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**STAAR
Redesign**

English I EOC

Essential TEKS with STAAR® Practice

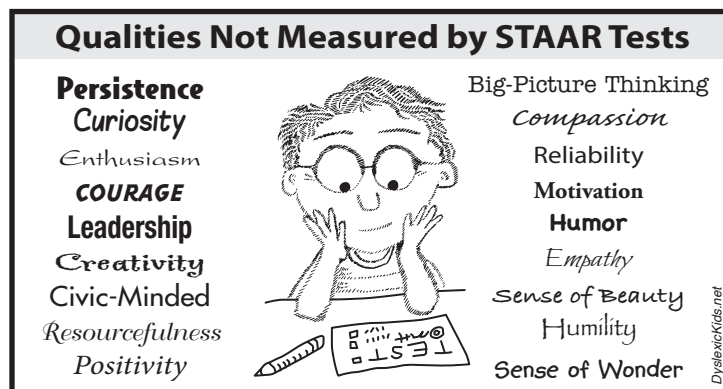


- 3-step approach for efficient remediation
- 25%+ new question types including constructed responses
- Writing: 19 Skills Lessons for Editing, Revising, and ECR
- Reading: 25+ passages including argumentative and cross-curricular

**New
Argumentative
ECR**

Dear Students,

There are many important qualities of character and intelligence that the STAAR tests are not designed to measure—as this cartoon shows.



What the STAAR English I test does measure is your ability to answer specific test questions. The lessons and practice in this workbook will help you learn exactly what you need to know so you will be prepared to perform on test day!

The STAAR tests are challenging and there are no secrets or tricks. But with consistent efforts you can build your STAAR-thinking capacities, so on test day you can focus your attention and apply what you have learned.

Your partners in STAAR success,
The Sirius Education Team



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Overview Table of Contents

Detailed Table of Contents	iv
Using This Book for STAAR Success	vii

READING

Diagnostic Tests	4
----------------------------	---

Reading Skill Lessons

Literary Skills	33
Informational and Argumentative Skills	52
Text Evidence and Analysis Skills	65
Paired Texts and Vocabulary Skills	74

Reading STAAR Practice

Literary Texts	82
Informational and Argumentative Texts	115
Paired Texts	145

Post Tests	167
----------------------	-----

WRITING

Revising

Diagnostic Tests	202
Revising Skill Lessons	210
Revising STAAR Practice	228
Post Tests	245

Editing

Diagnostic Tests	254
Editing Skill Lessons	262
Editing STAAR Practice	287
Post Tests	303

Extended Constructed Response

ECR Skill Lessons	312
STAAR Practice Prompts	329

Detailed Table of Contents

Using This Book for STAAR Success	vii
-----------------------------------	-----

READING

Reading Academic Vocabulary	xi
Reading STAAR Test-Taking Strategies	xii
Reading Student Progress Monitoring Chart	2

Diagnostic Tests

Fiction	4
Informational	10
Paired (Fiction / Informational)	16
Poetry	18
Argumentative	22
Drama	27

Reading Skill Lessons

LITERARY SKILLS

1 Analyzing Characters (E1.6B)	33
2 Analyzing Plot (E1.6C)	36
3 Determining Theme (E1.6A, E1.6D)	39
4 Analyzing Poetry (E1.7B)	42
5 Analyzing Drama (E1.7C)	45
6 Analyzing Literary Devices, Mood, Voice, and Tone (E1.8D, E1.8E, E1.8F)	48

INFORMATIONAL AND ARGUMENTATIVE SKILLS

7 Analyzing the Thesis and Supporting Evidence (E1.7Di)	52
8 Analyzing Argumentative Claims, Appeals, and Conclusions (E1.7Ei, E1.7Eii)	55
9 Analyzing Evidence and Rhetoric (E1.7Ei, E1.7Eii, E1.8G)	58
10 Analyzing Text Structures (E1.7Dii, E1.8B)	62

TEXT EVIDENCE AND ANALYSIS SKILLS

11 Analyzing the Author's Purpose (E1.8A)	65
12 Making Inferences and Synthesizing Information (E1.4F, E1.4H, E1.5C)	68
13 Summarizing and Paraphrasing (E1.5D)	71

PAIRED TEXTS AND VOCABULARY SKILLS

14 Connecting Ideas Across Texts (E1.4E, E1.4H)	74
15 Answering Vocabulary Questions (E1.2A, E1.2B, E1.2C)	77

Reading STAAR Practice

LITERARY TEXTS

1 <i>adapted from</i> The Open Boat (Fiction)	82
2 How to Become a Wild Dog (Fiction)	89
3 <i>from</i> Summer of the Mariposas (Fiction)	95
4 Driving Through West Texas (Poetry)	102

5	Fail Better (Poetry)	105
6	<i>from</i> A Doll’s House (Drama)	110

INFORMATIONAL AND ARGUMENTATIVE TEXTS

7	“Babe” Didrikson Zaharias: Legendary Athlete (Informational)	115
8	Sallie Tate’s Emancipation Dress (Informational).	123
9	Who Invented It? (Informational).	130
10	America’s Essential Workers (Argumentative).	135
11	Food Is a Passport to the World (Argumentative).	140

PAIRED TEXTS

12	United Skies Over Terrell / Take Off Is an Act of Faith (Informational / Fiction)	145
13	<i>from</i> The Drought / Between Hell and Texas (Fiction / Informational)	158

Post Tests

	Fiction	167
	Informational	172
	Paired (Fiction / Informational)	178
	Poetry.	180
	Argumentative	184
	Drama	189

WRITING

	Writing STAAR Test-Taking Strategies	196
	Writing Student Progress Monitoring Chart.	198

REVISING

	Revising Key Words.	201
--	-----------------------------	-----

Diagnostic Tests

	Revising 1 (Argumentative)	202
	Revising 2 (Informational)	206

Revising Skill Lessons

1	Revising a Thesis or Position Statement (E1.9Bi).	210
2	Revising by Adding or Removing Details (E1.9Bi, E1.9Bii)	212
3	Revising by Combining Sentences (E1.9C)	216
4	Revising by Improving Transitions (E1.9Bi)	219
5	Revising for Coherence (E1.9Bi, E1.9Bii, E1.9C)	222
6	Revising by Improving Clarity (E1.9C)	225

Revising STAAR Practice

1	Summer Employment Is About More Than Money (Argumentative)	228
2	Getting By with Bad Looks (Informational).	232
3	Texas’s Oldest Hangout (Informational).	236
4	A World of Experience Awaits (Argumentative).	240

Post Tests

Revising 1 (Argumentative) 245
 Revising 2 (Informational) 249

EDITING

Diagnostic Tests

Editing 1 (Informational) 254
 Editing 2 (Argumentative) 258

Editing Skill Lessons

7 Using Correct Capitalization (E1.9Div) 262
8 Using Commas Correctly (E1.9Dv) 265
9 Using Pronouns Correctly (E1.9Diii) 269
10 Using Verbs Correctly (E1.9Di, E1.9Dii) 273
11 Making Verbs Agree with Subjects (E1.9Di, E1.9Dii) 277
12 Choosing Correct Spellings (E1.9Dvi) 280
13 Using Correct Sentence Structure (E1.9Di) 283

Editing STAAR Practice

5 Trial and Error (Literary Nonfiction) 287
6 Light Show in the Desert (Informational) 291
7 Cryptids of Texas (Informational) 295
8 Student Council: Your Ticket to Involvement (Argumentative) 299

Post Tests

Editing 1 (Informational) 303
 Editing 2 (Argumentative) 307

EXTENDED CONSTRUCTED RESPONSE

ECR Skill Lessons

14 Analyzing the Prompt 312
15 Drafting the Controlling Idea 314
16 Developing Your Ideas 316
17 Organizing Ideas and Details 319
18 Revising and Editing 321
19 Writing the Argumentative ECR 324

Practice STAAR Prompts

1 *adapted from* The Open Boat 329
2 Driving Through West Texas 332
3 *from* A Doll’s House 335
4 Who Invented It? 338
5 Food Is a Passport to the World 341
6 United Skies Over Terrell / Take Off Is an Act of Faith 344
7 Who Invented It? 347

Reading Student Answer Sheets (Diagnostic and Post Tests)
 Writing Student Answer Sheets (Diagnostic and Post Tests)

Using This Book for STAAR Success—3 Steps

This interactive workbook includes **TEKS instruction** and **STAAR practice** in all six tested Reading genres and Writing sections: revision, editing, and composition. When preparation time is limited, use the 3-step approach to **prioritize** and **individualize** remediation.

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STEP 1 Identify Your Needs—Reading and Writing Diagnostics

Use the Diagnostic Tests to identify what you know and what you should prioritize for review.

10 total Diagnostic Tests

Each item correlates to a **TEKS and Skill lesson**.

READING DIAGNOSTIC Fiction (Paired) E1.2B E1.6A E1.8E E1.9F E1.6B E1.6F E1.6C

Read the selection and choose the best answer to each question.

The Election Misdirection

1 "Okay," Jacob said, pointing the camera at me. "Go!"

2 "This is Principal Harris," I said, puffing up my chest and frown-talking the way my dad loved to do. "I fully endorse Emily Green for ninth-grade class president. Her competition, Lucas Coleson, is a rotten apple who cares only about fun and school parties. But Emily is every teacher's best friend and will work hard for teachers. And students, I guess. Good night, and vote for Emily!"

3 "No way anyone will believe Sean is his dad," Lucas said, watching the video playback.

"I don't know," Jacob said. "It's pretty good. And besides, it doesn't have to fool

4 Jacob said, "I just use the video to fool my 5th grade class."

Ⓐ describe the discomfort Jacob feels about making the narrator look old
Ⓑ emphasize that Jacob finds the video to be more humorous than the narrator does

5 What does Emily's dialogue in paragraph 19 suggest about the deepfake video? (E1.6B) Select **TWO** correct answers.

Ⓐ It will ruin her chances of being elected.
Ⓑ It is convincing enough to fool her and others.
Ⓒ It is obviously a joke, and she is pretending to be upset.
Ⓓ It is upsetting and confusing to her.
Ⓔ It has gone viral through the school.

GO ON →

DIAGNOSTIC • Fiction 7

Name _____ Class _____ Date _____

READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

① Diagnostic Shade the bubble for each question that you answered correctly. Find the total correct.
② Instruction For each question you missed, study the skill lesson and check it off.
③ Post Test Shade the bubble for each question that you answered correctly. Find the total correct.

DIAGNOSTIC	INSTRUCTION	COMPLETED	POST TEST
1	Answering Vocabulary Questions (p. 77)	E1.2B	1
2	Analyzing Literary Devices, Mood, Voice, and Tone (p. 48)	E1.8E	2
3	Analyzing Characters (p. 33)	E1.6B	3
4	Analyzing Plot (p. 36)	E1.6C	4
5	Determining Theme (p. 39)	E1.6A	5
6	Analyzing Literary Devices, Mood, Voice, and Tone (p. 48)	E1.8F	6
7	Summarizing and Paraphrasing (p. 71)	E1.5D	7
8	Making Inferences and Synthesizing Information (p. 68)	E1.4F	8
Total		5 / 8	

2 READING—Student Progress Monitoring Chart

Focus on skills you most need.

Monitor your progress.

STEP 2 Focus Remediation—TEKS Instruction & STAAR Practice

Use your Diagnostic results to focus TEKS instruction and STAAR practice to meet your unique needs.

READING SKILL 1 Analyzing Characters E1.6B

The STAAR test will ask you to analyze characters in the fiction selections you read. Characters are defined by their dialogue, actions, motivations, and decisions. Analyzing a character also means reading how they react to other characters and how other characters react to them.

In this lesson you will learn how to use a STAAR question to analyze a character, and how to correctly answer STAAR questions about character.

CHECK-IN

In 2 to 3 sentences, describe what makes a character someone readers will remember long after putting down a book. How do some characters stand out more than others? What does the author do to develop them?

30+ Skill Lessons

Guided Practice

The following question is from the Fiction Diagnostic Test selection, "The Election Misdirection."

First, read the STAAR question. Then underline the sentence that best explains how to answer the question.

What does Emily's dialogue in paragraph 19 suggest about the deepfake video?


a. To answer this STAAR question, you should analyze Emily's dialogue.
b. To answer this STAAR question, you should analyze what people say about Emily.

LITERARY SKILLS • Lesson 1 • Analyzing Characters 33

READING PRACTICE 3 Fiction E1.2B E1.6A E1.8E E1.9F E1.6B E1.6F E1.6C

Read the selection and choose the best answer to each question.

from Summer of the Mariposas
by Guadalupe García McCall



4 From *SUMMER OF THE MARIPOSAS* by Guadalupe García McCall. Text copyright © 2016. All rights reserved. All other rights reserved. This text may be copied or scanned for personal or classroom use only.

