in surviving a harsh winter. The speaker sings and laughs at the weather because it knows how to endure the cold and that the weather will eventually improve. |
| | Option F is incorrect | No other birds are mentioned in line 6 or line 15, so this is not what the poet is trying to emphasize. |
| | Option H is incorrect | The speaker is not unfamiliar with the situation because the weather gets cold every year, so this is not what the poet is trying to emphasize. |
| | Option J is incorrect | The speaker is singing and laughing because the speaker is clever and knows the cold weather will eventually improve, not because the speaker enjoys the winter. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|---|
| 23 | Option D is correct | Imagery is the use of vivid language to represent objects, actions, or ideas. In lines 3 and 4, the speaker is describing a place to sleep that is “snug and tight” and will keep the speaker safe and secure during the “long and frozen night.” |
| | Option A is incorrect | The absence of other birds is not mentioned, so the imagery in lines 3 and 4 is not used to create a sense of loneliness. |
| | Option B is incorrect | Since there is no mention of other birds, there is no sense of affection being conveyed in lines 3 and 4. |
| | Option C is incorrect | The feeling being created by the imagery is more of safety in the “snug and tight” roost rather than acceptance of the cold night. |
| 24 | Option G is correct | Rhythm is the metrical pattern of accented and unaccented syllables in poetry. Each line has around eight syllables. The first line rhymes with the second line and the third line rhymes with the fourth line in each stanza. The poet uses this rhythm and rhyme scheme to help the reader sense, hear, and feel the energy and cheerfulness of the poem. |
| | Option F is incorrect | The poet does not create a mood of gratefulness through the use of rhythm and rhyme scheme in the poem. |
| | Option H is incorrect | A mood of curiosity is not created by the rhythm and rhyme scheme used in the poem. |
| | Option J is incorrect | A mood of mutual respect is not created by the poet’s use of rhythm and rhyme scheme in the poem. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 25 | Option A is correct | Methods that chickadees use to stay warm are described in both the selection and the poem. The selection explains that chickadees “fluff their feathers,” eat food to make body fat, and conserve energy. The poem describes chickadees working “from dawn to dusk” to make their roost “snug and tight” and fluffing “each downy feather” to stay warm during the winter. |
| | Option B is incorrect | Although the poet uses the pronoun “we” throughout the poem, there is no context to support the idea that chickadees are helping one another. The author uses paragraph 10 of the selection to explain that chickadees “spend the night alone.” |
| | Option C is incorrect | Neither the selection nor the poem describes what chickadees must do without in harsh conditions. |
| | Option D is incorrect | Although it is mentioned in the selection that chickadees “increase their body weight by about 8 to 10 percent” (paragraph 9), there is no mention of internal bodily changes in the poem. |
| 26 | Option J is correct | In line 13, the poet writes that the chickadee is “quick and bold and brave and clever,” which is similar to the idea that the “chickadee shows how tough it really is” as is expressed in the selection. In the poem, like in this statement, the chickadee survives the winter. |
| | Option F is incorrect | There is no mention of bird feeders in the poem, so this is not a statement supported by the poem. |
| | Option G is incorrect | Although line 5, “We fluff and preen each downy feather” has a similar idea as the first half of this statement, the second half is not supported by the poem because the poem does not mention a specific location. |
| | Option H is incorrect | In the poem, the chickadees are surviving the winter until springtime, but there is no mention of what they do during the summer. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 27 | Option C is correct | Drinking water from icicles is described in line 10 of the poem with the words “We sip the drips of icicles,” but this action is not mentioned anywhere in the selection. |
| | Option A is incorrect | Storing food in tree bark is mentioned in paragraph 8 of the selection where the author explains that chickadees store “bugs, seeds, or fat” by “tucking these morsels into crevices in tree bark.” It is not described in the poem. |
| | Option B is incorrect | Allowing feet to become cold is not mentioned in the poem but is mentioned in paragraph 6 of the selection. |
| | Option D is incorrect | Burning fat all night long is not mentioned in the poem but is mentioned in paragraph 9 of the selection. |
| 28 | Option J is correct | In the poem, the chickadee knows that winter is ending because the sun is high in the sky, the cardinal is singing, and the icicles and snow are melting (stanza 3). In the selection, however, the author does not suggest the chickadee knows winter is coming to an end. |
| | Option F is incorrect | The author uses the selection to state that chickadees prepare for winter “while the green leaves of summer are still on the trees,” so they realize winter is coming. However, the poem begins during winter, so there is no chance for that realization. |
| | Option G is incorrect | The chickadee’s time spent collecting food is described in both the selection and the poem, so this is not a difference. |
| | Option H is incorrect | The need for chickadees to eat more food during the colder months is expressed in paragraphs 7 through 9 of the selection but is not expressed in the poem. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 29 | Option C is correct | In paragraph 2 of the selection, it is explained that “chickadees have adapted to the cold in amazing ways,” and in the poem, some of these adaptations are described, such as when the chickadees “fluff and preen each downy feather” to keep warm and find a snug roost on cold nights. |
