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# English II EOC

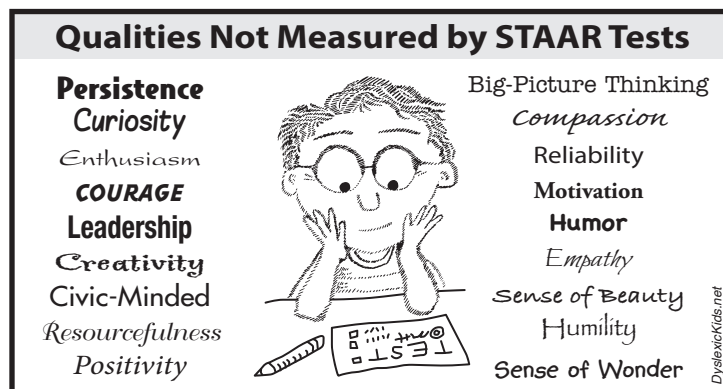
**Essential TEKS with STAAR® Practice**

- 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 II 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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Printed in Texas.

ISBN: 978-1-64888-033-9

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# 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**

**Focus on skills you most need.**

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

**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.

**30+ Skill Lessons**

**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.

# 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**

The STAAR test will ask you to analyze claims, appeals, and conclusions in the argumentative selections you read. To analyze an argument, look for the author's claim; think about the appeals the author uses; and identify the author's conclusion.

**CHECK-IN**

Describe a position you have defended in conversation or in writing. What was your main claim? Who was your audience? What kinds of evidence did you use?

**Check-In**  
activates prior knowledge.

**Guided Practice**

The following question is from the Argumentative Diagnostic Test selection, "About Face! Countering 'Like Anxiety' in Teens."

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

Next, read paragraphs 3 through 5 from "About Face! Countering 'Like Anxiety' in Teens." Then select the sentence that best explains how to answer the question.

a. Paragraphs 3 through 5 appeal to reason because they use examples. They are mostly about how the brain reacts to social media.

b. Paragraphs 3 through 5 appeal to emotion because they use personal stories. They are mostly about how important "likes" are on social media.

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

1 In paragraphs 3 through 5, the author mentions the Brain Mapping Center's study at UCLA in order to —

a support the opinion that getting "likes" on social media postings is important

b compare the activity of getting "likes" on social media postings to eating chocolate

c provide two primary examples of brain activity when teens "like" a social media posting

d indicate that teens are more prone to accept risky behavior after seeing other "likes" on social media postings

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

**Independent Practice**

Now answer a new question about "About Face! Countering 'Like Anxiety' in Teens." You may need to return to the selection.

First, read the question. Then select the sentences that will help you answer the question correctly.

On which persuasive techniques does the author rely?

a. The selection is mostly about making the media use. The selection appeals to reason.

b. The selection is mostly about convincing selection appeals to ethics by using facts.

**Independent Practice**

Choose the best answer to the question.

2 On which persuasive technique does the author most rely?

a Personal experience

b Expert testimony

c Emotional appeal

d Scientific evidence

**Check-Out**

Explain your reason for your answer to question 2. Use evidence from the selection to support your answer.

**CHECK-OUT**

What sort of evidence could the author use to strengthen the emotional appeal of the article "About Face! Countering 'Like Anxiety' in Teens"?

**Check-Out**  
reflects on thinking.

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

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INFO AND ARGUMENT SKILLS • Lesson 8 • Analyzing Argumentative Claims, Appeals 59

## 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 11 Argumentative**

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

**E-Scooters**

1 Electric scooters (or e-scooters) are two-wheeled, battery-operated vehicles that have a slim deck in the center on which the rider stands. Recently, the number of e-scooters appearing on street corners, sidewalks, and bicycle lanes has increased dramatically. Not only are these simple machines making quick trips around urban areas possible, but they're also fun and easy to use. The majority of e-scooters are rentals—meaning that people can use the convenience of a mobile phone app to pay to use the e-scooter temporarily. When riders are finished using the e-scooters, they can leave them at certain destinations, ready for the next customers. A growing number of consumers are also buying e-scooters for personal use. As a result, the public's knowledge of the e-scooter as a new, convenient mode of transportation is certainly important.

Benefits for riders using e-scooters are obvious. E-scooters are fast, making them ideal for traveling short distances. The majority of e-scooters can travel between 10 and 15 miles per hour, which is faster than most people travel on their bikes and about four times faster than the typical walking speed. After a long, bustling day at school, what better way to get home than to hop on an e-scooter let the machine do all the work?

E-scooters are also far more efficient and beneficial than public transportation. Using public transportation requires passengers to first find a convenient bus stop or train station. Then they must wait patiently for the bus or train to arrive. With an e-scooter, a person can just step on the vehicle and go. Using an e-scooter is also inexpensive—around one dollar per trip, plus a few cents per minute, when renting one. When compared to the skyrocketing amounts passengers must pay to ride a bus or train, the savings are obvious.

4 Another huge advantage of e-scooters over other methods of transportation is that e-scooters are battery powered. They create no air pollution when they are used, unlike cars, trucks, and buses that run on dirty fossil fuels. Charging the battery powering the scooter's motor is cheaper than using gasoline, too. A full charge on an electric scooter costs much less than a tank of gasoline.

5 In addition to reducing air pollution, e-scooters also reduce noise pollution. People are overwhelmed by the sounds of cars, buses, and motorcycles rumbling down their streets, making jarring noises day and night. E-scooters, however, hardly make any noise at all. Riders do not have to worry about zipping down the street and bothering their neighbors.

6 Did you know that e-scooters can be invaluable tools for both businesses and city planners? Because of the GPS (global positioning service) technology built into the machines, companies are able to track the location and movements of e-scooters.

**Authentic STAAR questions**

1 Enter your answer in the box. (E2.6A)

The primary purpose of the selection "E-Scooters" is to \_\_\_\_\_?

2 Which ideas does the author include as a counterargument? (E2.7E)

Select **TWO** correct answers.

a E-scooters require very little physical effort from the rider, so people should walk the short distances rather than use e-scooters, which require very little physical effort from the rider.

b A full charge on an electric scooter costs much less than a tank of gasoline.

c Therefore, the e-scooter is less than ideal for shoppers carrying heavy bags or students shouldering backpacks filled with thick textbooks.

d E-scooters can be invaluable tools for both businesses and city planners.

e Scooters are also not ideal in bad weather.

3 What is the author's primary purpose in paragraph 3? (E2.6A)

a To persuade the reader to use e-scooters rather than public transportation for shorter trips

b To inform the reader about the rising costs of public transportation

c To explain to the reader the positive effects of public transportation on the public's health

d To entertain the reader with humorous stories about using e-scooters instead of public transportation

**STAAR tips**

15 passages match eligible STAAR genres.

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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 prompts 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 3** **Revising by Combining Sentences** **ELC**

Good writing includes a variety of different sentence structures. On the STAAR test, you will be asked to answer questions about revising sentences by combining them. There are many ways to combine sentences. Here are some of the most common:

**Using a comma plus a coordinating conjunction to join the sentences:**  
*The Giver* was originally published in 1993. It is still worth reading.  
*The Giver* was originally published in 1993, but it is still worth reading.

**Turning one sentence into a subordinate clause:**  
*The Giver* features a utopian society that is revealed to be a dystopia. It was published in 1993.  
*The Giver*, which was published in 1993, features a utopian society that is revealed to be a dystopia.

**Turning one sentence into a phrase:**  
 Many authors use a dystopian setting. This creates a sense of injustice and unease.  
 Many authors use a dystopian setting to create a sense of injustice and unease.

**Making a compound verb:**  
 Within this setting, author Lois Lowry explored themes such as the importance of memory. She also expressed the danger of obedience.  
 Within this setting, author Lois Lowry explored themes such as the importance of memory and expressed the danger of obedience.

**Guided Practice**  
 The following question is from the Diagnostic Test selection, "Looking for Life on Mars? Follow the Water." Read the excerpt, the question, and the steps that follow it.

(6) Scientists used large and powerful telescopes that are located at observatories in Chile and Hawaii. (7) Using these telescopes, scientists determined that billions of years ago, Mars had a primitive ocean that was as large as the Arctic Ocean on Earth.

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**1** What is the most effective way to combine sentences 6 and 7?

Ⓐ Using the large, powerful telescopes located at observatories in Chile and Hawaii, scientists determined that billions of years ago, Mars held a primitive ocean as large as Earth's Arctic Ocean.

Ⓑ Billions of years ago, Mars had an ocean as large as the Arctic Ocean on Earth, and this discovery was made by scientists with the help of telescopes in Chile and Hawaii.

Ⓒ Two powerful telescopes located in Chile and Hawaii are the reasons that scientists could determine that Mars once had a large Arctic Ocean.