1 A year after our father left, never to be heard from again, the long, muggy drought ended in Texas. The heavy summer rains had enchanted everyone, days that followed had brought forth a spectacular surprise. To our delight, an unusually large brood of American Snout butterflies swarmed Eagle Pass by billions.

2 Indiscriminate in taste, the mariposas¹ filtered over cultivated gardens happily as they danced over thorn-ridden lots and neglected fields. To them, was safe, nothing was sacred.

3 Because they were everywhere, clinging to freshly scrubbed laundry on clothes lines, or stuck to the bottom of well-heeled shoes, the butterflies were everyone's most wanted list. Mamá hated sweeping their brown, dusty corpses from her kitchen and off her porch, but she especially hated how they followed everywhere like a dark cloud. That summer, Mamá stopped being a housewife, admitting to herself that Papa wasn't going to send any more money, she'd done the responsible thing and found her very first job.

4 As for us, we tried staying indoors and playing *Lotería*² like Mamá instructed. It was difficult, however. To play *Lotería* we needed a caller, un cantor, and Papá

¹ Mariposa is the Spanish word for "butterflies."
² *Lotería* is a game of chance, similar to bingo, that uses picture cards.

LITERARY TEXTS • STAAR Practice 3 • Fiction 95

5 Read these paragraphs from the story, "Summer of the Mariposas." (E1.8F)

Excerpt A	Excerpt B
My parents were like any other parents. They bickered and made up all the time. But that day, the rosette upset Mamá so much that the fight it caused soured the game for Papá. From then on, we played <i>Lotería</i> with less and less frequency. So it was no surprise that after he left, we lost interest in playing the game altogether. (paragraph 6)	The days that followed had brought forth a spectacular surprise. To our delight, an unusually large brood of American Snout butterflies swarmed Eagle Pass by the billions. Indiscriminate in taste, the mariposas filtered over cultivated gardens as happily as they danced over thorn-ridden lots and neglected fields. (paragraphs 1-2)

Which of these best describes the difference in tone between the two quotations?

Ⓐ The tone of Excerpt A is cynical, while the tone of Excerpt B is hopeful.
Ⓑ The tone of Excerpt A is disappointed, while the tone of Excerpt B is excited.
Ⓒ The tone of Excerpt A is angry, while the tone of Excerpt B is happy.
Ⓓ The tone of Excerpt A is unfeeling, while the tone of Excerpt B is lively.

6 are paragraphs 4 through 6 important to the plot? (E1.6C)

1 They initiate the main conflict.
2 They foreshadow the resolution.
3 They introduce the main character.
4 They provide a flashback to previous events.

7 of this quotation from paragraph 3.

Because they were everywhere, clinging to freshly scrubbed laundry on clothes lines, or stuck to the bottom of well-heeled shoes, the butterflies were an everyone's most wanted list.

8 is irony demonstrated in this quotation? (E1.8E)

Ⓐ reveals the freedom of the butterflies against the rigid lives of the people.
Ⓑ It suggests that butterflies are most-wanted for their positive and negative behaviors.
Ⓒ It celebrates the ability of butterflies to adhere to any kind of surface instead of flying.
Ⓓ It points out the differences between the well-heeled rich and the poor who do their own laundry.

LITERARY TEXTS • STAAR Practice 3 • Fiction 99

Authentic practice matches STAAR redesign

STEP 3 Monitor Your Progress—Post Tests

Use each Post Test to monitor progress and to identify lessons to review. The Post Test questions match the same TEKS as the Diagnostics.

READING POST TEST Fiction (Paired) E1.2B E1.6A E1.8E E1.4F E1.6B E1.6F E1.5D E1.6C

Read the selection and choose the best answer to each question.

from The Call of the Wild

Using This Book for STAAR Success—Reading

Reading instruction is provided by 15 skill lessons and 15 passages including argumentative and cross-curricular passages that closely match the STAAR Redesign in all details.

Reading Skill Lessons—Engaging Interactive Learning

TEKS skill lessons provide concise and student-friendly instruction in how to **read, analyze, and answer** STAAR test items. Each skill models **strategies** with scaffolded instruction including Guided and Independent Practice that challenge students to think and write.

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READING SKILL 8 Analyzing Argumentative Claims, Appeals, and Conclusions

In an **argumentative text**, authors state their position or opinion about a topic. This is the **claim**. A successful argumentative text uses a combination of three types of rhetorical appeals to support the claim. The types of appeals are logos, ethos, and pathos. Logos relies on logic or reason, ethos relies on ethics, and pathos relies on emotion. The conclusion of an argument is also important. The conclusion restates the claim, reviews the main points of the text, and includes a call to action. A call to action states what the author wants readers to do after reading the text.

CHECK-IN ✓
In 2 to 3 sentences, tell about a time you persuaded a family member to do something. What argument did you use to support your claim?

Check-In
activates prior knowledge.

Guided Practice
The following question is from the Argumentative “Counselors Help Build the Bridge to College.”
First, read the STAAR question. Then underline the sentence that best explains how to answer the question.
Paragraph 5 provides support for the author’s claim that —
a. This STAAR question asks me to identify the argument’s claim. To do this, I need to look at the appeals in the paragraph.
b. This STAAR question asks me to identify the argument’s appeals. To do this, I look at the claim in the paragraph.

Guided Practice

Read paragraph 5 from “Counselors Help Build the Bridge to College.” Then underline the sentence that correctly explains the paragraph.

a. Paragraph 5 is appealing to reason by using facts and statistics. It is mostly about the reasons guidance counselors are too busy to help students.
b. Paragraph 5 is appealing to emotion by using personal stories. It is mostly about the roles that students must perform without guidance counselors.

Choose the best answer to the question. Use the selection to help you.

1 Paragraph 5 provides support for the author’s claim that —
Ⓐ not having the support of a high school counselor can lower the wage-earning power of high school graduates who do not attend college
Ⓑ not all high school students have equal access to college preparation from school counselors
Ⓒ the ratio of students to one counselor should be equalized for all high schools across the nation
Ⓓ counselors are assigned too many tasks that prevent them from doing the job of counselor correctly

Use reasons and evidence from the selection to support your answer to the previous question.

Independent Practice
Read the excerpt adapted from President Obama’s 2009 address to the students of America and then answer the question.
We need every single one of you to develop your talents, skills, and intellect so you can help solve our most difficult problems in school—you’re not just getting on yourself. I know it’s not always easy to do well in school, your lives right now that can make it hard to you are right now doesn’t have to determine your destiny for you. Here in America, you will have a future.

Independent Practice

Read the question. Then underline the sentence that best helps you answer the question.

In the paragraph, what kind of argument is the speaker making?

a. The paragraph is appealing to reason by using facts and statistics. It is mostly about the reasons guidance counselors are too busy to help students.
b. The paragraph is appealing to emotion by using personal stories. It is mostly about the roles that students must perform without guidance counselors.

Choose the best answer to the question.

2 In the paragraph, what kind of argument is the speaker making?
Ⓐ An appeal to teachers, students, and parents with facts and reasons
Ⓑ An appeal to students through their experiences and hopes
Ⓒ An appeal to students for socially acceptable behavior
Ⓓ An appeal to parents and teachers to help students

THINK ABOUT YOUR THINKING Explain your reason for your answer choice to question 2. Use evidence from the selection to support your answer.

CHECK-OUT ✓
Write a conclusion for President Obama’s address to the students of America, review important points, and include a call to action.

Check-Out
reflects on thinking.

INFO AND ARGUMENT SKILLS • Lesson 8 • Analyzing Argumentative Claims, Appeals • 55

56 English I EOC: Essential TEKS with STAAR Practice • READING

INFO AND ARGUMENT SKILLS • Lesson 8 • Analyzing Argumentative Claims, Appeals • 57

STAAR Practice by Genre—Authentic Practice

Ample authentic STAAR practice uses grade-appropriate selections and test questions that closely match the STAAR redesign including 25%+ new question types.

READING PRACTICE 10 Argumentative

Read the selection and choose the best answer to each question.

America’s Essential Workers

1 In 2019, Jeff Bezos was reported to possess assets worth around \$124 billion dollars. He is the CEO and founder of the online retailer Amazon and owns many other businesses, including a grocery store chain and a national newspaper. It’s not surprising that many people are envious of his position today and wish to have the money and resources he enjoys. However, when he was a teenager and before he was a billionaire businessman, Jeff Bezos had an even more important job. He made food for hungry people.

2 For decades, American workers were expected to follow a path of employment, starting with an entry-level job and eventually working their way up. On such a path, the person making hamburgers becomes an assistant manager, and then the general manager, and then perhaps the owner of a restaurant. To many, the belief some positions are merely “starter” jobs is the status quo. It’s true that many big people begin their lifelong employment journeys at a low-paying, entry-level job. In Texas, the labor code allows children as young as eleven to work (as paper deliverers, for example). And like Bezos, many billionaires started with entry-level jobs. Warren Buffett started working as a paperboy at age 13. Oprah Winfrey started as a grocery store clerk before making her move into broadcasting reading the news on a local radio station at age 16.

3 However, an entry-level job is also the only job that many people will ever have. As the Brookings Institution reported in 2019, “more than 53 million people, or 44% of all workers ages 18 to 64 in the United States, earn low hourly wages.” While Brookings found that for some of these workers these jobs are springboards to higher-paying jobs, for many others they are not. For millions of workers, an entry-level job is the family’s primary source of income. For more than a quarter of all low-wage workers in the United States, this is the only source of income in their families.

4 And yet, despite the low pay these workers receive, we are reminded how essential they are in the community. During times of crisis in American history, such as with natural disasters or pandemics, essential workers have responded. They made food, stocked grocery store shelves, cleaned public spaces, drove buses, and performed the other jobs that made it possible for people to have basic necessities and that kept communities functioning. The people working these jobs have helped keep the most vulnerable of our population—our grandparents, our children—healthy and alive.

5 Of course, millionaires and billionaires—as well as other workers—can make many wonderful contributions to society. Oprah Winfrey, for example, has donated tens of millions of dollars to charity. However, celebrities like Oprah already receive a lot of celebrity coverage and accolades for the work they do, so they are already

15 passages match eligible STAAR genres.

1 Read the question carefully. Then enter your answer in the box provided. (E1.7E)
Based on the information in paragraph 6, what does the author believe about America’s essential workers? Support your answer with evidence from the selection.

2 What is the author’s primary purpose for writing the article? (E1.8A)
Ⓐ To describe conditions under which low-wage employees work
Ⓑ To convince readers of the true value of essential workers
Ⓒ To explain why low-wage jobs are not just “starter jobs”
Ⓓ To summarize research on why low-wage workers are overlooked

3 In paragraph 2, what does the term *status quo* most nearly mean? (E1.2C)
Ⓐ The intervals of advancement
Ⓑ An existing condition
Ⓒ A series of promotions
Ⓓ A future employment

Remember Foreign words and phrases that are commonly used in English can be found in an English dictionary.

Authentic STAAR questions

INFORMATIONAL AND ARGUMENTATIVE TEXTS • STAAR Practice 10 • Argumentative 135

136 English I EOC: Essential TEKS with STAAR Practice • READING

INFORMATIONAL AND ARGUMENTATIVE TEXTS • STAAR Practice 10 • Argumentative 137

138 English I EOC: Essential TEKS with STAAR Practice • READING

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Over 125 STAAR format questions

Using This Book for STAAR Success—Writing

Writing instruction is provided by 19 skill lessons, 16 passages, and 7 ECR questions that closely match the STAAR Redesign in content, format, and rigor.

TEKS skill lessons provide concise and student-friendly instruction in how to **read, analyze,** and **answer** STAAR test items. Each skill models **strategies** with scaffolded instruction including Guided and Independent Practice that challenge students to think and write.

Revising Skill Lessons

Revising focuses on content and structural issues such as the thesis statement, supporting ideas, and organization.

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6 Revising Skill Lessons

WRITING SKILL 5 **Revising for Coherence** **LEVEL: 5.0-5.9**

The coherence of a paper refers to how well the paper is organized around a thesis and how well the ideas and details in each paragraph fit together and flow toward a strong conclusion. On the STAAR test, you will be asked to revise paragraphs to make them more coherent by replacing sentences or inserting sentences into a paragraph.

Typically, STAAR questions about revising for coherence focus on:

- replacing sentences for a stronger thesis or conclusion
- adding transitions between paragraphs or sentences
- inserting supporting details
- combining sentences for more effective expressions

Guided Practice

The following question is from the Diagnostic Test selection, “Drones: Helpers in the Sky.” Read the excerpt, the question, and the steps that follow it.

(23) While drones seem like they could be the solution to many problems, they could also cause some. (24) People are concerned. (25) Drones may be used to violate individuals’ privacy. (26) For example, drones could be used to take unauthorized pictures in private situations. (27) Others are concerned that too many drones in the air could lead to aircraft collisions. (28) Lawmakers and private companies are working together to create rules for the use of drones.