| | Option A is incorrect | The chickadee’s activity in the summer is not mentioned in the poem, so this is not something revealed by both the selection and the poem. |
| | Option B is incorrect | The chickadee’s curiosity is not mentioned in either the poem or the selection. |
| | Option D is incorrect | In paragraph 6 of the selection, the author explains that “the chickadee can alter the temperature of its feet,” but the poet does not mention changes in body temperature in the poem. |
| 30 | Option G is correct | The original Keep Calm poster was created to boost people’s morale during a time of war. In paragraph 2, the author explains that the posters were displayed “at the start of the war in order to raise the morale of the British people.” |
| | Option F is incorrect | The British people “needed encouragement during World War II” (paragraph 4), so the posters were created to boost morale, not instill loyalty. |
| | Option H is incorrect | According to paragraph 2, the British government designed the original posters with a “motivational phrase” to boost morale. The intent was not to sell products to the people. |
| | Option J is incorrect | The poster was reproduced after the year 2000 in an effort to lift people’s spirits during the “economic downturn” after the year 2000, but its original purpose at the start of World War II was to boost morale. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 31 | Option A is correct | The author explains that the Keep Calm motto was originally used to “raise the morale of the British people” during World War II and became popular after Stuart Manley put up a poster with the motto in his bookstore. Then the author explains how people have modified the slogan from its original wording, showing how it has changed over time. |
| | Option B is incorrect | In paragraph 2, the author explains that public response to the original posters was “just mediocre” and only recently became a “worldwide motto” (paragraph 3), so the effectiveness of the motto has actually increased rather than diminished. |
| | Option C is incorrect | This option does not address the author’s account of the origin of the motto, which is an important part of the organization of the selection. |
| | Option D is incorrect | The author does explain the reason the original Keep Calm motto was developed but then organizes the selection around how the use of the motto has changed over time, not how it has become the answer to many problems. |
| 32 | Option G is correct | The main idea of paragraph 6 is that the Keep Calm slogan and its various forms have become popular parts of current culture. In paragraph 6, the author explains that the “wartime slogan has been rewritten in different ways” and then gives some examples and tells where the slogan is seen today, such as on social media and on products sold online. |
| | Option F is incorrect | This is only one detail from paragraph 6 rather than the main idea. |
| | Option H is incorrect | Although people have different ways of using and interpreting the slogan, there is no actual discord described in paragraph 6, so this is not the main idea. |
| | Option J is incorrect | Although online shopping websites are mentioned in paragraph 6, there is no discussion that the Keep Calm phrase was good for online advertising. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 33 | Option A is correct | The reader can conclude that the motto has a strong ability to encourage people with its optimistic message. In paragraph 4, when contemplating the reason for the motto's popularity, the author states, "The saying 'Keep Calm and Carry On' seems to be the ideal slogan to bring courage and hope to people." |
| | Option B is incorrect | In paragraph 7, the author advises the reader that "it is important to remember the significance of the motto's original intent," so it is not apparent that people appreciate the historical significance or even know where the slogan comes from. |
| | Option C is incorrect | Although the slogan may have brought comfort during wartime, this is not the reason for its continued popularity with the public. The author describes the ways people have rewritten the slogan to create "fun phrases" or add "sarcasm to the slogan," so people are no longer drawn to the serious quality of the slogan. |
| | Option D is incorrect | Although the slogan has experienced a revival, it is not being used in the same way now as it was in 1940, and it is more popular now than in 1940, so it is unlikely that it is uniting different generations. |
| 34 | Option J is correct | In paragraph 5, the author offers reasons for the popularity of the poster, such as the "optimistic message, the simple design and understated tone" and the fact that it is "cheap to reproduce and easy to customize." |
| | Option F is incorrect | The origin of the Keep Calm motto is explained in paragraph 2, not 5, so this is not why the author includes the information in paragraph 5. |
| | Option G is incorrect | Although the author explains the motto is "cheap to reproduce and easy to customize," it is not actually explained how the products are made. |
| | Option H is incorrect | The author is offering reasons for, not opinions about, the popularity of the Keep Calm motto. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 35 | Option C is correct | In paragraph 6, the author suggests that one reason for the popularity of the Keep Calm slogan is that the slogan can be easily altered in humorous ways. In paragraph 6, the author explains that some people have used the slogan to make “fun phrases” and “others have added sarcasm to the slogan.” |
| | Option A is incorrect | There is no mention of the slogan being used for advertisement, so this is not suggested in paragraph 6. |
| | Option B is incorrect | The number of words in the slogan is not mentioned in paragraph 6, so this is not something suggested in the paragraph. |