Ⓓ Scientists used two telescopes to confirm that Mars once had a very large and cold ocean.

**1** Read the sentences referenced in the question. Think about ways to combine the two sentences.

**2** Read each answer choice. Ask yourself whether the combination makes sense and creates a correct sentence structure.

**3** Cross out any answer choice that is awkward or incorrect. Choose the answer that shows the most effective combination.

a. Using the large, powerful telescopes located at observatories in Chile and Hawaii, scientists determined that billions of years ago, Mars held a primitive ocean as large as Earth's Arctic Ocean.

b. Billions of years ago, Mars had an ocean as large as the Arctic Ocean on Earth, and this discovery was made by scientists with the help of telescopes in Chile and Hawaii.

c. Two powerful telescopes located in Chile and Hawaii are the reasons that scientists could determine that Mars once had a large Arctic Ocean.

d. Scientists used two telescopes to confirm that Mars once had a very large

This sentence is repetitive and wordy because it uses the passive voice.

Step-by-step test-taking strategies

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

Answer Choices	Evaluation	Is Answer Correct?
A	This combination uses the pronoun "they" with no antecedent.	no
B		

Show your thinking.

## Editing Skill Lessons

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

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7 Editing Skill Lessons

**WRITING SKILL 8** **Using Commas Correctly** **ELC**

About punctuation on the STAAR test typically involve how to properly use colons, and semicolons. This lesson covers the rules most often tested by the test.

**Commas and Independent Clauses**  
 Use a comma and a coordinating conjunction (*and, but, or, nor, for, so, yet*) to join two independent clauses.

I ordered pizza, and my little brother ate most of it.

Independent clauses have a subject and verb and form a complete thought.

However, do NOT use a comma with compound verbs.

He likes mushrooms, but hates pepperoni.

These verbs are part of the same single idea, so there is no comma before the conjunction word but.

Using a comma with the word *and* joins the independent clauses.

**BUILD SKILLS**  
 In each sentence below, add a comma where needed to combine two independent clauses. Then draw a box around the coordinating conjunction. If a sentence is already correct, write "Correct" beside it.

Melanie wanted to spend the whole day at the beach so she packed extra snacks and sunscreen.

Bryson mowed the lawn and raked the leaves on Saturday.

Sofia wanted to see the movie with her friends but she felt too tired to go out.

**Commas with Interrupters**  
 Use commas to set off nonrestrictive phrases and clauses and parenthetical expressions. Nonrestrictive and parenthetical elements are not essential to the basic meaning of the sentence.

The subway, which many people ride to work, is often a faster way to travel than driving.

This is a nonrestrictive phrase. It adds information to the sentence, but removing it would not change the essential meaning of the sentence. It is set off by commas.

The bus that goes downtown at 6:15 will get you to the concert in time.

This is a restrictive phrase. Without it, the reader would not know which bus will get him to the concert in time. The sentence does not need a comma before or after the phrase.

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Focused practice of specific rules or conventions

**BUILD SKILLS**  
 In each sentence below, add commas to set off nonrestrictive phrases and parenthetical expressions. Underline the phrases and expressions. If a sentence is already correct, write "Correct" beside it.

4. The downtown fire station which is the largest in the city has four fire engines.

5. The gym at the high school unlike the one at the middle school has a full weight room.

6. She bought the dress with the floral print for the spring dance.

**Commas with Introductory Elements**  
 Use a comma after an introductory phrase or clause. Words such as *after, although, as, because, before, if, since, though, unless, and while* often signal introductory elements, and so do participles (words that often end in *-ing*).

These introductory phrases add information to each sentence.

Although she loved animals, she never wanted a dog.

If he didn't do his homework, he wouldn't be prepared for the quiz.

**BUILD SKILLS**  
 In each sentence below, add a comma to set off the introductory phrase or clause.

7. Stepping quietly through the room he hoped he would not wake the baby.

8. While we're here we should see as much of the park as we can.

9. After the play the actors lined up on stage to take a bow.

**Commas with Dependent Clauses**  
 Use a comma after a dependent clause if it comes before an independent clause. Use a comma before and after a dependent clause when it appears in the middle of an independent clause. Do not use a comma when a dependent clause occurs after an independent clause.

Even though she was not a good swimmer, Shelly liked paddling the canoe on the pond.

A dependent clause is a subject and verb, but it does not form a complete thought.

My dad, after he retired, started sleeping late in the mornings.

Amira could not finish writing the story until she figured out a good ending.

This is a dependent clause in the middle of an independent clause.

This is a dependent clause that follows an independent clause.

EDITING • Skill Lesson 8 • Using Commas Correctly 283

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


Five revising and five editing passages offer **authentic STAAR practice** with grade-appropriate selections and test questions that closely match the STAAR redesign in all details.

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

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

When Sarah was asked to write about geological formations in Texas, she chose to write about the Caverns of Sonora. Read Sarah's paper and think about the ways she should revise it. When you finish reading, answer the questions that follow.



**A Texas Geological Treasure: The Caverns of Sonora**

(1) In 1901, a West Texas ranch dog went after a raccoon, which had disappeared down into a hole. (2) Although history does not reveal what became of the raccoon, the hole in the ground has become famous because the hole that both animals found was actually a cave about 500 feet long. (3) In the 1920s and 1930s, the ranch owners allowed visitors to see the cave. (4) It was the Caverns of Sonora, a real treat for visitors to the Balcones Fault. (5) The Caverns of Sonora—one of several "show caves" in Texas—has been described as "the most beautiful cave on the planet!" (6) The Balcones Fault runs along an area of land in Central Texas that stretches from Waco to Del Rio. (7) Millions of years ago, the coastal plains dropped about 700 feet, creating a fault line. (8) Subsequent erosion washed away soil and left the higher hills of limestone as

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REVISING • STAAR Practice 1 • Informational 241

5 editing and 5 revising passages

1 What is the most effective revision to make in sentence 1? (E2.9C)

Ⓐ Change **went** to **scurried**  
 Ⓑ Change **disappeared** to **vanished**  
 Ⓒ Change **which** to **that**  
 Ⓓ No change should be made in this sentence.

**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 Sarah would like to add more detail to sentence 3. Which of the following best replaces sentence 3? (E2.9C)

Ⓐ In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however the visitors could not tell anyone else about the cave.  
 Ⓑ In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however the cave really wasn't worth looking at since the cave was so ordinary.  
 Ⓒ In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; further explorations revealed that the cave was actually over seven-and-a-half miles long.  
 Ⓓ In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however further explorations convinced the owners that visitors should not be allowed in the cave anymore.

3 Sarah would like to revise sentence 4 to express her thesis better. In the box provided, rewrite sentence 4 in a clear and effective way. (E2.9B)

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REVISING • STAAR Practice 1 • Informational 243

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 composition prompts. 7 practice prompts provide scaffolded practice of the writing skills.

**WRITING ECR SKILL 14** **Analyzing the Prompt** (E2.9A) (E2.9B)

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 that you can analyze the selection and refer to it properly.

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

**Composition Prompt**  
 Read the poem "Wild Orchard" by William Carlos Williams. Use the information in the poem, write a response to the following prompt.

Explain how the poet's use of sensory details in the poem establishes a contrast between the orchard and the surrounding landscape and reveals the relationship between the trees and the landscape's "savag[e] aristocracy of rocks."

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

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

English II EOC: Essential TEKS with STAAR Practice • WRITING

EXTENDED CONSTRUCTED RESPONSE • Skill Lesson 14 • Analyzing the Prompt 341

Skills cover what scorers evaluate.

Step-by-step Guided Practice

**WRITING ECR PRACTICE 5** **Prompt** (E2.9B) (E2.9C)

Read the argumentative essay "E-Scooters" on page 145. Based on the author's use of evidence, write a response to the following:

Explain why the author's use of evidence to support the argument appeals to both teen and adult readers.

Write a well-organized informational essay and support your answer by using specific examples from the selection of the author's use of evidence.

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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EXTENDED CONSTRUCTED RESPONSE • Prompt

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.