1 Damani wants to provide a better closing for his paper. Which sentence should he add after sentence 28 to help bring the paper to a satisfying conclusion?

A Drones are a technology that everyone should be encouraged to use.

B However, they probably don’t need to make any laws about it because people are basically honest and trustworthy.

C While drones probably won’t be performing tasks in your neighborhood tomorrow, they will become more common as rules for their use are adopted.

D Drones can also provide wireless Internet services to remote places, a use that would be welcome in many rural areas and undeveloped countries.

1 Read the paragraph and the item, and reread the selection if you need to. When you add a sentence between two existing sentences, it should connect those sentences logically without introducing irrelevant details. If you are revising a thesis statement, reread the selection to make sure you understand the controlling idea of the selection. If you are adding a conclusion, make sure it connects readers back to the controlling idea and logically follows the last sentence in the selection.

222 English I EOC: Essential TEKS with STAAR Practice • WRITING

Step-by-step test-taking strategies

2 Read each answer choice. Look for an answer that smoothly transitions from one sentence to the next, focuses only on relevant details, and relates to the controlling idea of the selection.

3 Choose the answer that makes the author’s controlling idea more clear and coherent and fits sensibly where indicated in the question. Cross out answer choices that seem awkward or introduce irrelevant details.

a. Drones are a technology that everyone should be encouraged to use.

b. However, they probably don’t need to make any laws about it because people are basically honest and trustworthy.

c. While drones probably won’t be performing tasks in your neighborhood tomorrow, they will become more common as rules for their use are adopted.

d. Drones can also provide wireless Internet services to remote places, a use that would be welcome in many rural areas and undeveloped countries.

This new idea does not fit the paragraph or logically follow the previous sentence.

Independent Practice

Read this excerpt. Then answer the question using what you know about revising for coherence.

(1) Rhianna was excited for her first day of middle school. (2) She carefully arranged her outfit for the next day and set her backpack by the front door. (3) As she stared at her schedule and studied the map of her school, she realized how much she wanted to make a good first impression.

(4) Moving to a new city had proved to be easier than she had expected. (5) She had also met several kids her age at a summer art camp. (6) They had gotten together a couple of times to help Rhianna organize her new room.

THINK ABOUT YOUR THINKING In the chart below, evaluate each answer choice based on what you have learned about revising for coherence. One evaluation has been completed for you.

Answer Choices	Evaluation	Is Answer Correct
A	The new sentence is an explanation of information that has not yet been covered at the beginning of the paragraph.	no
B		

Show your thinking

Editing Skill Lessons

Editing focuses on the tested grammar, usage, and punctuation rules and conventions.

7 Editing Skill Lessons

WRITING SKILL 9 **Using Pronouns Correctly** **LEVEL: 5.0-5.9**

A word used in place of a noun or more than one noun. The word that it stands for is called its **antecedent**. Antecedent means “the thing before” refers to the noun or proper noun that the pronoun refers to. You might see an on the STAAR test that requires you to fix agreement between a pronoun and antecedent.

Pronoun-Antecedent Agreement

Use a singular pronoun to refer to a singular antecedent. Use a plural pronoun to refer to a plural antecedent. Also make sure that a pronoun agrees with its antecedent in gender.

Mr. Romero is a good coach, and he has helped his players build better skills.

Two soccer matches are scheduled on Saturday. They will be canceled if it rains.

BUILD SKILLS

For each sentence below, draw a box around the antecedent and then underline the correct pronoun inside the parentheses.

The two bald eagles add more material to (its, their) nest each year.

Richard has worked hard to earn (his, their) position as head of the debate team.

Neither girl would admit (her, their) role in the practical joke.

Demonstrative Pronouns

A demonstrative pronoun is a pronoun that points to the noun it replaces in terms of space, or distance.

SINGULAR: This is the starting line for the race. That is the finish line over there.

PLURAL: These are strange days. Those were simpler times.

EDITING • Skill Lesson 9 • Using Pronouns Correctly 269

Focused practice of specific rules or conventions

BUILD SKILLS

For each sentence below, underline the correct pronoun.

4. (This, That) is my first time running in a marathon.

5. (These, Those) were the most beautiful butterflies I’d ever seen.

6. (These, Those) are the pencils you will be using for the test.

Subject, Object, and Possessive Pronouns

Most pronouns are used in one of three ways.

Subject pronouns	I, you, he, she, it, we, they
Object pronouns	me, you, him, her, it, us, them
Possessive pronouns	mine, yours, his, hers, it, ours, theirs

Subject pronouns replace the subject of a sentence. Tomas studies tropical birds./He studies tropical birds.

Object pronouns replace the object of a sentence. Mr. Stratton speaks to the students./Mr. Stratton speaks to them.

Possessive pronouns show ownership. If you need a bike lock, borrow Molly’s./If you need a bike lock, borrow hers.

A relative pronoun is used to connect a noun in a sentence to more information about the noun. The extra information is called a **relative clause**.

- who refers to the subject of the clause
Our coach, who has won many awards, is very talented.
- whom refers to the object of the clause
The players whom he chooses must be very talented, too.

BUILD SKILLS

For each sentence below, draw a box around the correct antecedent. Then underline the correct pronoun in parentheses.

7. The equipment was defective, so we had to return (it, them).

8. Justin needed a cell phone, so I lent him (me, mine).

9. Chloe and I split a pizza, but (my, our) portion was meatless.

270 English I EOC: Essential TEKS with STAAR Practice • WRITING

Varied activity types give students the most helpful form of practice.

Mixed practice of the entire rule or convention

Using This Book for STAAR Success—Writing

Revising and Editing STAAR Practice


16 passages offer **authentic STAAR practice** using grade-appropriate selections and test questions that closely match the STAAR redesign in all details.

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WRITING PRACTICE 1 **Revising** (E1.9B)
(E1.9C)
(E1.9C)

Read the selection and choose the best answer to each question.

Justine wrote this paper to convince others of the benefits of summer employment. Read Justine's paper and think about the revisions that she should make. When you finish reading, answer the questions that follow.



Summer Employment Is About More Than Money

(1) Everyone has wants and needs that cost money. (2) Some people want the independence that comes with having a car, and some want the latest technology or the newest fashions. (3) Others need to help with the family finances. (4) Working during the school year might sound impossible because of schoolwork and other activities. (5) Additionally, most students have three months without school, during which they could work. (6) Yet, since 1990, the number of teens with summer jobs has steadily declined year after year. (7) This means teens are not earning money for themselves and are not learning important life skills. (8) I plan to get a job this summer.

228 English I EOC: Essential TEKS with STAAR Practice • WRITING

REVISING • STAAR Practice 1 • Argumentative 229

8 editing and 8 revising passages

1 Justine would like to use a more appropriate transition in sentence 5. Which of the following is the best replacement for **Additionally**? (E1.9B)

Therefore
 However
 For example
 Finally

Test-Taking Strategy
Substitute each answer choice for the word in the sentence. The best answer is a word that makes the sentence clearer, not a word that you personally prefer.

2 Justine has not effectively stated the position she is taking in this paper. In the box provided, rewrite sentence 8 in a clear and effective way.

3 What is the most effective way to combine sentences 11 and 12? (E1.9C)

For example, at the minimum wage of \$7.25 per hour, a \$100 pair of jeans would take almost 14 hours of work to earn.
 The minimum wage is \$7.25 per hour, and earning a \$100 pair of jeans would take almost 14 hours of work.
 For example, the minimum wage is \$7.25 per hour, a \$100 pair of jeans would take almost 14 hours of work to earn.
 A \$100 pair of jeans would take almost 14 hours to earn, and the minimum wage is \$7.25 per hour.

230 English I EOC: Essential TEKS with STAAR Practice • WRITING

REVISING • STAAR Practice 1 • Argumentative 231

Matches the STAAR redesign closely including new question types

Extended Constructed Response Skills & Practice

6 skill lessons provide step-by-step writing instruction on the essential components of answering the ECR composition prompts. 7 practice prompts provide scaffolded practice of the writing skills.

WRITING ECR SKILL 15 **Drafting the Thesis** (E1.9B)
(E1.10B)

The thesis, sometimes called the central idea, is your response to the prompt. It should explain how something in the selection is developed, used, or changed.

The thesis guides the rest of the essay. Each body paragraph should explain part of the thesis and connect it to the reading selection. The thesis sentence should be clear and exact but not too narrow. It should be an idea that can be proven with several pieces of evidence.

The thesis should respond directly to the prompt and use important language from the prompt in the explanation.

Guided Practice

Read the prompt.

story elements contribute to the development of the theme in this excerpt.

is statement. Then explain whether that statement is a good prompt or not.

the Open Boat," there are story elements about nature.

Thesis 2: In "The Open Boat," the theme is that the power of nature cannot be controlled.

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EXTENDED CONSTRUCTED RESPONSE • ECR Skill Lesson 15 • Drafting the Thesis 315

Skills cover what scorers evaluate

Step-by-step Guided Practice

WRITING ECR PRACTICE 2 **Prompt** (E1.9B)
(E1.10B)

Read the poem "Driving Through West Texas" on page 102. Based on the poet's use of language in the poem's imagery and sensory details, write a response to the following:

Explain how the poet's use of imagery and sensory details in the poem defines the relationship between the speaker in the poem and the environment.

Write a well-organized informational essay that uses specific evidence to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

332 English I EOC: Essential TEKS with STAAR Practice • WRITING

ECR • Prompt 2 • Dr

Prompts match STAAR content

Pre- and post-writing activities provide step-by-step support

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READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

FICTION

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
1	<input type="radio"/>	Answering Vocabulary Questions (p. 77)	E1.2B	<input type="checkbox"/>	1	<input type="radio"/>
2	<input type="radio"/>	Analyzing Literary Devices, Mood, Voice, and Tone (p. 48)	E1.8E	<input type="checkbox"/>	2	<input type="radio"/>
3	<input type="radio"/>	Analyzing Characters (p. 33)	E1.6B	<input type="checkbox"/>	3	<input type="radio"/>
4	<input type="radio"/>	Analyzing Plot (p. 36)	E1.6C	<input type="checkbox"/>	4	<input type="radio"/>
5	<input type="radio"/>	Determining Theme (p. 39)	E1.6A	<input type="checkbox"/>	5	<input type="radio"/>
6	<input type="radio"/>	Analyzing Literary Devices, Mood, Voice, and Tone (p. 48)	E1.8F	<input type="checkbox"/>	6	<input type="radio"/>
7	<input type="radio"/>	Summarizing and Paraphrasing (p. 71)	E1.5D	<input type="checkbox"/>	7	<input type="radio"/>
8	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	8	<input type="radio"/>
Total				/ 8	Total	
					/ 8	

INFORMATIONAL

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
9	<input type="radio"/>	Analyzing the Thesis and Supporting Evidence (p. 52)	E1.7Di	<input type="checkbox"/>	9	<input type="radio"/>
10	<input type="radio"/>	Analyzing the Thesis and Supporting Evidence (p. 52)	E1.7Di	<input type="checkbox"/>	10	<input type="radio"/>
11	<input type="radio"/>	Analyzing Text Structures (p. 62)	E1.7Dii	<input type="checkbox"/>	11	<input type="radio"/>
12	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	12	<input type="radio"/>
13	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	13	<input type="radio"/>
14	<input type="radio"/>	Summarizing and Paraphrasing (p. 71)	E1.5D	<input type="checkbox"/>	14	<input type="radio"/>
15	<input type="radio"/>	Analyzing the Author’s Purpose (p. 65)	E1.8A	<input type="checkbox"/>	15	<input type="radio"/>
16	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	16	<input type="radio"/>
Total				/ 8	Total	
					/ 8	

PAIRED

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
17	<input type="radio"/>	Connecting Ideas Across Texts (p. 74)	E1.4E	<input type="checkbox"/>	17	<input type="radio"/>
18	<input type="radio"/>	Connecting Ideas Across Texts (p. 74)	E1.4E	<input type="checkbox"/>	18	<input type="radio"/>
19	<input type="radio"/>	Connecting Ideas Across Texts (p. 74)	E1.4E	<input type="checkbox"/>	19	<input type="radio"/>
20	<input type="radio"/>	Connecting Ideas Across Texts (p. 74)	E1.4E	<input type="checkbox"/>	20	<input type="radio"/>
21	<input type="radio"/>	Connecting Ideas Across Texts (p. 74)	E1.4E	<input type="checkbox"/>	21	<input type="radio"/>
22	<input type="radio"/>	Connecting Ideas Across Texts (p. 74)	E1.4E	<input type="checkbox"/>	22	<input type="radio"/>
Total				/ 6	Total	
					/ 6	