| | Option D is incorrect | The cost of actually printing the motto on different products is not specified, so this is not something suggested in paragraph 6. |
| 36 | Option J is correct | This statement is an opinion because the author is presenting a subjective viewpoint that “it is important to remember the significance of the motto’s original intent.” Someone else may not think it’s important to remember this. |
| | Option F is incorrect | This statement about the origin of the Keep Calm poster is an objective fact, so it is not an opinion. |
| | Option G is incorrect | This statement about where the original Keep Calm posters were displayed is an objective fact, so it is not an opinion. |
| | Option H is incorrect | This statement is not an opinion; it is a fact about the rarity of Manley’s Keep Calm poster. |

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| Item# | Rationale | |
|-------|-----------------------|--|
| 37 | Option B is correct | It is customary for audience members to applaud after the national anthem, but in this case they do so only halfheartedly, which helps the reader understand that Pete's performance did not go well. |
| | Option A is incorrect | Only the audience's reaction is described in the stage directions, not Pete's reaction, so the reader cannot tell how Pete is feeling. |
| | Option C is incorrect | Only the audience's reaction is described, not the actual performance, so the reader cannot tell exactly what went wrong during the performance. |
| | Option D is incorrect | Pete's friends are not necessarily in the audience, so there is no context to support the idea that they are not supportive of his decision to sing. |
| 38 | Option F is correct | It is explained in the stage directions in line 29 that Angie has a "sly grin and sarcastic tone" when she tells Pete his performance won't make it into the media club's montage called "'A Star-Spangled Catastrophe,'" making it evident that she thinks he is overreacting and is teasing him. |
| | Option G is incorrect | Although Angie tells Pete, "I don't think you'll make the final cut," it is because she thinks he didn't actually mess up too badly, so she is not disappointed in him. |
| | Option H is incorrect | Angie is not trying to embarrass Pete. She lets him know that his mistake was "boring" and won't even be a part of the media club's video of national anthem bloopers. |
| | Option J is incorrect | Angie does not really understand Pete's distress because she knows that many people have had problems singing the national anthem and that his mistake was not the worst. |

2019 STAAR Grade 7 Reading Rationales

| Item# | Rationale | |
|-------|-----------------------|--|
| 39 | Option B is correct | Pete forgot some of the words to the national anthem, and the commentator was caught off guard, which is evident because of the commentator's pauses and difficulty finding the words to describe the performance. |
| | Option A is incorrect | The commentator does not laugh or say anything comical, so the reader cannot conclude that the commentator thinks Pete's mistakes were funny. |
| | Option C is incorrect | The commentator does not mention Angie, so there is no context to support the idea that the commentator is concerned about this. |
| | Option D is incorrect | The commentator noticed Pete's mistakes, so it is likely that the people noticed them as well. |
| 40 | Option H is correct | The stage directions in lines 18 through 23 can be used to help the reader understand the conflicting viewpoints of the characters. Pete " <i>firmly</i> " tells Angie to delete the video of him singing, and she " <i>firmly</i> " refuses. Pete's anger rises, but Angie is calm because she thinks there is no reason for him to be upset. |
| | Option F is incorrect | Pete is experiencing stress because he thinks he embarrassed himself, but Angie does not think anything is wrong, and she is not stressed about her responsibility. |
| | Option G is incorrect | The stage directions are not used to indicate how familiar the characters are with each other but rather to show how they interact. |
| | Option J is incorrect | The stage directions are used to show the conflict between Pete and Angie, not their lack of understanding about their tasks. |

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| Item# | Rationale | |
|-------|-----------------------|---|
| 41 | Option D is correct | One way Angie tries to encourage Pete is by reminding him of his bravery. In line 23, Angie tells Pete, "If people give you a hard time, remind them that they would never stand in front of 2,500 people to belt out one of America's most difficult songs." |
| | Option A is incorrect | In line 29 Angie jokes that Pete's rendition of the national anthem wouldn't make it into the media club's montage called "'A Star-Spangled Catastrophe,'" which they would post on the Internet. She does not think he will find fame on the Internet. |
| | Option B is incorrect | Although Angie tells Pete she will tell the media coordinator that she "missed the national anthem," this is just a joke. She did not miss Pete's singing and actually says to Pete in line 9 that he "sounded great." |
| | Option C is incorrect | In line 29, Angie does not tell Pete that he will be on a video with others. Instead, Angie teases Pete by telling him that his performance is too boring for the media club's video montage. |
| 42 | Option F is correct | The best summary is presented in this sentence. Pete's conflict is described, and the resolution offered by Angie is restated. |
| | Option G is incorrect | Pete being recorded is not the main conflict of the selection, so this is not the best summary. |
| | Option H is incorrect | Angie does not persuade Pete to sing a different song later so that he can feel better, so this is not the best summary. |
| | Option J is incorrect | Angie's compliments of Pete's voice do not make Pete feel better, so this is not the best summary. |