## POETRY

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>1</b> ○ Analyzing Poetry (p. 42)	E2.7B	<input type="checkbox"/>	<b>1</b> ○
<b>2</b> ○ Making Inferences and Synthesizing Information (p. 69)	E2.4F	<input type="checkbox"/>	<b>2</b> ○
<b>3</b> ○ Analyzing Literary Devices, Mood, Voice, and Tone (p. 50)	E2.8F	<input type="checkbox"/>	<b>3</b> ○
<b>4</b> ○ Analyzing Poetry (p. 42)	E2.7B	<input type="checkbox"/>	<b>4</b> ○
<b>5</b> ○ Making Inferences and Synthesizing Information (p. 69)	E2.4F	<input type="checkbox"/>	<b>5</b> ○
<b>6</b> ○ Analyzing Poetry (p. 42)	E2.7B	<input type="checkbox"/>	<b>6</b> ○
<b>7</b> ○ Making Inferences and Synthesizing Information (p. 69)	E2.4F	<input type="checkbox"/>	<b>7</b> ○
<b>Total</b> / 7			<b>Total</b> / 7

## DRAMA

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>8</b> ○ Analyzing Drama (p. 46)	E2.7C	<input type="checkbox"/>	<b>8</b> ○
<b>9</b> ○ Determining Theme (p. 38)	E2.6D	<input type="checkbox"/>	<b>9</b> ○
<b>10</b> ○ Analyzing Characters (p. 32)	E2.6B	<input type="checkbox"/>	<b>10</b> ○
<b>11</b> ○ Making Inferences and Synthesizing Information (p. 69)	E2.4F	<input type="checkbox"/>	<b>11</b> ○
<b>12</b> ○ Determining Theme (p. 38)	E2.6A	<input type="checkbox"/>	<b>12</b> ○
<b>13</b> ○ Analyzing Drama (p. 46)	E2.7C	<input type="checkbox"/>	<b>13</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

## FICTION

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>14</b> ○ Analyzing Characters (p. 32)	E2.6B	<input type="checkbox"/>	<b>14</b> ○
<b>15</b> ○ Answering Vocabulary Questions (p. 79)	E2.2A	<input type="checkbox"/>	<b>15</b> ○
<b>16</b> ○ Analyzing Plot (p. 35)	E2.6C	<input type="checkbox"/>	<b>16</b> ○
<b>17</b> ○ Analyzing Characters (p. 32)	E2.6B	<input type="checkbox"/>	<b>17</b> ○
<b>18</b> ○ Analyzing Literary Devices, Mood, Voice, and Tone (p. 50)	E2.8E	<input type="checkbox"/>	<b>18</b> ○
<b>19</b> ○ Determining Theme (p. 38)	E2.6A	<input type="checkbox"/>	<b>19</b> ○
<b>20</b> ○ Making Inferences and Synthesizing Information (p. 69)	E2.4F	<input type="checkbox"/>	<b>20</b> ○
<b>Total</b> / 7			<b>Total</b> / 7

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## INFORMATIONAL

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>21</b> ○ Analyzing the Author’s Purpose (p. 66)	E2.8A	<input type="checkbox"/>	<b>21</b> ○
<b>22</b> ○ Analyzing Text Structures (p. 63)	E2.7Dii	<input type="checkbox"/>	<b>22</b> ○
<b>23</b> ○ Making Inferences and Synthesizing Information (p. 69)	E2.4F	<input type="checkbox"/>	<b>23</b> ○
<b>24</b> ○ Analyzing the Thesis and Supporting Evidence (p. 54)	E2.7Di	<input type="checkbox"/>	<b>24</b> ○
<b>25</b> ○ Summarizing and Paraphrasing (p. 72)	E2.5D	<input type="checkbox"/>	<b>25</b> ○
<b>26</b> ○ Analyzing the Thesis and Supporting Evidence (p. 54)	E2.7Di	<input type="checkbox"/>	<b>26</b> ○
<b>27</b> ○ Analyzing the Author’s Purpose (p. 66)	E2.8A	<input type="checkbox"/>	<b>27</b> ○
<b>Total</b> / 7			<b>Total</b> / 7

## PAIRED

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>28</b> ○ Connecting Ideas Across Texts (p. 76)	E2.4E	<input type="checkbox"/>	<b>28</b> ○
<b>29</b> ○ Connecting Ideas Across Texts (p. 76)	E2.4E	<input type="checkbox"/>	<b>29</b> ○
<b>30</b> ○ Connecting Ideas Across Texts (p. 76)	E2.4E	<input type="checkbox"/>	<b>30</b> ○
<b>31</b> ○ Connecting Ideas Across Texts (p. 76)	E2.4E	<input type="checkbox"/>	<b>31</b> ○
<b>32</b> ○ Connecting Ideas Across Texts (p. 76)	E2.4E	<input type="checkbox"/>	<b>32</b> ○
<b>33</b> ○ Connecting Ideas Across Texts (p. 76)	E2.4E	<input type="checkbox"/>	<b>33</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

## ARGUMENTATIVE

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>34</b> ○ Analyzing the Author’s Purpose (p. 66)	E2.8A	<input type="checkbox"/>	<b>34</b> ○
<b>35</b> ○ Analyzing Argumentative Claims, Appeals, and Conclusions (p. 57)	E2.7Ei	<input type="checkbox"/>	<b>35</b> ○
<b>36</b> ○ Analyzing Evidence and Rhetoric (p. 60)	E2.7Eii	<input type="checkbox"/>	<b>36</b> ○
<b>37</b> ○ Analyzing Evidence and Rhetoric (p. 60)	E2.7Eii	<input type="checkbox"/>	<b>37</b> ○
<b>38</b> ○ Analyzing Evidence and Rhetoric (p. 60)	E2.7Eii	<input type="checkbox"/>	<b>38</b> ○
<b>39</b> ○ Analyzing Argumentative Claims, Appeals, and Conclusions (p. 57)	E.27Eiii	<input type="checkbox"/>	<b>39</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

**READING SKILL 8**

# Analyzing Argumentative Claims, Appeals, and Conclusions

E2.7Ei  
E2.7Eii  
E2.7Eiii

The STAAR test will ask you to **analyze claims, appeals, and conclusions** in the argumentative selections you read. To analyze an argument, look for the author’s **claim**; think about the **appeals** the author uses; and identify the author’s **conclusion**.

**CHECK-IN** ✓

Describe a position you have defended in conversation or in writing. What was your main claim? Who was your audience? What kinds of evidence did you use?

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## Guided Practice

The following question is from the Argumentative Diagnostic Test selection, “About Face! Countering ‘Like Anxiety’ in Teens.”

**First, read the question. Then select the sentence that explains how to best answer the question.**

In paragraphs 3 through 5, the author mentions the Brain Mapping Center’s study at UCLA in order to —

- a. The STAAR question asks me to look at the argument’s **appeals** in order to identify the author’s **claim** in these paragraphs.
- b. The STAAR question asks me to look at the argument’s **claim** in order to identify the author’s **conclusion** in these paragraphs.



Next, read paragraphs 3 through 5 from “About Face! Countering ‘Like Anxiety’ in Teens.” Then select the sentence that best explains how to answer the question.

- a. Paragraphs 3 through 5 appeal to **reason** because they use **examples**. They are mostly about **how the brain reacts to social media**.
- b. Paragraphs 3 through 5 appeal to **emotion** because they use **personal stories**. They are mostly about **how important “likes” are on social media**.

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

**1** In paragraphs 3 through 5, the author mentions the Brain Mapping Center’s study at UCLA in order to —

- (A) support the opinion that getting “likes” on social media postings is important
- (B) compare the activity of getting “likes” on social media postings to eating chocolate
- (C) provide two primary examples of brain activity when teens “like” a social media posting
- (D) indicate that teens are more prone to accept risky behavior after seeing other “likes” on social media postings

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

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## Independent Practice

Now answer a new question about “About Face! Countering ‘Like Anxiety’ in Teens.” You may need to return to the selection.

First, read the question. Then select the sentences that will help you answer the question correctly.

On which persuasive techniques does the author most rely?

- a. The selection is mostly about **making teens aware of the effects of social media use**. The selection appeals to **reason** by using **scientific evidence**.
- b. The selection is mostly about **convincing teens to quit social media**. The selection appeals to **ethics** by using **personal experiences**.

Choose the best answer to the question.

**2** On which persuasive technique does the author most rely?

- (A) Personal experience
- (B) Expert testimony
- (C) Emotional appeal
- (D) Scientific evidence

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

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**CHECK-OUT** ✓

What sort of evidence could the author use to strengthen the emotional appeal of the article "About Face! Countering 'Like Anxiety' in Teens"?