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POETRY

① Diagnostic		② Instruction		Completed ✓	③ Post Test		
23	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	23	<input type="radio"/>	
24	<input type="radio"/>	Determining Theme (p. 39)	E1.6A	<input type="checkbox"/>	24	<input type="radio"/>	
25	<input type="radio"/>	Analyzing Literary Devices, Mood, Voice, and Tone (p. 48)	E1.8F	<input type="checkbox"/>	25	<input type="radio"/>	
26	<input type="radio"/>	Analyzing Poetry (p. 42)	E1.7B	<input type="checkbox"/>	26	<input type="radio"/>	
27	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	27	<input type="radio"/>	
28	<input type="radio"/>	Analyzing Poetry (p. 42)	E1.7B	<input type="checkbox"/>	28	<input type="radio"/>	
29	<input type="radio"/>	Analyzing Poetry (p. 42)	E1.7B	<input type="checkbox"/>	29	<input type="radio"/>	
Total					/ 7	Total	/ 7

ARGUMENTATIVE

① Diagnostic		② Instruction		Completed ✓	③ Post Test		
30	<input type="radio"/>	Analyzing the Author's Purpose (p. 65)	E1.8A	<input type="checkbox"/>	30	<input type="radio"/>	
31	<input type="radio"/>	Answering Vocabulary Questions (p. 77)	E1.2B	<input type="checkbox"/>	31	<input type="radio"/>	
32	<input type="radio"/>	Analyzing Argumentative Claims, Appeals, and Conclusions (p. 55)	E1.7Eii	<input type="checkbox"/>	32	<input type="radio"/>	
33	<input type="radio"/>	Analyzing Literary Devices, Mood, Voice, and Tone (p. 48)	E1.8F	<input type="checkbox"/>	33	<input type="radio"/>	
34	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	34	<input type="radio"/>	
35	<input type="radio"/>	Analyzing Argumentative Claims, Appeals, and Conclusions (p. 55)	E1.7Ei	<input type="checkbox"/>	35	<input type="radio"/>	
36	<input type="radio"/>	Analyzing the Author's Purpose (p. 65)	E1.8A	<input type="checkbox"/>	36	<input type="radio"/>	
Total					/ 7	Total	/ 7

DRAMA

① Diagnostic		② Instruction		Completed ✓	③ Post Test		
37	<input type="radio"/>	Analyzing Drama (p. 45)	E1.7C	<input type="checkbox"/>	37	<input type="radio"/>	
38	<input type="radio"/>	Determining Theme (p. 39)	E1.6D	<input type="checkbox"/>	38	<input type="radio"/>	
39	<input type="radio"/>	Analyzing Characters (p. 33)	E1.6B	<input type="checkbox"/>	39	<input type="radio"/>	
40	<input type="radio"/>	Making Inferences and Synthesizing Information (p. 68)	E1.4F	<input type="checkbox"/>	40	<input type="radio"/>	
41	<input type="radio"/>	Determining Theme (p. 39)	E1.6A	<input type="checkbox"/>	41	<input type="radio"/>	
42	<input type="radio"/>	Analyzing Drama (p. 45)	E1.7C	<input type="checkbox"/>	42	<input type="radio"/>	
Total					/ 6	Total	/ 6

The STAAR test will ask you to **analyze characters** in the fiction selections you read.

Characters are defined by their **dialogue, actions, motivations, and decisions**.

Analyzing a character also means reading how they react to other characters and how other characters react to them.

In this lesson you will learn how to use a STAAR question to analyze a character, and how to correctly answer STAAR questions about character.

CHECK-IN ✓

In 2 to 3 sentences, describe what makes a character someone readers will remember long after putting down a book. How do some characters stand out more than others? What does the author do to develop them?

Guided Practice

The following question is from the Fiction Diagnostic Test selection, “The Election Misdirection.”

First, read the STAAR question. Then underline the sentence that best explains how to answer the question.

What does Emily’s dialogue in paragraph 19 suggest about the deepfake video?

- a. To answer this STAAR question, you should analyze **Emily’s dialogue**.
- b. To answer this STAAR question, you should analyze **what people say about Emily**.

Now read paragraph 19 from “The Election Misdirection.” Underline the sentences containing Emily’s dialogue.

“For your information, I hate salad and math,” Emily said. “But that’s not the worst part. I don’t understand what I did to make your dad say this weird stuff about me. He doesn’t even know me.” With that, her eyes brimmed with tears. She abruptly looked away, then ran off. Every other eyeball in the hallway was a hot drill boring into me.

Choose the best answer to the question. Use the selection to help you.

1 What does Emily’s dialogue in paragraph 19 suggest about the deepfake video?

Select **TWO** correct answers.

- A It is convincing enough to fool her and others.
- B It has gone viral through the school.
- C It is obviously a joke, and she is pretending to be upset.
- D It is upsetting and confusing to her.
- E It will ruin her chances of being elected.

Independent Practice

Now answer a new question about “The Election Misdirection.” You may need to return to the selection.

Read the question. Think about the information you need to answer it. Then underline the paragraphs containing Jacob’s dialogue.

Based on paragraphs 6 through 8, the reader can infer that Jacob —

- 6 “That’s perfect for our next deepfake,” Jacob said. “Sorry, *parody video*,” he added when he saw me wince. “Vote Emily and get twice the math homework.”
- 7 Lucas shrugged. “Okay, you two can do whatever. These videos are kind of funny but also kind of dumb. I’m going home. You’re not going to post these videos, are you?”
- 8 “Maybe just to friends,” Jacob said, shrugging. “Besides, it’s not like anyone takes this stuff seriously.”

Choose the best answer to the question.

- 2 Based on paragraphs 6 through 8, the reader can infer that Jacob —
- (A) does not want Lucas to win the race for class president
 - (B) deeply dislikes Emily and hopes to make her look bad
 - (C) does not think people will react negatively to the videos
 - (D) wants to convince his friends that deepfake videos are popular

THINK ABOUT YOUR THINKING Explain your reason for your answer choice to question 2. Use evidence from the selection to support your answer.

CHECK-OUT ✓

Think about your friends, family, and the other people in your life as characters in a story. What would be some of their character traits? How do they react with each other and you?

Read the selection and choose the best answer to each question.

adapted from **The Open Boat**

by Stephen Crane

After a shipwreck off the coast of Florida, four exhausted, sole survivors—an injured captain, a cook, an oiler¹ named Billie, and a correspondent—try for two nights and two days to make their way to shore and salvation in a small, precarious boat. The following excerpt narrates the conclusion of their perilous voyage.

- 1 The voyagers scanned the shore with its distant dunes, many little black cottages, empty of people, and a tall, white windmill. “Well,” said the captain, “if no help is coming, we might better try a run through the surf right away. If we stay out here much longer, we will be too weak to do anything for ourselves at all.”
- 2 The others silently agreed, and the boat was headed for the beach. The correspondent wondered if anyone ever ascended the tall wind-tower and looked seaward. This tower represented, to the correspondent, the serenity of nature amid the struggles of the individual—nature in the wind, and nature in the vision of men. Nature did not seem cruel to him then, nor kind, nor treacherous, nor wise. But she was indifferent, flatly indifferent.
- 3 “Now, boys,” said the captain, “the boat’s going to swamp, for sure. All we can do is to work her in as far as possible, and then when she swamps, pile out and scramble for the beach. Keep cool now, and don’t jump until the boat swamps.”
- 4 The oiler took the oars. Over his shoulders he scanned the surf. “Captain,” he said, “I think I’d better bring her about, and keep her head-on to the seas and back her in.”
- 5 “All right, Billie,” said the captain. “Back her in.” The oiler swung the boat then and, seated in the stern, the cook and the correspondent looked over their shoulders to contemplate the lonely and indifferent shore.
- 6 The monstrous in-shore rollers² heaved the boat high until the men could again see the white sheets of water scudding³ up the slanted beach. “We won’t get in very close,” said the captain. “Now, remember to get well clear of the boat when you jump,” said the captain.
- 7 Seaward the crest of a roller suddenly fell with a thunderous crash, and the long white comber came roaring down upon the boat.

¹ An oiler is someone who works on a ship’s engine.

² Rollers are high waves.

³ Scudding is when waves hit the beach and crash.

- 8 "Steady now," said the captain. The men were silent. The boat slid up the incline, leaped at the furious top, bounced over it, and swung down the long back of the wave. Some water splashed in and the cook bailed it out.
- 9 But the next crest crashed also. The tumbling, boiling flood of white water caught the boat and whirled it almost perpendicular. Water swarmed in from all sides.
- 10 The little boat, drunken with this weight of water, reeled and snuggled deeper into the sea.
- 11 "Bail her out, cook! Bail her out," said the captain.
- 12 "All right, captain," said the cook.
- 13 "Now, boys, the next one will do for us, sure," said the oiler. "Mind to jump clear of the boat."
- 14 The third wave moved forward, huge, furious, implacable. It fairly swallowed the dinghy, and almost simultaneously the men tumbled into the sea. As the correspondent went overboard, he held a piece of life-belt from the bottom of the boat.
- 15 The January water was icy, colder than he had expected to find off the coast of Florida. When he came to the surface, he was conscious of little but the noisy, cold, tragic water. He saw his companions in the sea. The oiler was ahead, swimming strongly and rapidly. Off to the correspondent's left, the cook's great white and corked⁴ back bulged out of the water, and in the rear the captain was hanging with his one good hand to the keel of the overturned dinghy.
- 16 There is a certain immovable, attractive quality to a shore, and the correspondent wondered at it amid the confusion of the sea. With a long journey ahead of him, the correspondent paddled leisurely. The piece of life-preserver lay under him, and sometimes he whirled down the incline of a wave as if he were on a hand-sled. But finally, his progress ceased.
- 17 As the cook passed, much farther to the left, the captain was calling to him, "Turn over on your back, cook! Turn over on your back and use the oar."
- 18 "All right, sir." The cook turned on his back, and, paddling with an oar, went ahead as if he were a canoe.
- 19 Soon the boat also passed to the left, with the captain still marvelously clinging with one hand to the keel.
- 20 They passed on, nearer to shore—the oiler, the cook, the captain—and following them went the water-jar, bouncing gaily over the seas.
- 21 The correspondent remained behind in the grip of a strange new enemy—a current. Later, he was aware that the captain was calling. "Come to the boat! Come to the boat!"
- 22 In his struggle to reach the captain and the boat, he reflected that when one gets properly wearied, drowning must really be a comfortable arrangement, a cessation of hostilities accompanied by a large degree of relief, and he was glad of it, for the main thing in his mind for some moments had been horror of the temporary agony. He did not wish to be hurt.

⁴ The cook's back resembles a fishing float sometimes called a cork.

- 23 Presently he saw a man running along the shore. He was undressing with most remarkable speed. Coat, trousers, shirt, everything flew magically off him.
- 24 "Come to the boat," called the captain again.
- 25 "All right, captain." As the correspondent paddled, he saw the captain let himself down to bottom and leave the boat. Then the correspondent performed his one little marvel of the voyage. A large wave caught him and flung him with ease and supreme speed completely over the boat and far beyond it—as an event in gymnastics, and a true miracle of the sea.
- 26 The correspondent arrived in water that reached only to his waist, but his condition did not enable him to stand for more than a moment. Each wave knocked him into a heap, and the undertow pulled at him.
- 27 Then he saw the man who had been running and undressing come bounding into the water. He dragged ashore the cook, and then waded towards the captain, but the captain waved him away, and sent him to the correspondent. A halo seemed to be about the man's head, and he shone like a saint. He gave a strong pull, and a long drag, and a mighty heave at the correspondent's hand. The correspondent said: "Thanks, old man." But suddenly the man cried: "What's that?" He pointed a swift finger. The correspondent said: "Go."
- 28 In the shallows, face downward, lay the oiler. His forehead touched sand that was periodically, between each wave, clear of the sea.
- 29 The correspondent did not know all that transpired afterward. When he achieved safe ground, he fell, striking the sand with each particular part of his body.



- 30 It seems that instantly the beach was populated with men with blankets, clothes, and flasks, and women with coffee-pots and all the sacred remedies. The welcome of the land to the men from the sea was warm and generous, but a still and dripping shape was carried slowly up the beach, and the land's welcome for it could only be the different and sinister hospitality of the grave.
- 31 When it came night, the white waves paced to and fro in the moonlight, and the wind brought the sound of the great sea's voice to the men on shore, and they felt that certainly they could now be interpreters.

- 1 Which plot details in paragraphs 6 through 15 does the author use to explore the theme that nature does not care about what people want? (E1.6A)

Select **TWO** correct answers.

- (A) The cook successfully bails water out of the boat.
- (B) The monstrous waves heave the boat high enough for men to see the safety of the shore.
- (C) A wave whirls the boat perpendicular, and water swarms in.
- (D) The correspondent stops swimming to shore.
- (E) The third big wave saves the men.