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

## E-Scooters

- 1 Electric scooters (or e-scooters) are two-wheeled, battery-operated vehicles that have a slim deck in the center on which the rider stands. Recently, the number of e-scooters appearing on street corners, sidewalks, and bicycle lanes has increased dramatically. Not only are these simple machines making quick trips around urban areas possible, but they're also fun and easy to use. The majority of e-scooters are rentals—meaning that people can use the convenience of a mobile phone app to pay to use the e-scooter temporarily. When riders are finished using the e-scooters, they can leave them at certain destinations, ready for the next customers. A growing number of consumers are also buying e-scooters for personal use. As a result, the public's knowledge of the e-scooter as a new, convenient mode of transportation is certainly important.
- 2 The benefits for riders using e-scooters are obvious. E-scooters are fast, making them ideal for traveling short distances. The majority of e-scooters can travel between 10 and 15 miles per hour, which is faster than most people travel on their bicycles and about four times faster than the typical walking speed. After a long, exhausting day at school, what better way to get home than to hop on an e-scooter and let the machine do all the work?
- 3 E-scooters are also far more efficient and beneficial than public transportation. Using public transportation requires passengers to first find a convenient bus stop or train station. Then they must wait patiently for the bus or train to arrive. With an e-scooter, a person can just step on the vehicle and go. Using an e-scooter is also inexpensive—around one dollar per trip, plus a few cents per minute, when renting one. When compared to the skyrocketing amounts passengers must pay to ride a bus or train, the savings are obvious.
- 4 Another huge advantage of e-scooters over other methods of transportation is that e-scooters are battery powered. They create no air pollution when they are used, unlike cars, trucks, and buses that run on dirty fossil fuels. Charging the battery powering the scooter's motor is cheaper than using gasoline, too. A full charge on an electric scooter costs much less than a tank of gasoline.
- 5 In addition to reducing air pollution, e-scooters also reduce noise pollution. People are overwhelmed by the sounds of cars, buses, and motorcycles rumbling down their streets, making jarring noises day and night. E-scooters, however, barely make any noise at all. Riders do not have to worry about zipping down the street and bothering their neighbors.
- 6 Did you know that e-scooters can be invaluable tools for both businesses and city planners? Because of the GPS (global positioning service) technology built into the machines, companies are able to track the location and movements of e-scooters

around the city. Gathering this information helps businesses plan for pick-up and drop-off spots within the city, making access to the vehicles more convenient and efficient. Business leaders and city planners are also able to use this valuable data for planning pathways used by the e-scooters.

- 7 Another point to consider is parking. As city populations grow, parking space continues to dwindle. Drivers must circle for countless, frustrating minutes to find an empty parking space. Worse yet, they are forced to pay an outrageous price to park their cars in parking garages. Luckily, e-scooters take up very little space, allowing riders to park them anywhere they choose. For example, riders can drive up to a store, conveniently park their e-scooters on the sidewalk near the entrance, and go shopping.
- 8 Perhaps the biggest annoyance to driving a car or motorcycle is the need to get a driver's license before the person can operate the vehicle. The process for obtaining a license, not to mention insurance, can be difficult and too expensive for many people. Plus, who has the time to spend the better part of a day waiting in line at the Department of Motor Vehicles to get a license? Fortunately, most places do not require riders to get a license or buy insurance to operate an e-scooter.
- 9 Admittedly, there are a few disadvantages to e-scooters. For example, people concerned with how sedentary Americans have become argue that people should walk the short distances rather than use e-scooters, which require very little physical effort from the rider. In addition, depending on the model, most e-scooters have a weight limit. Therefore, the e-scooter is less than ideal for shoppers carrying heavy bags or students shouldering backpacks filled with thick textbooks. Scooters are also not ideal in bad weather, such as in a thunderstorm or snowstorm. However, although these are all good points, none should stop people from using e-scooters. Those who want or need exercise can simply opt not to use a scooter. And though using a scooter is not advisable during a storm, bad weather is brief and not a long-term concern.
- 10 Finally, e-scooters are not just practical—they are also fun! What better way to decompress after a long day than to jump onto your e-scooter and zip down the sidewalk, feeling the warm sunshine on your face and the wind in your hair? Better yet, if you are feeling social, have your friends download the app so that you can all ride together!
- 11 Using our usual modes of transportation has become a real challenge. As fuel prices climb and our streets become clogged with traffic, e-scooters have become a wonderful alternative to transportation. They are inexpensive, easy to park, and help local business leaders. In most places, a person does not need a license to operate one. Best of all, e-scooters are safer for the environment than fuel-powered alternatives. So why don't you start using one today?

**1** Enter your answer in the box. (E2.8A)

The primary purpose of the selection "E-Scooters" is to \_\_\_\_\_?

**2** Which ideas does the author include as a counterargument? (E2.7Eii)

Select **TWO** correct answers.

- (A) E-scooters require very little physical effort from the rider, so people should walk the short distances rather than use e-scooters, which require very little physical effort from the rider.
- (B) A full charge on an electric scooter costs much less than a tank of gasoline.
- (C) Therefore, the e-scooter is less than ideal for shoppers carrying heavy bags or students shouldering backpacks filled with thick textbooks.
- (D) E-scooters can be invaluable tools for both businesses and city planners.
- (E) Scooters are also not ideal in bad weather.

**3** What is the author's primary purpose in paragraph 3? (E2.8A)

- (A) To persuade the reader to use e-scooters rather than public transportation for shorter trips
- (B) To inform the reader about the rising costs of public transportation
- (C) To explain to the reader the positive effects of public transportation on the public's health
- (D) To entertain the reader with humorous stories about using e-scooters instead of public transportation



- 4 Which quotation from the article best expresses the author’s primary claim? (E2.7Ei)
- (A) *As a result, the public’s knowledge of the e-scooter as a new, convenient mode of transportation is certainly important.*
  - (B) *The process for obtaining a license, not to mention insurance, can be difficult and too expensive for many people.*
  - (C) *And though using a scooter is not advisable during a storm, bad weather is brief and not a long-term concern.*
  - (D) *Finally, e-scooters are not just practical—they are also fun!*

- 5 Read this sentence from paragraph 3. (E2.7Eii)

*E-scooters are also far more efficient and beneficial than public transportation.*

What evidence does the author present in the article to support this sentence?

- (A) A description of how to ride an e-scooter and a detailed list of the best scooters on the market today
  - (B) A description about the ease of using an e-scooter and a statistic about the cost of renting an e-scooter versus the cost of taking public transportation
  - (C) A statistic about the cost of buying an e-scooter and a list of facts about the dangers of using public transportation
  - (D) A statistic about the number of people using e-scooters today and a description of the inconvenience of waiting for public transportation
- 
- 6 How does the author try to convince readers of his point throughout the article? (E2.7Eii)
- (A) He attempts to connect emotionally with the reader.
  - (B) He suggests that using an e-scooter is a morally responsible action.
  - (C) He exerts pressure on the reader to act now.
  - (D) He uses primarily objective supporting evidence.

- 7 In paragraph 5, what does *jarring* mean? (E2.2B)
- (A) Producing a calming and soothing feeling
  - (B) Triggering a feeling of curiosity
  - (C) Causing a jolt, or vibration
  - (D) Creating a sharp, high-pitched noise

- 
- 8 Based on the information presented in paragraph 5, what can the reader infer? (E2.4F)
- (A) E-scooters are one of the biggest sources of both air and noise pollution.
  - (B) The more people use e-scooters, the more they will lower noise pollution on our streets.
  - (C) E-scooters barely make any noise at all as they travel down the street.
  - (D) The noise from cars, buses, and motorcycles is not bothersome to the public.

- 
- 9 Which of the following statements best summarizes paragraph 7? (E2.5D)
- (A) E-scooter users can park their e-scooters anywhere they choose.
  - (B) E-scooters are better than other vehicles for shopping.
  - (C) Cars are far more convenient to park than e-scooters, which require special parking spaces.
  - (D) Parking is limited or expensive in many areas, making e-scooters a better option than other vehicles.

# Writing

The Writing part of the STAAR English II 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 . . . . .	214
Revising Skill Lessons . . . . .	222
Revising STAAR Practice . . . . .	240
Post Tests . . . . .	260

## EDITING

Diagnostic Tests . . . . .	270
Editing Skill Lessons . . . . .	278
Editing STAAR Practice . . . . .	310
Post Tests . . . . .	330

## EXTENDED CONSTRUCTED RESPONSE

ECR Skill Lessons . . . . .	340
ECR STAAR Practice Prompts . . . . .	353

# 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
<b>1</b> ○	Revising by Improving Clarity (p. 237)	E2.9C <input type="checkbox"/>	<b>1</b> ○
<b>2</b> ○	Revising a Thesis or Position Statement (p. 222)	E2.9Bi <input type="checkbox"/>	<b>2</b> ○
<b>3</b> ○	Revising by Adding or Removing Details (p. 225)	E2.9Bii <input type="checkbox"/>	<b>3</b> ○
<b>4</b> ○	Revising by Adding or Removing Details (p. 225)	E2.9Bii <input type="checkbox"/>	<b>4</b> ○
<b>5</b> ○	Revising by Improving Transitions (p. 231)	E2.9Bi <input type="checkbox"/>	<b>5</b> ○
<b>6</b> ○	Revising by Improving Clarity (p. 237)	E2.9C <input type="checkbox"/>	<b>6</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

## REVISING 2

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>7</b> ○	Revising a Thesis or Position Statement (p. 222)	E2.9Bi <input type="checkbox"/>	<b>7</b> ○
<b>8</b> ○	Revising by Combining Sentences (p. 228)	E2.9C <input type="checkbox"/>	<b>8</b> ○
<b>9</b> ○	Revising by Adding or Removing Details (p. 225)	E2.9Bi <input type="checkbox"/>	<b>9</b> ○
<b>10</b> ○	Revising by Improving Transitions (p. 231)	E2.9Bi <input type="checkbox"/>	<b>10</b> ○
<b>11</b> ○	Revising by Improving Clarity (p. 237)	E2.9C <input type="checkbox"/>	<b>11</b> ○
<b>12</b> ○	Revising for Coherence (p. 234)	E2.9C <input type="checkbox"/>	<b>12</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

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## EDITING 1

① Diagnostic		② Instruction	Completed ✓	③ Post Test	
<b>1</b>	<input type="radio"/>	Using Pronouns Correctly (p. 284)	E2.9Diii <input type="checkbox"/>	<b>1</b>	<input type="radio"/>
<b>2</b>	<input type="radio"/>	Using Commas Correctly (p. 281)	E2.9Dv <input type="checkbox"/>	<b>2</b>	<input type="radio"/>
<b>3</b>	<input type="radio"/>	Using Correct Capitalization (p. 278)	E2.9Div <input type="checkbox"/>	<b>3</b>	<input type="radio"/>
<b>4</b>	<input type="radio"/>	Using Correct Sentence Structure (p. 296)	E2.9Di <input type="checkbox"/>	<b>4</b>	<input type="radio"/>
<b>5</b>	<input type="radio"/>	Making Verbs Agree with Subjects (p. 290)	E2.9Dii <input type="checkbox"/>	<b>5</b>	<input type="radio"/>
<b>6</b>	<input type="radio"/>	Using Commas Correctly (p. 110)	E2.9Dv <input type="checkbox"/>	<b>6</b>	<input type="radio"/>
<b>7</b>	<input type="radio"/>	Choosing Correct Spellings (p. 293)	E2.9Dvi <input type="checkbox"/>	<b>7</b>	<input type="radio"/>
<b>Total</b> / 7				<b>Total</b> / 7	

## EDITING 2

① Diagnostic		② Instruction	Completed ✓	③ Post Test	
<b>8</b>	<input type="radio"/>	Using Correct Capitalization (p. 278)	E2.9Div <input type="checkbox"/>	<b>8</b>	<input type="radio"/>
<b>9</b>	<input type="radio"/>	Using Correct Sentence Structure (p. 296)	E2.9Di <input type="checkbox"/>	<b>9</b>	<input type="radio"/>
<b>10</b>	<input type="radio"/>	Making Verbs Agree with Subjects (p. 290)	E2.9Dii <input type="checkbox"/>	<b>10</b>	<input type="radio"/>
<b>11</b>	<input type="radio"/>	Using Commas Correctly (p. 110)	E2.9Dv <input type="checkbox"/>	<b>11</b>	<input type="radio"/>
<b>12</b>	<input type="radio"/>	Using Pronouns Correctly (p. 284)	E2.9Diii <input type="checkbox"/>	<b>12</b>	<input type="radio"/>
<b>13</b>	<input type="radio"/>	Choosing Correct Spellings (p. 293)	E2.9Dvi <input type="checkbox"/>	<b>13</b>	<input type="radio"/>
<b>14</b>	<input type="radio"/>	Using Verbs Correctly (p. 287)	E2.9Dii <input type="checkbox"/>	<b>14</b>	<input type="radio"/>
<b>Total</b> / 7				<b>Total</b> / 7	



# Revising by Combining Sentences

E2.9C

Good writing includes a variety of different sentence structures. On the STAAR test, you will be asked to answer questions about revising sentences by combining them. There are many ways to combine sentences. Here are some of the most common:

## Using a comma plus a coordinating conjunction to join the sentences:

*The Giver* was originally published in 1993. It is still worth reading.

*The Giver* was originally published in 1993, **but** it is still worth reading.

## Turning one sentence into a subordinate clause:

*The Giver* features a utopian society that is revealed to be a dystopia. It was published in 1993.

*The Giver*, which was published in 1993, features a utopian society that is revealed to be a dystopia.

## Turning one sentence into a phrase:

Many authors use a dystopian setting. This creates a sense of injustice and unease.

Many authors use a dystopian setting to create a sense of injustice and unease.

## Making a compound verb:

Within this setting, author Lois Lowry explored themes such as the importance of memory. She also expressed the danger of obedience.

Within this setting, author Lois Lowry explored themes such as the importance of memory and expressed the danger of obedience.

## Guided Practice

The following question is from the Diagnostic Test selection, "Looking for Life on Mars? Follow the Water." Read the excerpt, the question, and the steps that follow it.

(6) Scientists used large and powerful telescopes that are located at observatories in Chile and Hawaii. (7) Using these telescopes, scientists determined that billions of years ago, Mars had a primitive ocean that was as large as the Arctic Ocean on Earth.

- 1** What is the most effective way to combine sentences 6 and 7?
- (A) Using the large, powerful telescopes located at observatories in Chile and Hawaii, scientists determined that billions of years ago, Mars held a primitive ocean as large as Earth’s Arctic Ocean.
  - (B) Billions of years ago, Mars had an ocean as large as the Arctic Ocean on Earth, and this discovery was made by scientists with the help of telescopes in Chile and Hawaii.
  - (C) Two powerful telescopes located in Chile and Hawaii are the reasons that scientists could determine that Mars once had a large Arctic Ocean.
  - (D) Scientists used two telescopes to confirm that Mars once had a very large and cold ocean.

**1** Read the sentences referenced in the question. Think about ways to combine the two sentences.

**2** Read each answer choice. Ask yourself whether the combination makes sense and creates a correct sentence structure.

**3** Cross out any answer choice that is awkward or incorrect. Choose the answer that shows the most effective combination.

- a. Using the large, powerful telescopes located at observatories in Chile and Hawaii, scientists determined that billions of years ago, Mars held a primitive ocean as large as Earth’s Arctic Ocean.
- b. ~~Billions of years ago, Mars had an ocean as large as the Arctic Ocean on Earth, and this discovery was made by scientists with the help of telescopes in Chile and Hawaii.~~
- c. Two powerful telescopes located in Chile and Hawaii are the reasons that scientists could determine that Mars once had a large Arctic Ocean.
- d. Scientists used two telescopes to confirm that Mars once had a very large and cold ocean.

This sentence is repetitive and wordy because it uses the passive voice.

## Independent Practice

(1) To find the world’s largest *functional* fire hydrant, visit the Fire Museum of Texas in Beaumont. (2) Outside the vintage 1920s-era firehouse, you’ll definitely notice a 24-foot hydrant painted black and white like a Dalmatian’s coat. (3) The hydrant was built for Disneyland in Anaheim, California. (4) Disney built the hydrant to promote the movie *101 Dalmatians*.

- 2** What is the most effective way to combine sentences 3 and 4?
- (A) The hydrant was built for Disneyland in Anaheim, California, where they built the hydrant to promote the movie *101 Dalmatians*.
  - (B) The hydrant was built for Disneyland in Anaheim, California, to promote the movie *101 Dalmatians*.
  - (C) The hydrant, to promote *101 Dalmatians* in 1999, was built for Disneyland in Anaheim, California.
  - (D) The hydrant was built in Anaheim, California, for Disneyland, and they built the hydrant to promote the movie *101 Dalmatians*.

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

Answer Choices	Evaluation	Is Answer Correct?
A	<i>This combination uses the pronoun "they" with no antecedent.</i>	no
B		
C		
D		

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

*Sarah wrote this paper about the Caverns of Sonora. Read Sarah’s paper and look for revisions she needs to make. Then answer the questions that follow.*



## A Texas Geological Treasure: The Caverns of Sonora

(1) In 1901, a West Texas ranch dog scurried after a raccoon, which had disappeared down into a hole. (2) Although history does not reveal what became of these, the hole in the ground has become famous because it was actually the entrance to a cave that was more than 500 feet deep. (3) In the 1920s and 1930s, the ranch owners allowed visitors to see the cave. (4) It was the Caverns of Sonora, a real treat for visitors to the Balcones Fault.

(5) The Caverns of Sonora—one of several “show caves” in Texas—has been described as “the most beautiful cave on the planet!” (6) The Balcones Fault runs along an area of land in Central Texas that stretches from Waco to Del Rio. (7) Millions of years ago, the coastal plains dropped about 700 feet, creating a fault line. (8) Subsequent erosion washed away soil and left the higher hills of limestone as pockmarked rock filled with clefts, crevices, and caves. (9) Also ranked as one of the top

ten caverns in the country, the cave has two miles of pathways, through five levels of depth, from 20 feet to 180 feet below the surface.