-
- 2 Based on the correspondent’s thoughts and actions in paragraphs 21 and 22, which phrases describe him? (E1.6B)

Select **TWO** correct answers.

- (A) Winning the battle with the current
- (B) Determined to swim to the captain
- (C) Afraid of being in pain
- (D) Thinking about the ease of drowning
- (E) Wants to help the others

-
- 3 Read the question carefully. Then enter your answer in the box provided. (E1.8E)

Based on the information in paragraph 30, why does the correspondent think that the beach, swarming with rescuers, offers the “different and sinister hospitality of the grave”? Support your answer with evidence from the selection.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- 4 In paragraph 14, what does the word *implacable* mean? (E1.2B)
- (A) Pacified
 - (B) Positioned
 - (C) Unrelenting
 - (D) Uncompromising

-
- 5 What do the captain's comments in paragraphs 1 and 3 reveal about him? (E1.6B)
- (A) He likes to give orders.
 - (B) He has sailed a dinghy before.
 - (C) He is familiar with this area of coastline.
 - (D) He is experienced and responsible for the men's safety.

Taking the Test The question is asking you to focus on the captain's dialogue. While more than one answer choice might be true of the captain, only one can be inferred from his comments in paragraphs 1 and 3.

-
- 6 Why is paragraph 15 important to the plot? (E1.6C)
- (A) It foreshadows the story's resolution.
 - (B) It reveals the captain's shortcomings.
 - (C) It presents the correspondent's inner feelings.
 - (D) It initiates a conflict between the oiler and the others.

- 7 What is a central theme in the excerpt? (E1.6A)
- (A) Hard work determines a person's fate.
 - (B) People rely too much on authority figures.
 - (C) People's efforts mean nothing to an indifferent nature.
 - (D) Living through disasters is a consequence of good luck.

-
- 8 Why does the author mention the wind-tower in paragraph 2? (E1.8F)
- (A) To illustrate the power of the wind
 - (B) To establish a fatalistic tone for the plan of survival
 - (C) To highlight the distance between the shore and the sea
 - (D) To contrast the tower's serenity with the violence of the surf

Analyze and Infer Paragraph 2 states what the wind-tower represents to the correspondent. Identify what the correspondent is concerned about in this paragraph. Ask yourself what the correspondent's thoughts about the tower say about his state of mind. Choose an answer that reflects this.

-
- 9 What does paragraph 22 reveal about the correspondent? (E1.4F)
- (A) He thinks too much about death.
 - (B) He is not a strong swimmer like the others.
 - (C) He behaves as if he has not heard the captain calling him.
 - (D) He is considering that continuing to live is not worth the effort.

10 Read this quotation from paragraph 30.

The welcome of the land to the men from the sea was warm and generous, but a still and dripping shape was carried slowly up the beach, and the land's welcome for it could only be the different and sinister hospitality of the grave.

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

(E1.8E)

- (A) the importance of the land's hospitality
- (B) the indifference of nature toward the oiler
- (C) the generosity of being rescued from the cold sea
- (D) the assertion that land is equally important as a welcome or as a grave

Analyze the Text

Irony is the contrast between expectation and reality. Think about how the men expect to feel when reaching the shore. Choose the answer choice that shows contrast to that expectation.

11 Which quotation best conveys the author's message?

(E1.8A)

- (A) *There is a certain immovable, attractive quality to a shore, and the correspondent wondered at it amid the confusion of the sea.* (paragraph 16)
- (B) *A large wave caught him and flung him with ease and supreme speed completely over the boat and far beyond it—as an event in gymnastics, and a true miracle of the sea.* (paragraph 25)
- (C) *A halo seemed to be about the man's head, and he shone like a saint.* (paragraph 27)
- (D) *When it came night, the white waves paced to and fro in the moonlight, and the wind brought the sound of the great sea's voice to the men on shore, and they felt that certainly they could now be interpreters.* (paragraph 31)

Writing

The Writing part of the STAAR English I test is half of your STAAR test score. It includes two Revising selections, two Editing selections, and one Extended Constructed Response (ECR) or composition.

The Revising and Editing selections are designed to be like a student’s essay, and the questions are meant to test your ability to revise and edit this student writing.

Revising and Editing questions will never appear together in the same selection.

Revising selections will always come before Editing on the STAAR test. Revising questions focus on content and structural issues such as the thesis statement, supporting ideas, and organization. The **Editing** section will always come after Revising on the STAAR test. Editing questions will focus on grammatical, mechanical, or usage topics such as correct sentence structure, word choice, and punctuation.

Extended Constructed Response is the composition you write about one or two reading passages. Reading passages are tested before Revising and Editing.

REVISING

Diagnostic Tests	202
Revising Skill Lessons	210
Revising STAAR Practice	228
Post Tests	245

EDITING

Diagnostic Tests	254
Editing Skill Lessons	262
Editing STAAR Practice	287
Post Tests	303

EXTENDED CONSTRUCTED RESPONSE

ECR Skill Lessons	312
STAAR Practice Prompts	329

WRITING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

REVISING 1

① Diagnostic	② Instruction	Completed ✓	③ Post Test
1 ○	Revising a Thesis or Position Statement (p. 210)	E1.9Bi <input type="checkbox"/>	1 ○
2 ○	Revising by Combining Sentences (p. 216)	E1.9C <input type="checkbox"/>	2 ○
3 ○	Revising by Adding or Removing Details (p. 213)	E1.9Bii <input type="checkbox"/>	3 ○
4 ○	Revising by Improving Clarity (p. 225)	E1.9C <input type="checkbox"/>	4 ○
5 ○	Revising by Improving Clarity (p. 225)	E1.9C <input type="checkbox"/>	5 ○
6 ○	Revising for Coherence (p. 222)	E1.9Bi <input type="checkbox"/>	6 ○
Total / 6			Total / 6

REVISING 2

① Diagnostic	② Instruction	Completed ✓	③ Post Test
7 ○	Revising a Thesis or Position Statement (p. 210)	E1.9Bi <input type="checkbox"/>	7 ○
8 ○	Revising by Adding or Removing Details (p. 213)	E1.9Bi <input type="checkbox"/>	8 ○
9 ○	Revising by Improving Transitions (p. 219)	E1.9Bi <input type="checkbox"/>	9 ○
10 ○	Revising by Improving Clarity (p. 225)	E1.9C <input type="checkbox"/>	10 ○
11 ○	Revising for Coherence (p. 222)	E1.9Bi <input type="checkbox"/>	11 ○
Total / 5			Total / 5

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EDITING 1

① Diagnostic		② Instruction	Completed ✓	③ Post Test
1	<input type="radio"/>	Using Correct Capitalization (p. 262)	E1.9Div <input type="checkbox"/>	1 <input type="radio"/>
2	<input type="radio"/>	Using Commas Correctly (p. 265)	E1.9Dv <input type="checkbox"/>	2 <input type="radio"/>
3	<input type="radio"/>	Using Verbs Correctly (p. 273)	E1.9Dii <input type="checkbox"/>	3 <input type="radio"/>
4	<input type="radio"/>	Using Pronouns Correctly (p. 269)	E1.9Diii <input type="checkbox"/>	4 <input type="radio"/>
5	<input type="radio"/>	Using Correct Sentence Structure (p. 283)	E1.9Di <input type="checkbox"/>	5 <input type="radio"/>
6	<input type="radio"/>	Choosing Correct Spellings (p. 280)	E1.9Dvi <input type="checkbox"/>	6 <input type="radio"/>
7	<input type="radio"/>	Making Verbs Agree with Subjects (p. 277)	E1.9Dii <input type="checkbox"/>	7 <input type="radio"/>
Total / 7				Total / 7

EDITING 2

① Diagnostic		② Instruction	Completed ✓	③ Post Test
8	<input type="radio"/>	Using Commas Correctly (p. 265)	E1.9Dv <input type="checkbox"/>	8 <input type="radio"/>
9	<input type="radio"/>	Using Correct Sentence Structure (p. 283)	E1.9Di <input type="checkbox"/>	9 <input type="radio"/>
10	<input type="radio"/>	Choosing Correct Spellings (p. 280)	E1.9Dvi <input type="checkbox"/>	10 <input type="radio"/>
11	<input type="radio"/>	Using Pronouns Correctly (p. 269)	E1.9Diii <input type="checkbox"/>	11 <input type="radio"/>
12	<input type="radio"/>	Using Verbs Correctly (p. 273)	E1.9Dii <input type="checkbox"/>	12 <input type="radio"/>
13	<input type="radio"/>	Using Correct Capitalization (p. 262)	E1.9Div <input type="checkbox"/>	13 <input type="radio"/>
Total / 6				Total / 6

Revising a Thesis or Position Statement

E1.9Bi

A **controlling idea**, also called a **thesis** or **position statement**, reflects an essay's topic and the author's main idea about it. On the STAAR test, you will be asked to revise a thesis or position statement. A thesis statement is the controlling idea of an expository selection. A position statement is the author's main claim in an argumentative selection, expressing what the author wants readers to think or do. Typically, you will be asked to choose a thesis or position statement that has better wording and more strongly and clearly makes the author's central claim or point.

Guided Practice

The following question is from the Diagnostic Test selection, "Drones: Helpers in the Sky." Read the excerpt, the question, and the steps that follow it.

(1) Imagine you are working on a project for your social studies class and you run out of supplies. (2) You can't go to the store to buy what you need, and the project is due tomorrow. (3) Do you panic? (4) No! (5) You access the website of your local office supply store and place an order. (6) Soon, a small unmanned aircraft, called a drone, delivers a package to your home and flies away. (7) This scenario may sound like science fiction, but the technology is available now. (8) Drones can do a lot of things.

- 1 Damani needs a more effective thesis statement for his paper. Which sentence should replace sentence 8 to serve as the thesis statement?
- (A) What a surprise that drones are so useful in very many ways, such as delivering packages and other things!
 - (B) I for one am very excited about the future of drones, and I can't wait to receive drone deliveries.
 - (C) Are drones the wave of the future?
 - (D) Drones may soon be doing many tasks, from delivering goods to responding to emergencies to improving agriculture.

- 1 Read the first part of the item. You can see that you must choose a more effective thesis statement as a revision for sentence 8.

2 Reread the passage and think about the main idea. Study the information in the passage to figure out the controlling idea of the passage. What is the topic, and what is the main idea the author is trying to express about that topic? **Explain it in the space below.**

3 Read each answer choice. Then, reread the author’s thesis statement in sentence 8. Ask yourself which answer choice expresses the thesis better.

4 Choose the answer that best states the author’s thesis or position. Cross out the answer choices that do not improve the thesis statement in sentence 8.

- a. ~~What a surprise that drones are so useful in very many ways, such as delivering packages and other things!~~
- b. I, for one, am very excited about the future of drones, and I can’t wait to receive drone deliveries.
- c. Are drones the wave of the future?
- d. Drones may soon be doing many tasks, from delivering goods to responding to emergencies to improving agriculture.

← This sentence does not convey the author’s point in writing the paper.

Independent Practice

Read this excerpt. Then answer the question using what you know about revising a thesis or position statement.

(1) Childhood obesity rates are climbing at an alarming rate. (2) One of the main reasons for this problem is that many young people do not know how to cook healthy food. (3) Their idea of healthy food might include fast food or a bag of potato chips. (4) Students might also think that eating healthy is too expensive or boring. (5) The new Cooking Club afterschool program meets every Tuesday in the cafeteria. (6) Cooking is a great way to spend time with friends!

- 2 Chris has not effectively stated the position he is taking in this paper. Which sentence should replace sentence 6 as a more effective thesis statement?
- (A) Cooking can be fun!
 - (B) Students should join the Cooking Club in order to learn how to cook healthy food.
 - (C) Schools should change the school menu to combat childhood obesity.
 - (D) Students are not expected to cook fancy foods.

THINK ABOUT YOUR THINKING In the chart below, evaluate each answer choice based on what you have learned about revising thesis and position statements. One evaluation has been completed for you.

Answer Choices	Evaluation	Is Answer Correct?
A	<i>This statement provides the author's personal opinion about cooking, but it does not express what the author wants the audience to do.</i>	no
B		
C		
D		

Read the selection and choose the best answer to each question.

Justine wrote this paper to convince others of the benefits of summer employment. Read Justine's paper and think about the revisions that she should make. When you finish reading, answer the questions that follow.



Summer Employment Is About More Than Money

(1) Everyone has wants and needs that cost money. (2) Some people want the independence that comes with having a car, and some want the latest technology or the newest fashions. (3) Others need to help with the family finances. (4) Working during the school year might sound impossible because of schoolwork and other activities. (5) Additionally, most students have three months without school, during which they could work. (6) Yet, since 1990, the number of teens with summer jobs has steadily declined year after year. (7) This means teens are not earning money for themselves and are not learning important life skills. (8) I plan to get a job this summer.

(9) Summer jobs offer many benefits to teens, beyond obviously earning money to buy things. (10) One benefit is that teens start to understand the relationship between the cost of things and the amount of work it takes to afford them. (11) For example, the minimum wage in Texas is \$7.25 per hour. (12) At this rate, a \$100 pair of jeans would take almost 14 hours of work to earn. (13) By working a summer job, teens better understand the amount of effort it takes to be able to afford items. (14) Understanding how to translate work into the goods and services they buy helps teens practice making choices about their finances like an adult. (15) Obviously some teens will spend their money without much thought, but for most, understanding the relationship between effort and money is a valuable lesson.

(16) Another benefit of holding a summer job is learning what type of work is enjoyable. (17) Whether you go straight to college after high school or straight to the workforce, eventually you will pick a career. (18) Getting a summer job is a way to gain experience in different fields. (19) It is true that most teens will not have the opportunity to be a CEO or vice president, but the jobs that are common for teens still offer plenty of experience. (20) Working in a movie theater, for example, exposes teens to customer service, food prep, maintaining a schedule, and working with others to accomplish goals. (21) Working outside builds physical skills and exposes teens to a different kind of work environment than working indoors does. (22) Since adults spend much of their lives at work, knowing this will always be valuable.

(23) A summer job also gives teens a chance to learn responsibility. (24) Suppose your school offers a trip to Rome during spring break. (25) You want to go, but your parents aren't convinced you are mature enough to travel without them. (26) What better way to prove to them that you can handle the trip than by taking a summer job? (27) A worker has to be on time, do everything that is asked, and even find more work if the workday is slow.

(28) The things teens learn about work can help them to become successful as adults. (29) As the weather warms and your friends begin to talk about spending their days at the pool, convince them to join you in getting a summer job. (30) You will earn so much more than money. (31) And an afternoon at the pool is a great way to spend your day off!

1 Justine would like to use a more appropriate transition in sentence 5. Which of the following is the best replacement for **Additionally**? (E1.9Bi)

- (A) Therefore
- (B) However
- (C) For example
- (D) Finally

Test-Taking Strategy

Substitute each answer choice for the word in the sentence. The best answer is a word that makes the sentence clearer, not a word that you personally prefer.

2 Justine has not effectively stated the position she is taking in this paper. In the box provided, rewrite sentence 8 in a clear and effective way. (E1.9Bi)

3 What is the most effective way to combine sentences 11 and 12? (E1.9C)

- (A) For example, at the minimum wage of \$7.25 per hour, a \$100 pair of jeans would take almost 14 hours of work to earn.
- (B) The minimum wage is \$7.25 per hour, and earning a \$100 pair of jeans would take almost 14 hours of work.
- (C) For example, the minimum wage is \$7.25 per hour, a \$100 pair of jeans would take almost 14 hours of work to earn.
- (D) A \$100 pair of jeans would take almost 14 hours to earn, and the minimum wage is \$7.25 per hour.

- 4 Justine would like to add a relevant quotation to the third paragraph (sentences 16–22). Which of the following could best follow sentence 20 and add credibility to the ideas in this paragraph? (E1.9Bii)
- (A) “You have to work on two fronts. First, you have to go around and drop off applications at some fast-food places,” explains NPR money coach Alvin Hall.
 - (B) “Choosing not to work a paid job has consequences,” says financial expert Gene Natali.
 - (C) “A summer job can help a student to learn what it’s like to be in the workforce and learn how different businesses operate,” said Stacie Jeffers, a college counselor.
 - (D) “I loved paying jobs when I saw them on applications,” says former college admissions officer Elizabeth Heaton.

-
- 5 Justine wants to use a more effective word than **this** in sentence 22. Select the phrase that should replace **this** in this sentence. (E1.9C)

Since adults spend much of their lives at work, knowing _____?_____ will always be valuable.

- (A) how to work outside
- (B) about different work situations
- (C) where to find a job
- (D) what is common for teens

-
- 6 Justine wants to add the following idea to the fourth paragraph (sentences 23–27). (E1.9Bii)

You can earn money for the trip while establishing that you are mature and responsible.

Where is the most effective place to add this sentence?

- (A) Before sentence 23
- (B) After sentence 24
- (C) After sentence 25
- (D) After sentence 27

Using Correct Capitalization

On the STAAR test, you may be asked to identify and correct errors in capitalization. Sometimes words are capitalized depending on how they are used in sentences. The STAAR test asks you questions that assess your ability to know when and why certain words should be capitalized. The following lesson identifies the most common types of capitalization errors found on the test.

Capitalizing the Names of People and Places

Capitalize professional titles that are used as part of a person’s name. Do not capitalize general professional or family titles unless the title is used as a name.

Capitalize

Specific title	The crowd cheered for President Lincoln .
Title used as a name	Please pass the peas, Mom .

Do Not Capitalize

General profession	The crowd was stunned by the president’s speech.
General title	The judge went to high school with my father .

Capitalize place names, including neighborhoods and regions. Capitalize the names of compass direction (such as *north* and *south*) **only** when they are part of a name and do not indicate direction. Specific landmarks or locations are capitalized.

Capitalize

Neighborhood	Pecan Valley in San Antonio
Region	West Texas
Specific landmarks or locations	Great Barrier Reef or Texas State University

Do Not Capitalize

Compass direction	south of Waco, eastern part of Texas
Generic landmarks or locations	a coral reef or a university

BUILD SKILLS

For each sentence below, draw a box around any word that should be changed to begin with a capital letter. Underline any word that should be changed to lowercase.

- I visited my Cousin who lives in south Austin.
- The Actor Will Smith was born Willard Carroll Smith jr. and lived on the West side of Philadelphia, pennsylvania.
- My Aunt has liked exploring Underground Caves ever since she visited longhorn cavern state park.

Capitalizing the Names of Things

Capitalize the names of structures, companies, and brand names. Capitalize the names of specific classes and all languages, but **not** general subjects.

Buildings or structures	George Bush Presidential Library, Hoover Dam
Companies and institutions	IBM, Dell, Lamar University
Brand names	Toyota, Dr. Pepper
Specific class or language	Chemistry II, English
General subject or noun used as adjective	chemistry, university schedule, freshman class

Capitalize the first letter of a direct quotation. When a tag identifying the speaker splits a sentence, do not capitalize the second part of the quotation.

Capitalize: First letter in direct quote	Henry said, "What's that smell?"
Do not capitalize: Second part of an interrupted quotation	"I don't know," said Jan, "but we can check."

BUILD SKILLS

For each sentence below, draw a box around any word that should be changed to begin with a capital letter. Underline any word that should be changed to lowercase.

- Johnson high school offers a beginning Class in Computer Science.
- The jewish center has a vending machine filled with Apple Juice and Dr. pepper.
- "If you come to the Library after algebra I," said Raquel, "You can get your book."

Mixed Practice

For each sentence below, draw a box around any word that should be changed to begin with a capital letter. Underline any word that should be changed to lowercase.

- Houston's astrodome opened in 1965, and governor John Connally threw the first pitch there.
- The panels in the Dome were originally made from a brand of special translucent plastic called Lucite.
- The Stadium is empty, but it is still part of NRG park in Central Houston.
- "After Gym Class," said coach McGinnis, "please stop by the Principal's office."
- When Austin musician Gary Clark Jr. was just seventeen, the City's Mayor declared May 3, 2001, Gary Clark Jr. day.
- Aunt sally instructed, "turn North at the grocery store and then look for Rainey street."
- "Mardi Gras," our History teacher explained, "is an important celebration in many large cities across the south."
- La Joya high school in La Joya, Texas, serves the students who live in the West and South areas of La Joya ISD.
- Willie Nelson is a texas icon whom some people refer to as "America's Uncle."

Guided Practice

Read the excerpt and item. Then work through the steps that follow to learn how to answer questions like this one.

(1) The famous Woodstock concert in 1969 did not take place anywhere near Woodstock, New York. (2) After the local town council would not approve permits, the concert was moved. (3) A sympathetic dairy farmer named Max Yasgur allowed it to happen in his soybean fields near Bethel, New York. (4) Today, it has been turned into a permanent concert venue.

1 What change should be made in sentence 3?

- (A) Change *dairy* to **Dairy**
- (B) Change *Max* to **max**
- (C) Change *Bethel* to **Bethel**
- (D) Change *York* to **york**

STAAR Strategy

- First, read the question and find the sentence mentioned.
- Then, think about the target word and the types of words that should be capitalized.
- Finally, choose the answer that follows the rules of correct capitalization.

The correct answer will show correct capitalization of a place name.

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Independent Practice

Read this paragraph. Then answer the question using what you have learned about using correct capitalization.

(1) The Texas Heroes Monument was erected in 1900 and located in Galveston, Texas. (2) A banker, Henry Rosenberg, donated \$50,000 to create a marble column with a statue of the Greek goddess Victory, saying, "this is dedicated to those who fought for Texas's independence." (3) It also honors the fallen heroes at the Alamo and the Battle of San Jacinto.

2 What change, if any, should be made in sentence 2?

- (A) Change *banker* to **Banker**
- (B) Change *Victory* to **victory**
- (C) Change *this* to **This**
- (D) Sentence 2 should not be changed.

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Read the selection and choose the best answer to each question.

Gabriel is writing this paper to tell about a personal experience that did not turn out as he had expected. Read his paper and think about any corrections he needs to make. When you finish reading, answer the questions that follow.

Trial and Error

(1) On the morning of our first agility trial, as we made the long drive to the fairgrounds, I sat in the backseat with Gidget, petting her and remembering all the time we have spent preparing for this day. (2) I had read that Shetland sheepdogs excel at dog agility, so as soon as Gidget was old enough, I signed us up for a class. (3) We has practiced three times a week, and although it was hard work sometimes, I enjoyed learning with her. (4) Sometimes, when we were learning a new obstacle, she would behave timidly at first. (5) The collapsed tunnel and the teeter-totter both made her especially nervous, but I was patient with the training, and eventually she was zipping through that tunnel and cruising over that teeter-totter with ease.



(6) Now we were on our way to our first competition. (7) After so many months of training, I wanted to at least place in our class. (8) I imagined all the other competitors raving about Gidget’s skill and speed on the course and my amazing handling abilities. (9) I envisioned our going home with a big ribbon, which I would display next to her dog bed for all our friends to admire.

(10) When we arrived at the fairgrounds, my dad settled Gidget into her crate while I looked at the course map and listened to the judge’s briefing. (11) Then I did my walk-through, the course seemed challenging, but I studied it carefully and was totally focused on my handling strategy. (12) “We can do this,” I whispered to myself as we waited for our turn.

(13) Apparently, I had been so focused on learning the course that I didn’t notice how nervous and distracted Gidget was in the unfamiliar surroundings. (14) The first few jumps went fine, as did the A-frame and even the teeter-totter. (15) When we got to the tunnel, however, Gidget stopped in her tracks and refused to go in. (16) I tried resorting to our training steps, but the judge instructed me to continue past the obstacle.

(17) Needless to say, we did not bring home a ribbon. (18) “Refusals,” as they are called are faulted heavily, and we also lost points for coming in eight seconds over the SCT, or standard course time. (19) Dad tried to console me. (20) “This was your first time,” he said. (21) “You’ll do much better next time, now that you know how Gidget reacts in a competition environment.” (22) But I was inconsolable. (23) I told my dad I would never try this again. (24) Then I looked down at Gidget’s face, and I saw that she was beaming! (25) She was not disappointed; she was excited and happy! (26) At that moment, I knew that agility was a great activity for Gidget and me, not because we might be champions at it, but because it kept us both mentally and physically active. (27) It also would bring us closer together with each new experience. (28) Yes, we’ll keep going to competitions, and we’ll keep getting better. (29) But as far as I’m concerned, the ribbons can wait.

1 What change should be made in sentence 1?

(E1.9Dii)

- (A) Change *morning* to **Morning**
- (B) Change *sat* to **set**
- (C) Change *have spent* to **had spent**
- (D) Insert a comma after *preparing*

2 Select the response that corrects the error in sentence 3.

(E1.9Dii)

We _____? three times a week, and although it was hard work sometimes, I enjoyed learning with her.

- (A) will practice
- (B) are practicing
- (C) practiced
- (D) had practicing

Watch Out Verb tenses in a sentence usually match.

3 What change should be made in sentence 8?

(E1.9Dvi)

- (A) Change *imagined* to **imagining**
- (B) Change *Gidget's* to **Gidgets**
- (C) Change *course* to **coarse**
- (D) Change *abilitys* to **abilities**

- 4 What is the correct way to write sentence 11? (E1.9Di)
- (A) Then I did my walk-through. The course seemed challenging, but I studied it carefully and was totally focused on my handling strategy.
 - (B) Then I did my walk-through, and although the course seemed challenging. I studied it carefully and was totally focused on my handling strategy.
 - (C) Then I did my walk-through, and the course seemed challenging. Even though I studied it carefully and was totally focused on my handling strategy.
 - (D) Then I did my walk-through, the course seemed challenging. I studied it carefully and was totally focused on my handling strategy.