(10) What makes the Caverns of Sonora so attractive? (11) First of all, the cave is alive; that is, the cave is still creating formations. (12) Over 95 percent of the formations are still growing. (13) Secondly, the cave is like entering a cool sauna because it has a constant temperature of 71 degrees Fahrenheit, with a humidity of 98 percent. (14) Visitors feel as if they are in an underground palace, spending the day in warm splendor.

(15) Finally, the variety of formations is breathtaking. (16) Thin, transparent, hollow **stalactites**, called “soda straws,” drip from the ceiling. (17) Cave “bacon”—long, thin, striped formations—wave from the walls. (18) Along the floor grow **stalagmites** that look like Christmas trees, while clear, cool pools hold water from ages ago. (19) Some estimates suggest that the cave began to form over 20 million years ago. (20) Extremely rare **anthodites**, which are needle-like formations that branch out from a flower-like base, gleam in special lighting. (21) But the most outstanding formation, and the one for which the cavern is famous, is a butterfly-shaped **helictite**—a stalactite that can branch into any direction from a downward vertical slope. (22) Of all the formations, the anthodites and helictites are the most delicate—and the most tempting.

(23) In November 2006, vandals broke off more than half of a wing piece of the famous butterfly—the only formation of its kind known to exist in the world! (24) Authorities offered a \$20,000 reward. (25) The vandalism is still an unsolved mystery. (26) Nevertheless, the Caverns of Sonora remain a geological wonder and a Texas treasure.



- 1 Sentence 2 contains an indefinite reference that affects the clarity of the sentence. Select the **ONE** correct answer that **BEST** replaces **these** in this sentence. (E2.9C)

*Although history does not reveal what became of \_\_\_\_\_?, the hole in the ground has become famous because it was actually the entrance to a cave that was more than 500 feet deep.*

- (A) the animals
- (B) the caverns
- (C) the holes
- (D) the owners

**Remember** Improve the clarity of a sentence by replacing a vague word with a more specific one.

- 2 Sarah would like to add more detail to sentence 3. Which of the following best replaces sentence 3? (E2.9Bi)

- (A) In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however, the visitors could not tell anyone else about the cave.
- (B) In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however, the cave really wasn't worth looking at since the cave was so ordinary.
- (C) In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; further explorations revealed that the cave was actually over seven-and-a-half miles long.
- (D) In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however, further explorations convinced the owners that visitors should not be allowed in the cave anymore.

- 3 Sarah would like to revise sentence 4 to express her thesis better. In the box provided, rewrite sentence 4 in a clear and effective way. (E2.9Bi)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 Sarah would like to change the organization of paragraph 2 (sentences 5–9) by moving sentence 5. Select the placement in the paragraph for sentence 5. (E2.9C)

Sentence 5 should be placed after sentence \_\_\_\_\_ ? \_\_\_\_\_ .

- (A) 6
- (B) 7
- (C) 8
- (D) 9

**Test-Taking Strategy**

Move together sentences that have similar ideas or related information on the same idea.

- 
- 5 Sarah would like to replace sentence 19 with a sentence that better fits in the paragraph. Which sentence best accomplishes this goal? (E2.9Bii)

- (A) Flowstone, a form of **speleothem**, lines the walls and floor of the cave.
- (B) Different colored lights highlight the beauty of the pools of water.
- (C) Suddenly appears a column, where stalactite and stalagmite meet.
- (D) No change needs to be made in this sentence.

- 
- 6 What is the most effective way to combine sentences 24 and 25? (E2.9C)

- (A) Authorities offered a \$20,000 reward to solve the vandalism.
- (B) A \$20,000 reward was offered to find the vandals, but authorities say the vandalism is still an unsolved mystery.
- (C) Despite a \$20,000 reward, the vandalism is still an unsolved mystery.
- (D) Authorities offered a \$20,000 reward to solve the vandalism, but so far nobody has claimed the reward.

# Using Commas Correctly

E2.9Dv

Questions about punctuation on the STAAR test typically involve how to properly use commas, colons, and semicolons. This lesson covers the rules most often tested by the STAAR test.

## Commas and Independent Clauses

Use a comma and a coordinating conjunction (*and, but, or, nor, for, so, yet*) to join two independent clauses.

We ordered pizza, **and** my little brother ate most of it.

Independent clauses have a subject and verb and form a complete thought.

However, do NOT use a comma with compound verbs.

He likes mushrooms **but** hates pepperoni.

These verbs are part of the same single idea, so there is no comma before the conjunction word but.

Using a comma with the word and joins the independent clauses.

### BUILD SKILLS

In each sentence below, add a comma where needed to combine two independent clauses. Then draw a box around the coordinating conjunction. If a sentence is already correct, write "Correct" beside it.

- Melanie wanted to spend the whole day at the beach so she packed extra snacks and sunscreen.
- Bryson mowed the lawn and raked the leaves on Saturday.
- Sofia wanted to see the movie with her friends but she felt too tired to go out.

## Commas with Interrupters

Use commas to set off nonrestrictive phrases and clauses and parenthetical expressions. Nonrestrictive and parenthetical elements are not essential to the basic meaning of the sentence.

The subway, which many people ride to work, is often a faster way to travel than driving.

This is a nonrestrictive phrase. It adds information to the sentence, but removing it would not change the essential meaning of the sentence. It is set off by commas.

The bus that goes downtown at 6:15 will get you to the concert in time.

This is a restrictive phrase. Without it, the reader would not know which bus will get him to the concert in time. The sentence does not need a comma before or after the phrase.

### BUILD SKILLS

In each sentence below, add commas to set off nonrestrictive phrases and parenthetical expressions. Underline the phrases and expressions. If a sentence is already correct, write "Correct" beside it.

4. The downtown fire station which is the largest in the city has four fire engines.
5. The gym at the high school unlike the one at the middle school has a full weight room.
6. She bought the dress with the floral print for the spring dance.

## Commas with Introductory Elements

Use a comma after an introductory phrase or clause. Words such as *after*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *unless*, and *while* often signal introductory elements, and so do participles (words that often end in *-ing*).

These introductory phrases add information to each sentence.

{ Although she loved animals, she never wanted a dog.  
 { If he didn't do his homework, he wouldn't be prepared for the quiz.

### BUILD SKILLS

In each sentence below, add a comma to set off the introductory phrase or clause.

7. Stepping quietly through the room he hoped he would not wake the baby.
8. While we're here we should see as much of the park as we can.
9. After the play the actors lined up on stage to take a bow.

## Commas with Dependent Clauses

Use a comma after a dependent clause if it comes before an independent clause. Use a comma before and after a dependent clause when it appears in the middle of an independent clause. Do not use a comma when a dependent clause occurs after an independent clause.

Even though she was not a good swimmer, Shelly liked paddling the canoe on the pond.

A dependent clause contains a subject and verb, but it does not form a complete thought.

My dad, after he retired, started sleeping late in the mornings.

This is a dependent clause in the middle of an independent clause.

Amira could not finish writing the story until she figured out a good ending.

This is a dependent clause that follows an independent clause.

## BUILD SKILLS

In each sentence below, add a comma where needed to set off a dependent clause. If a sentence is already correct, write "Correct" beside it.

10. Mr. Laird went swimming every afternoon unless the pool was closed.
11. The dentist when he checked my teeth said that I didn't have any cavities.
12. After you finish soccer practice will you give me a ride home?
13. He hasn't been drinking soft drinks since he started his new diet.
14. Because he raises his own chickens the family always has plenty of eggs.

## Colons and Semicolons

**Colons** come after independent clauses. They are used to call attention to lists, noun phrases, and quotations.

She has taken the following math classes: Algebra, Pre-Calculus, and Statistics 1.

He was cooking her favorite dinner: cheese fajitas with elote, or Mexican street corn.

The Beatles said it best: "Love is all you need."

*The information following a colon should explain something that the first independent clause refers to.*

**Semicolons** are used to separate items in a list, especially when those items already use commas. Semicolons are also used when listing items following a colon.

Some U.S. cities share the name of famous international locations, such as Athens, Georgia; Cairo, Illinois; and Italy, Texas.

We adopted three dogs: a small, sharp-voiced terrier; a lean, twitchy greyhound; and a huge, shaggy golden retriever.

*The meaning of this sentence would be unclear if commas had been used to list these cities.*

*Lists following colons and using semicolons are often parallel in construction.*

Semicolons can also be used to join two independent clauses that express closely related ideas.

Richard likes frozen yogurt; I prefer ice cream.

*Independent clauses can function as complete sentences.*

You can park at my house; it's close to the parade route.

*The first letter following a semicolon should be lowercase unless it is a proper noun.*

Semicolons are used with conjunctive adverbs such as *also*, *besides*, *however*, *moreover*, *nevertheless*, *meanwhile*, *otherwise*, *therefore*, *then*, *finally*, *likewise*, and *consequently*.

He regretted the decision; however, he accepted the consequences.

Jennifer doesn't like expensive gifts; besides, I don't have that much money to spend.

Do not capitalize the first letter of a conjunctive adverb following a semicolon.

## BUILD SKILLS

In each sentence below, add a colon or semicolon where needed. If a sentence is already correct, write "Correct" beside it.

15. I try to live by Shakespeare's famous words "To thine own self, be true."
16. We should stop at this gas station; it's a long way to the next one.
17. Upperclassmen can leave campus for lunch; nevertheless, many do not.
18. Dad had one thing on his mind cooking the burgers before the rain started.
19. My favorite teachers are Mrs. LaMotte, my math teacher Mrs. Hernandez, my English teacher and Mr. Reade, my music teacher.

## Guided Practice

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

(1) Hawksbill turtles, a critically endangered species are found throughout the tropical waters of the Atlantic, Pacific, and Indian Oceans. (2) Their diet consists mainly of sponges that live on coral reefs. (3) Today, loss of coral reef habitat around the world is the primary threat to hawksbill turtles. (4) Hawksbill turtles are endangered because of their beautiful shells; they were hunted for hundreds of years in huge numbers for the "tortoise shell" that was used in many types of jewelry and trinkets.

- 1 What change, if any, should be made in sentence 1?
  - (A) Delete the comma after *turtles*
  - (B) Insert a comma after *species*
  - (C) Insert a comma after *waters*
  - (D) Change the comma after *Atlantic* to a semicolon



**STAAR Strategy**

- First, read the question and find the sentence mentioned.
- Check each answer choice in the sentence. Think about the rules for using commas.
- Finally, cross out answers that do not show a necessary change.

The correct answer will follow correct punctuation usage rules and help you understand the meaning of the sentence when you read it to yourself.

## Independent Practice

Read this paragraph. Then answer the question using what you have learned about using commas correctly.

(1) On paper, the strategy had been simple enough. (2) The commands were to drive the enemy forces towards the rough country and the canyons in the headwaters of the Red River. (3) Actually carrying out the plan was another matter entirely. (4) Problems mounted and multiplied: sudden changes in weather were severe; drinking water was scarce, and usually had the same effects on the drinkers as would a laxative; wood for fires was sparse, corn for horses was scant; and the long supply lines were constantly threatened by our alert foes.

- 2 What change, if any, should be made in sentence 4?
- (A) Change the colon after **multiplied** to a comma
  - (B) Delete the comma after **and**
  - (C) Change the comma after **sparse** to a semicolon
  - (D) Sentence 4 should not be changed.

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

Clark is writing a report about protecting student athletes from concussions. Read Clark's report and look for corrections he needs to make. Then answer the questions that follow.



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## What Is a Concussion?

(1) When my once-brilliant great-grandfather Charles died in his 80s, he could no longer remember new information, think clearly, or recognize his sons. (2) The Doctor called his condition dementia and said it may have been caused by brain injuries from playing football in high school.

(3) Repeated brain injuries even minor ones, can cause buildup of a protein that kills brain cells slowly. (4) It continues to killing cells long after the brain is no longer being injured, but symptoms may not appear until decades after the last brain injury. (5) Many events can cause brain injuries, including fights, falls, or most sports.

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(6) Repetitive brain injuries are most likely to occur, however, in athletes who play contact sports, such as football or soccer. (7) Athletes involved in these sports need to take precautions to protect them and prevent possible long-term injury to their brains.

(8) One common type of injury our athletes risk is a concussion. (9) The brain is surrounded by spinal fluid which usually keeps it from bumping against the skull.

(10) Even so, a blow or jolt to the head or body can cause the brain to slosh through this liquid and slam into the skull. (11) A concussion's effects, both long-term and short-term, can be severe.

(12) People with concussions may lose consciousness. (13) They often seem dazed, confused, clumsy, or drowsy; their speech may be slow or unclear; and they may have problems with memory, concentration, or vision. (14) Headaches and nausea may occur.

(15) Because concussions may not seem serious at first, people often ignore them, especially athletes who get up and play through the pain. (16) Ignoring a possible concussion is a dangerous mistake, though. (17) Following a concussion, the brain is even more vulnerable to injury, so a second blow to the head could cause even more damage than the first. (18) Therefore, it's important to avoid any activities, such as finishing a game, that raise the risk of a head injury.

(19) If you receive a blow or jolt to your body or head during a game, you should immediately stop playing. (20) You may need medical attention to see if you have a concussion. (21) If you see an athlete receive a blow to the head or body, look for signs of a concussion. (22) Urge the coach to take the athlete out of the game. (23) Encourage the player to seek medical attention or alert a responsible adult, such as a coach, school nurse, or parent.

(24) The brain can take days, weeks, or even months to heal from a concussion. (25) The brain must rest, so some patients must avoid strenuous physical activities and even those activities that require mental concentration.

(26) Most importantly, plan to avoid brain injury in the first place. (27) Please take precautions. (28) Use proper safety equipment, such as helmets, when engaged in sports. (29) Remember, however, that no helmet is concussion-proof. (30) As athletes, watch out for one another and avoid behaviors that are likely to injure other players' brains. (31) With caution and care, we student athletes can play our best today and still have healthy brains in the future.

- 1 What change should be made in sentence 2? (E2.9Dii)
- (A) Change **Doctor** to **doctor**
  - (B) Change **condition** to **condision**
  - (C) Insert a comma after **injuries**
  - (D) Change **playing** to **play**

- 2 Select the correct way to write sentence 3. (E2.9Di)

Repeated \_\_\_\_\_? \_\_\_\_\_ that kills brain cells slowly.

- (A) injuries. Even minor ones, can cause buildup of a protein
- (B) injuries, even minor ones, can cause buildup of a protein
- (C) injuries, even minor ones. Can cause buildup of a protein
- (D) injuries, even minor ones, can cause buildup, of a protein

**Test-Taking Strategy** If an answer choice contains two sentences, both must be complete thoughts with a subject and verb; otherwise, it is not the correct answer.

- 3 What change needs to be made in sentence 4? (E2.9Dii)
- (A) Insert a comma after **long**
  - (B) Change **continues** to **continue**
  - (C) Change **killing** to **kill**
  - (D) Delete the comma after **injured**

4 What change, if any, needs to be made in sentence 7?

(E2.9Diii)

- (A) Change **them** to **themselves**
- (B) Change **possible** to **posible**
- (C) Change **their** to **there**
- (D) No change needs to be made in this sentence.

5 Select the response that corrects the error in sentence 9.

(E2.9Dv)

The brain is surrounded by \_\_\_\_\_? \_\_\_\_\_ from bumping against the skull.

- (A) by spinal fluid, that usually keeps it
- (B) by spinal fluid which usually keeps it
- (C) by spinal fluid, which usually keeps it
- (D) by spinal fluid; that usually keeps it

6 What change needs to be made in sentence 18?

(E2.9Dvi)

- (A) Change **its** to **it's**
- (B) Delete the commas after **activities** and **game**
- (C) Change **finishing** to **finish**
- (D) Change **raise** to **rays**

**Watch Out** *It's* has an apostrophe, but it is a contraction, not a possessive pronoun.

# Analyzing the Prompt

E2.9A  
E2.10B

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 that 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 poem "Wild Orchard" by William Carlos Williams.  
Based on the information in the poem, write a response to the following:

Explain how the poet's use of sensory details in the poem establishes a contrast between the orchard and the surrounding landscape and reveals the relationship between the trees and the landscape's "savage aristocracy of rocks."

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

## The Audience

It may seem strange to think about your essay having an audience, but thinking about 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
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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 genre traits and how text is organized.

Use the words from the box to complete the sentences below about correctly analyzing the excerpt from "Wild Orchard" on page 111.

poet	directly cite	interpret	speaker	lines
------	---------------	-----------	---------	-------

When citing the poem, I call the person who wrote the poem the \_\_\_\_\_. The person speaking in the poem is the \_\_\_\_\_. I cite \_\_\_\_\_ using the numbers to the left of the poem. I will have to \_\_\_\_\_ elements in the poem, such as theme and symbols, and I will \_\_\_\_\_ elements such as sensory details or figurative language 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 argumentative essay “E–Scooters” on page 145. Based on the author’s use of evidence, write a response to the following:

Explain why the author’s use of evidence to support the argument appeals to both teen and adult readers.

Write a well-organized informational essay and support your answer by using specific examples from the selection of the author’s use of evidence.

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.

<b>INTRODUCTION</b> Thesis or Controlling Idea:	
<b>Topic Sentence:</b>	<b>BODY</b>
<b>Evidence:</b>	
<b>Analysis:</b>	
<b>BODY</b>	
<b>Topic Sentence:</b>	
<b>Evidence:</b>	
<b>Analysis:</b>	
<b>BODY</b>	
<b>Topic Sentence:</b>	
<b>Evidence:</b>	
<b>Analysis:</b>	
<b>CONCLUSION</b> Connect Back to Thesis or Controlling Idea:	

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# Using This Teacher's Edition

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

## Skill Lessons—Interactive TEKS Instruction

### 1 Introducing the Skill

Lesson introductions review 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 choices.