- 5 Select the response that corrects the error in sentence 16. (E1.9Dvi)

I tried resorting to our training steps, but the judge _____?_____ me to continue past the obstacle.

- (A) enstructured
- (B) enstructed
- (C) instructed
- (D) instructioned

- 6 What change should be made in sentence 18? (E1.9Dv)

- (A) Add a comma after **called**
- (B) Change **heavily** to **heavy**
- (C) Delete **and**
- (D) Change **coming** to **comeing**

Analyzing the Prompt

E1.9A
E1.10B

The first step for writing your essay is reading the **prompt** and thinking about the **audience** and the **selection**.

The prompt has three parts. The first part tells you the title of the passage you are writing about. The second part is the prompt instruction. This is what you have to do in your essay. The third part is a reminder to be organized and use evidence. Your essay will not receive many points if it is disorganized and does not use text evidence.

Your audience is the people who are reading and grading your essay. Every piece of writing has an intended audience, and it is important to think about them when planning your response.

The selection you are writing about can be literary or informational writing. It is important to know the elements of each type of writing so you can analyze the selection and refer to it properly.

Guided Practice

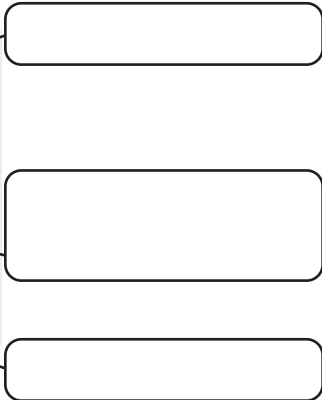
Read the prompt and label the callouts: *passage title*, *prompt instruction*, and *reminder*.

Written Composition Prompt

Read the excerpt from "The Open Boat." Based on the information from the excerpt, write a response to the following:

Explain how story elements contribute to the development of the theme in this excerpt.

Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.



The Audience

It may seem strange to think about your essay having an audience, but thinking the people who will read and score your essay will affect how you structure your sentences and the language you use.

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Use the words from the box to complete the sentences below about the audience for your essay.

academic language	formally	outside graders	other students
-------------------	----------	-----------------	----------------

The audience for my ECR will be other teachers or _____. It will not be my teacher or _____. This means that my essay should be written _____ and that I should use _____.

Reading the Selection

You will need to understand the features of your reading selection to complete the response. This means understanding how text is organized and genre traits.

Use the words from the box to complete the sentences below about correctly analyzing the excerpt from "The Open Boat" on page 82.

author	directly cite	interpret	narrator	paragraphs
--------	---------------	-----------	----------	------------

When citing the story, I call the person who wrote the story the _____. The character telling the story is the _____. I cite _____ using the numbers to the left of the selection. I will have to _____ elements in the story, such as theme and symbols, and I will _____ elements such as dialogue or a plot event told in the selection.

Independent Practice

In the space below, write your initial thoughts about how you would plan your essay based on the prompt from the previous page. Revisit the selection if you need to refresh your memory.

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Read the excerpt from “The Open Boat” on page 82. Based on the information from the excerpt, write a response to the following:

Explain how story elements contribute to the development of the theme in this excerpt.

Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

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Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

Thesis or Controlling Idea:

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 1

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 2

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 3

Connect Back to Thesis or Controlling Idea:

Conclusion

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Using This Teacher's Edition

This workbook supports teachers in helping students succeed on the English I STAAR test with TEKS skill instruction and authentic STAAR practice.

Skill Lessons—Interactive TEKS Instruction

1 Introducing the Skill

Lesson introductions reviews key concepts and academic terms and prompt students to activate prior knowledge and connect the skill's concepts to previous experiences.

2 Check-In

Check-in activities are short-answer writing prompts that activate prior knowledge, help students connect to the lesson, and apply the skill concepts to their life experiences. Teachers get feedback on student readiness and thinking.

Build Skills (in Writing)

Build Skills activities allow students to demonstrate the fundamental TEKS-based concepts of the skill.

3 Guided Practice

Students practice answering STAAR-format questions. Guided Practice questions come from the Diagnostic Test and feature scaffolding and support, including analysis activities for answering the questions and justifying their answer choice.

4 Independent Practice

Students apply what they learned to answer an authentic STAAR test item with minimal scaffolding.

5 Think About Your Thinking

Students explain the strategies and thinking they used to answer the Independent Practice questions, and identify evidence from the selection that supports their answer.

6 Check-Out

Students respond to a short-answer writing prompt that helps them reflect on the skill and synthesize their understanding.

The Teacher's Edition contains answers, sample responses, and full answer choice explanations for every lesson.

1 Analyzing Argumentative Claims, Appeals, and Conclusions

In an **argumentative text**, authors state their position or opinion about a topic. This is the **claim**. A successful argumentative text uses a combination of three types of **rhetorical appeals** to support the claim. The types of appeals are **logos**, **ethos**, and **pathos**. **Logos** relies on logic or reason, **ethos** relies on ethics, and **pathos** relies on emotion. The **conclusion** of an argument is also important. The conclusion restates the claim, reviews the main points of the text, and includes a call to action. A call to action states what the author wants readers to do after reading the text.

CHECK-IN ✓

In 2 to 3 sentences, tell about a time you persuaded a family member to do something. What argument did you use to support your claim?

Interactive instruction

3 Read paragraph 5 from "Counselors Help Build the Bridge to College." Then underline the sentence that correctly explains the paragraph.

a. Paragraph 5 is appealing to reason by using facts and statistics. It is mostly about the reasons guidance counselors are too busy to help students.

b. Paragraph 5 is appealing to emotion by using personal stories. It is mostly about the roles that students must perform without guidance counselors.

Choose the best answer to the question. Use the selection to help you.

1 Paragraph 5 provides support for the author's claim that —

not having the support of a high school counselor can lower the wage power of high school graduates who do not attend college

not all high school students have equal access to college preparation school counselors

the ratio of students to one counselor should be equalized for all high school students

counselors are assigned too many tasks that prevent them from doing the job of counselor correctly

Use reasons and evidence from the selection to support your answer to the previous question.

Uses Diagnostic passages as anchor texts

4 Independent Practice

Read the excerpt adapted from President Obama's 2009 address to the students of America and then answer the question.

We need every single one of you to develop your talents, skills, and intellect so you can help solve our most difficult problems. If you don't do that—if you quit on school—you're not just quitting on yourself, you're quitting on your country. Now I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your schoolwork. . . . Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you. Here in America, you write your own destiny. You make your own future.

56 English I EOC: Essential TEKS with STAAR Practice • READING

5 Read the question. Then underline the sentence that best helps you answer the question.

In the paragraph, what kind of argument is the speaker making?

a. The paragraph is appealing to reason by using facts and statistics. It is mostly about the reasons guidance counselors are too busy to help students.

b. The paragraph is appealing to emotion by using personal stories. It is mostly about the roles that students must perform without guidance counselors.

Choose the best answer to the question.

2 In the paragraph, what kind of argument is the speaker making?

An appeal to teachers, students, and parents with facts and reasons

An appeal to students through their experiences and hopes

An appeal to students for socially acceptable behavior

An appeal to parents and teachers to help students

THINK ABOUT YOUR THINKING Explain your reason for your answer choice to the question.

Students show thinking

6 Check-Out

Write a short paragraph that explains how you can use the skills you learned in this lesson to help you succeed on the STAAR test.

Using This Teacher's Edition—Reading

Sirius Reading selections include all tested genres. Genre labels and cross-curricular references are included for Teachers.

Authentic STAAR Practice

All STAAR practice selections match the STAAR redesign in content, format, and rigor. This includes new question types, more cross-curricular passages, and evidence-based writing.

1 Authentic STAAR Questions

STAAR Practice questions closely match the STAAR redesign with 25% new question types, adapted for print.

All test items reflect the language and thinking tested in STAAR. Practice passages include items for multiple TEKS in an unpredictable sequence, just like the STAAR test.

2 Answer Choice Rationales

Full answer choice explanations or sample answers are provided for all STAAR practice questions.

Explanations help teachers and tutors identify student mistakes and facilitate remediation. The goal is to help students focus on understanding why one answer is best instead of getting the correct answer.

1

4 The present-day setting supports the theme of the story by — (E1.6D)

- A suggesting that the narrator does not remember events clearly
- B contrasting an example of childhood mischief against adult regret
- C connecting the narrator's current situation to events in his past
- D emphasizing the importance of modern technology in saving animals

5 Which of these statements best summarizes the story? (E1.5D)

- A A man remembers being a boy and getting a dog. His father is worried, so he and his father send the dog to the pound. Then they take the dog home again, but it runs away. The dog never returns. The man thinks about the dog and walks around where the dog walked around.
- B A boy is surprised to find a yellow Labrador in his yard. He slowly befriends the dog, but his father won't allow a pet dog. When the father finds out about the dog, he turns it over to the dogcatcher. The boy pleads with the dogcatcher, but the dog is taken anyway. However, by the day the dog is set to be put down, no other owner has claimed the dog, so the father relents.
- C A man who works at a real-estate agency used to have a dog. He recalls how he met the dog, how he came to name it Rover, and what his father did upon finding out about Rover. The man remembers being powerfully afraid that no one would adopt Rover and that he would be put down, but instead, the family adopts Rover. However, Rover runs away, and they never see the dog again.
- D A man remembers when he befriended a stray dog when he was a young boy. He named the dog Rover. However, his father insisted they turn in the dog, because it might have belonged to someone else. The dogcatcher said that if no owner were found within five days, the dog would be put down. When no one claimed the dog, the father agreed to rescue the dog. Once the dog got to the boy's house, it ran into the woods, never to return. The man reflects on his lost dog and the lesson he learned from the experience.


Test-Taking Strategy
Summary answers never contain false information about the story. Focus your attention on finding the summary that contains all the major plot events in the correct order.


Test tips


LITERARY TEXTS • STAAR Practice 2 • Fiction 93

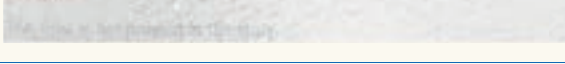
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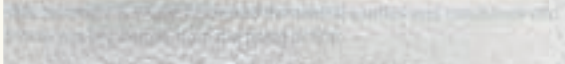
Answer Choice Rationales


4 A 


B 

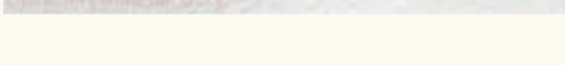
C 

D 

5 A 

B 

C 

D 

Red boxes show correct answers.

Using This Teacher's Edition—Writing

Revising and Editing STAAR Practice

Full answer choice rationales or samples responses are provided for all STAAR practice test items—both multiple choice and new question types. These explanations help teachers and tutors identify student mistakes and support them with meaningful feedback.

1

What is the most effective way to combine sentences 1 and 2? (E1.9C)

Ⓐ Look through an image gallery of deep-sea creatures, you might think you are looking at stills from a science fiction film.

Ⓑ When you look through an image gallery of deep-sea creatures, you might think you are looking at stills from a science fiction film.

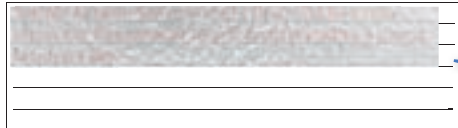
Ⓒ Looking through an image gallery, you might think deep-sea creatures are looking at stills from a science fiction film.

Ⓓ An image gallery of deep-sea creatures, when looked through by you, might make you think you are looking at stills from a science fiction film.

Test-Taking Strategy
Any answer choice that introduces a writing error, such as a comma separating two complete sentences, should be discarded.

2

Sentence 8 needs to be revised. In the box provided, rewrite sentence 8 in a clear and effective way. (E1.9C)



3

Marcus wants to use a better transition in sentence 12. Which of the following could best replace **However** and improve the sentence? (E1.9B)

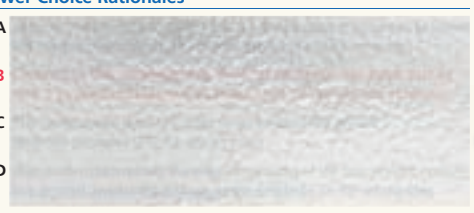
Ⓐ Therefore

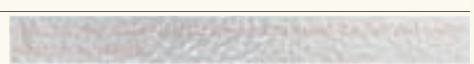
Ⓑ On the other hand


Ⓒ For example

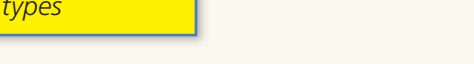
Ⓓ Finally

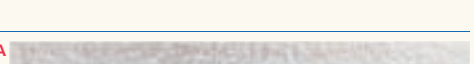
Answer Choice Rationales

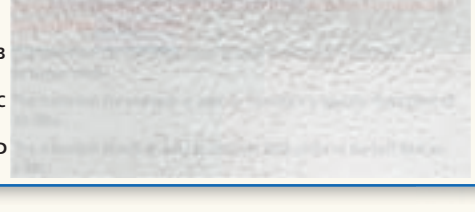
1 A 

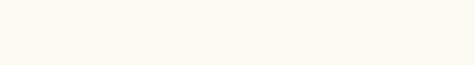
B 

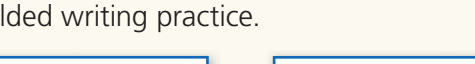
C 


D 

2 

3 A 

B 

C 

D 

Rationales for EACH answer choice helps teachers or tutors give students actionable feedback.

New question types

Red boxes show correct answers.

234 English I EOC: Essential TEKS with STAAR Practice • WRITING

ECR Practice Prompts

Seven informational essay prompts provide scaffolded writing practice.

WRITING

ECR PRACTICE 1 Prompt

Read the excerpt from “The Open Boat” on page 82. Based on the information from the excerpt, write a response to the following:

Explain how story elements contribute to the development of the theme in this excerpt. Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to —


- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.



Brainstorming helps students generate ideas.

Open Boat 329

Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

Thesis or Controlling Idea:

Topic Sentence:
Evidence:
Analysis:

Supporting Idea or Example 1

Topic Sentence:
Evidence:
Analysis:

Supporting Idea or Example 2

Topic Sentence:
Evidence:
Analysis:

Supporting Idea or Example 3

Connect Back to Thesis or Controlling Idea:

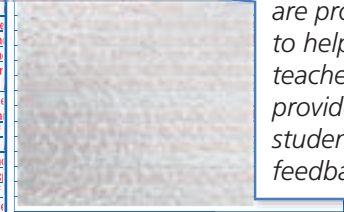
Conclusion

A graphic organizer helps students plan their essay.

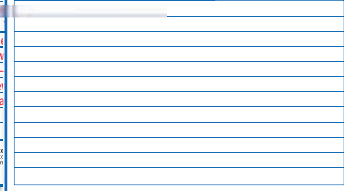
330

Write your essay in the box below.

Example of a high-scoring essay:



Write your essay in the box below.



Two sample responses are provided to help teachers provide student feedback.

Make sure your composition has

- a controlling idea
- complete thoughts
- an introduction and concluding thought
- clear transitions

A checklist ensures students include all necessary parts for their essay.

SAMPLER

English I EOC Contents

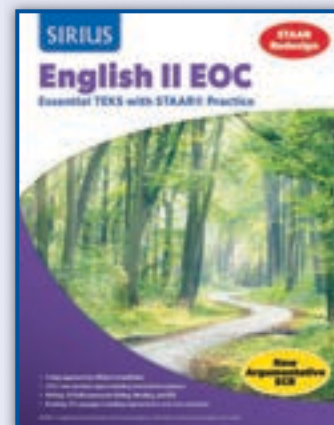
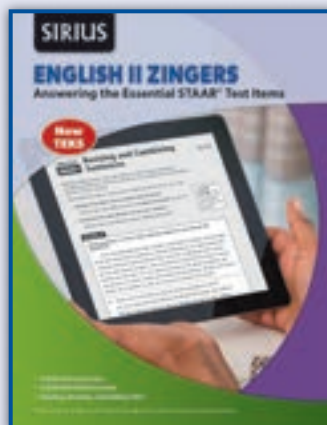
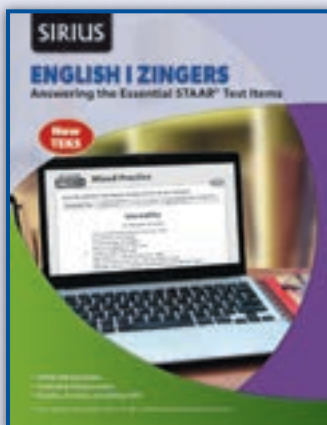
READING

- Diagnostic Tests
- Skill Lessons
 - Literary Skills
 - Informational and Argumentative Skills
 - Text Evidence and Analysis Skills
 - Paired Texts and Vocabulary Skills
- STAAR Practice
 - Literary Texts
 - Informational and Argumentative Texts
 - Paired Texts
- Post Tests

WRITING

- Revising
 - Diagnostic
 - Skill Lessons
 - STAAR Practice
 - Post Tests
- Editing
 - Diagnostic
 - Skill Lessons
 - STAAR Practice
 - Post Tests
- Extended Constructed Response
 - Skill Lessons
 - STAAR Practice

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English I Zingers Workbook

English I Zingers prepares prepare all students for the STAAR test by focusing on how to **read, analyze,** and **answer** STAAR test items for the most commonly tested skills.

Skill Instruction

Each Zinger lesson clarifies academic vocabulary or key terms used in STAAR test items in order to help students focus their thinking. STAAR-focused instruction helps students decode test items and avoid traps commonly found in STAAR items.

Scaffolded Practice

Each test item is modeled after released STAAR tests. However, the number of answer choices are limited, enabling students to make sure they understand the question stem and skill being tested.

This scaffolded **practice A, B, and C** increases in complexity by increasing the number of answer choices in questions. By the end of the Zinger lesson, students are practicing with questions exactly like those on the test.

Mixed Practice

Practice two Zinger skills using **longer selections** and **mixed question types** that requires students to apply different strategies to answer STAAR questions.

WRITING ZINGER 1 Analyzing Position and Thesis Statements (E1.9C)

The central argument or idea of an essay is called the **thesis or position statement**. On the STAAR test, the phrase *thesis statement* is used in questions about informational essays, and the phrase *position statement* is used in questions about argumentative selections. A thesis statement is an explanation of the main idea or central controlling idea that will be supported with details and facts. A position statement is the main **claim**, or main argument, made by the author to convince the reader to believe something or take an action.

The STAAR test uses two approaches when asking questions about thesis and position statements in informational and persuasive selections.

- **Revising to make a stronger statement:**

Willow's essay needs a stronger **position statement**. Which of the following would more effectively state the **position**?

Fatima realizes she has offered a weak **thesis** in this paper. Which of the following could replace sentences 1 and 2 and provide a more effective thesis statement?
- **Identifying the best possible statement:**

Alicia has not provided a **thesis** for her paper. Which of the following should come after sentence 4 to serve as a **thesis statement**?

Simon's paper needs a **position statement**. Which of these sentences could best follow sentence 7 and state the **position** that Simon is taking?

Practice A

Read question 1 first. Then read the selection and answer the question.

(1) Everything, from grocery bags to diapers to cell phones, is now made to be disposable. (2) This means such items are used one time or have a short lifespan and are meant to be replaced often. (3) This "disposable" culture has a negative effect on our planet's resources. (4) Natural resources are dwindling, and landfills are overflowing. (5) People need to do better.

1 Jesse's paragraph needs a stronger position statement. Which of the following could best replace sentence 5 and more effectively state the position Jesse is taking in this paper?

- A People need to buy only the disposable products that are made with recycled materials.
- B People need to buy products that use resources wisely and are meant to last for a long time.

2 English I Zingers Answering the Essential STAAR Test Items

STAAR Skill Instruction

STAAR Language
A **position statement** can have a personal or subjective opinion, whereas a **thesis statement** is usually fact-based and neutral.

Short selection with focused practice

WRITING ZINGERS 1-2 Mixed Practice (Part 1)

Read the selection and choose the best answer to each question.

Remember to... Quickly read the items first. Use a dictionary. Think about the main idea of the selection and each paragraph.

National Park Service in the 21st Century
from National Park Service Committee Report to the Advisory Board, 2009

(1) In the early 1900s, the nation's treasury of natural resources was full—brimming with clean lakes, free-flowing rivers, and clear coastal waters. (2) Ancient forests, wild deserts, and fertile prairies cloaked the land; birds and other wildlife abounded even in urbanized areas. (3) At that time, farsighted congressional leaders began setting aside landscapes by creating a system of national parks. (4) They recognized that these areas represent America's natural heritage. (5) From the beginning, national parks have been classrooms for science and the humanities.

(6) In the late 20th century, the idea that ocean resources might benefit from protective measures gave rise to legislation—first in the U.S. and Australia—to authorize the establishment of marine parks. (7) In January 1935, President Franklin Roosevelt visited and designated Fort Jefferson, 70 miles west of Key West, Florida, as a national monument. (8) In 1992, an act of Congress redesignated the monument as the Dry Tortugas National Park. (9) The designation now protects the island and marine ecosystems.

(10) More than 1,000 such marine parks exist worldwide. (11) However, only about 0.001 percent of the ocean is as protected as United States national parks are. (12) Although some species are protected, new technologies of fish finding are so effective that 90 percent of large fish—swordfish, tuna, marlin, skates, sharks, and others—have been globally eliminated. (13) Marine ecosystems have been destroyed by dredging (dragging huge nets along the bottom of a bay or other marine area) and other harmful processes. (14) Trawlers are boats that are used for dredging. (15) Fifty percent of coastal mangroves are gone, and coral reefs have declined by 30 percent. (16) Something must be done.

10 English I Zingers Answering the Essential STAAR Test Items

Checklist

Longer selections

1 The writer would like to add the following detail to the first paragraph (sentences 1-5). (E1.9C)

As a result, Yellowstone National Park was created, with the condition that no one could settle in it or extract any minerals, timber, or wildlife.

Where should this sentence be inserted?

- A After sentence 1
- B After sentence 2
- C After sentence 4
- D After sentence 5

STAAR Tip! Read the selector with the sentence in the place where you think it should go.

2 Which of the following could replace sentence 5 and better articulate the position the writer is taking in the paper? (E1.9C)

- F Congressional leaders mandated that the national parks be left "unimpaired for the enjoyment of future generations."
- G More than just tourist sites, these natural land areas protect watersheds and biodiversity—something that is imperative for offshore marine sites as well.
- H They are places with great restorative powers, of enormous benefit in a stressful, modern world.
- J National parks are spiritual places—sacred and inspirational.

3 There is an extraneous sentence in paragraph 3 (sentences 10-16). Which of these sentences should be deleted? (E1.9C)

- A Sentence 12
- B Sentence 13
- C Sentence 14
- D Sentence 15

4 The paper needs a stronger closing. Which sentence could the writer add after sentence 16 to bring the paper to a more effective conclusion?

- F The National Park Service must continue to build an ocean ethic that is the land ethic that was developed and has inspired the world.
- G The National Park Service needs to tell America's story as one of discovery depending upon the natural world.
- H Encouraging the creation of an integrated database on America's national parks should be a mission of the National Park Service.
- J Using scientific knowledge as the foundation for managing natural resources, the National Park Service should serve as both educator and advocate.

WRITING Mixed Practice: Part 1 Zingers 1-2 11

Test tips

Authentic STAAR test questions

Move More Students to Meets and Masters!

RLA Companion Workbooks for *Sirius Online*

Blended Learning with *Sirius Online*

Sirius RLA workbooks are based on and align closely with *Sirius Online* eCourses. Because both formats have the same content in the same sequence, teachers can be easily move between formats to **adapt instruction** for diverse student needs.

Sirius Online Reports Help Focus Interventions

Identifying students' learning gaps is challenging, especially in **how** the TEKS are assessed in STAAR. Because *Sirius Online* closely matches STAAR tests, teachers can use *Sirius Online* data and reports to **efficiently target student needs**.



RLA eCourses include both on- and below-grade level **Reading Skills** with scaffolded instruction and practice in the **most commonly tested TEKS**.

Sirius Online Mimics STAAR® Redesign

Sirius Online includes 25%+ **new question types** in all **20 STAAR** courses. And all RLA courses include Writing which makes up 50% of the new RLA STAAR tests.

Sirius Online includes the same **tools** and **features** as the STAAR online platform. Students benefit from online practice in a similar platform, so students will **perform confidently** on test day, with no surprises! *

The screenshot displays the Sirius Online interface. At the top, a yellow box labeled "Same Tools and Features" points to the navigation bar. The main content area shows a reading passage titled "from The Open Boat" with a yellow callout box labeled "Guideline" pointing to the text. Below the passage, a yellow callout box labeled "Highlights" points to a highlighted sentence. To the right, a multiple-choice question is displayed with a yellow callout box labeled "Scaffolded Instruction" pointing to the question text. A "Watch Out" box is also present, pointing to a specific answer choice. At the bottom, a red error message box is visible, indicating that the user's answer was incorrect.

* STAAR® is a registered trademark of the Texas Education Agency, which does not endorse this program or its content.