### 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 question, 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.

**READING SKILL 13 Summarizing and Paraphrasing** (2.50)

A **summary** is a brief restatement of the most important information in a text. While a summary covers the whole text, a **paraphrase** restates only part of the text, such as a section or a paragraph. Both summaries and paraphrases condense information, using as few words as possible and leaving out minor details. They also maintain the meaning and the logical order of the original text. When a STAAR question asks you to identify the summary of only a part of the text, it is asking for the best way to paraphrase this text. Summaries and paraphrases restate different information, depending on the type of text:

- **Informational:** the controlling idea and most important details
- **Literary:** the major plot events, characters, and important details from the beginning, middle, and end of the story
- **Argumentative:** the claim and evidence that supports it

**CHECK-IN** ✓  
In your own words (2–3 sentences), explain the difference between summarizing and paraphrasing an informational article.

**Guided Practice**  
The following question is from the Informational Diagnostic Test selection, “The Battle of San Jacinto and the San Jacinto Campaign.”  
First, read the STAAR question. Then select the sentence that explains how to best answer the question.

Which of these is the best summary of the selection?

- To answer this STAAR question, I need to restate the controlling idea and important supporting details in logical order.
- To answer this STAAR question, I need to restate the major plot events and character details in logical order.

**Independent Practice**  
Now answer a new question about “The Battle of San Jacinto and the San Jacinto Campaign.” You may need to return to the selection.  
Read the STAAR question. Then select the sentence that explains how to best answer the question.

Which of these is the best summary of the section of the text titled “The Capture of Santa Anna?”

- In order to answer this question, I need to read one section of the selection and find the most important ideas from that section.
- In order to answer this question, I need to read the entire selection and find evidence supporting the selection’s central idea.

Choose the best answer to the question.

2 Which of these is the best summary of the section of the text titled “The Capture of Santa Anna?”

- The Mexican prisoners called him “El Presidente.” He was taken to General Houston, who treated Santa Anna coldly. After talking for two hours with interpreters, Santa Anna agreed to write an order commanding all Mexican troops to evacuate Texas. Later, treaties were signed recognizing Texas as a republic.
- General Houston ordered a search for Santa Anna. Sergeant ~~James~~ ~~Spencer~~ spotted him in Vinca’s Bayou. Santa Anna was wearing a soldier’s uniform. General Houston refused to have mercy on Santa Anna because he showed mercy on the soldiers at the Alamo and at Goliad. Santa Anna agreed to write an order commanding all Mexican troops to evacuate Texas.
- Santa Anna disappeared during the battle. He was captured and was identified by Mexican prisoners. He was brought to General Houston and pleaded for mercy. Santa Anna talked with General Houston and agreed to command Mexican troops to evacuate Texas. Later, treaties were signed that recognized Texas independence and ended the revolution.
- Treaties were signed at Velasco that ended the revolution and established Texas as a free republic. General Houston ordered a search for Santa Anna. He was caught and brought to General Houston. Santa Anna pompously announced that he was the General Antonio Lopez de Santa Anna. Santa Anna became afraid when Texas soldiers surrounded him. He whined that he was the ~~captain~~ ~~captain~~ of the ~~troops~~.

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

**CHECK-OUT** ✓  
What are some clues that a summary or paraphrase might be incomplete or incorrect?

# 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**

3 Which sentences from paragraph 13 best support the theme of the will to survive? (E2.6A)  
Select **TWO** correct answers.

A Constance struck a match and touched it to the small foredeck cannon.

B The ignition was thundering, and it knocked her backward and almost off her feet.

C The cannonball tore out a chunk of the pier, sending Mannix's crew scrambling.

D Just then a gust of wind filled the mainsail, and the ship lurched away from the dock.

E Constance wrestled to get control of the tiller while steering the ship out of the mouth of the harbor.

---

4 Based on the details in paragraphs 20 and 21, which words describe Constance as she appears in her dream? (E2.6B)  
Select **TWO** correct answers.

A Obsessive

B Nervous

C Vicious

D Ambitious

E Scared

**Red boxes show correct answers.**

---

5 Which word or words from paragraph 7 best help the reader understand the meaning of *ramshackle*? (E2.2B)

A warily

B shabby

C Port Dalrymple

D jungle

---

6 Why does Constance believe a ship without a sail is useless? (E2.4F)

A The ship needs a sail to catch the wind to move.

B The ship needs a sail to stay afloat.

C The ship needs a sail in order to keep its balance.

D The ship needs a sail to remain in one location while floating.

**Test tips** **Analyze and Infer** Use what you know about ships from your past experience and from earlier events in the story to choose the correct answer.

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**2**

**Answer Choice Rationales**

3 A [Faded rationale text]

B [Faded rationale text]

C [Faded rationale text]

D [Faded rationale text]

E [Faded rationale text]

---

4 A [Faded rationale text]

B [Faded rationale text]

C [Faded rationale text]

D [Faded rationale text]

E [Faded rationale text]

---

5 A [Faded rationale text]

B [Faded rationale text]

C [Faded rationale text]

D [Faded rationale text]

---

6 A [Faded rationale text]

B [Faded rationale text]

C [Faded rationale text]

D [Faded rationale text]

# Using This Teacher's Edition—Writing

## Revising and Editing STAAR Practice

Full answer-choice rationales or sample 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 revision to make in sentence 1? (E2.9C)

Change **went to scurried**

Change **disappeared** to **vanished**

Change **which** to **that**

No change should be made in this sentence.

**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** Sarah would like to add more detail to sentence 3. Which of the following best replaces sentence 3? (E2.9B)

In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however, the visitors could not tell anyone else about the cave.

In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however, the cave really wasn't worth looking at since the cave was so ordinary.

In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; further explorations revealed that the cave was actually over seven-and-a-half miles long.

In the 1920s and 1930s, the ranch owners allowed visitors to see the cave; however, further explorations convinced the owners that visitors should not be allowed in the cave anymore.

---

**3** Sarah would like to revise sentence 4 to express her thesis better. In the box provided, rewrite sentence 4 in a clear and effective way. (E2.9B)

**Answer Choice Rationales**

**1** A

B

C

D

---

**2** A

B

**C**

D

---

**3**

**Red boxes show correct answers.**

**New question types**

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

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## ECR Practice Prompts

Five informational essay prompts provide scaffolded writing practice.

**WRITING** **1** Prompt

Read the poem "Wild Orchard" by William Carlos Williams on page 111. Based on the poet's use of sensory details in the poem, write a response to the following:

Explain how the poet's use of sensory details in the poem establishes a contrast between the orchard and the surrounding landscape and reveals the relationship between the trees and the landscape's "savage anarchy of rocks."

Write a well-organized informational essay that uses specific evidence from the poem 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.

**Organizing Your Ideas and Evidence**

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

**INTRODUCTION**

Thesis or Controlling Idea:

**BODY**

Topic Sentence:

Evidence:

Analysis:

**BODY**

Topic Sentence:

Evidence:

Analysis:

**BODY**

Topic Sentence:

Evidence:

Analysis:

Connect Back to Thesis or Controlling Idea:

**CONCLUSION**

**A graphic organizer** helps students plan their essays.

Write your essay in the box below.

**Example of a high-scoring essay:**

**Example of a low-scoring essay:**

Make sure your composition has —

- introduction and concluding thought
- multiple paragraphs
- one to six writing errors

**EXTEND** **CON**

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

**A checklist** ensures students include all necessary parts for their essays.

# SAMPLER

## English II EOC Contents

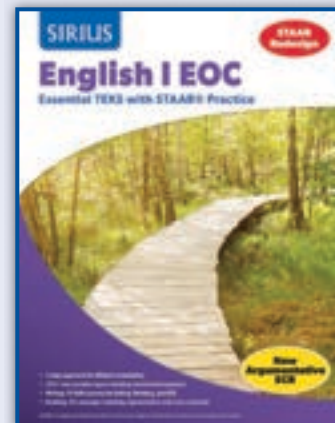
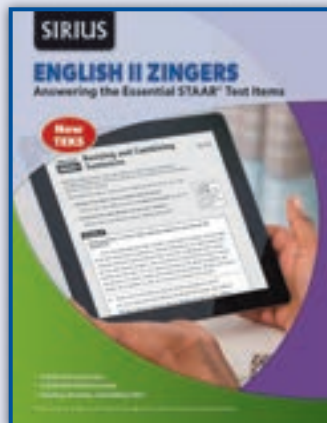
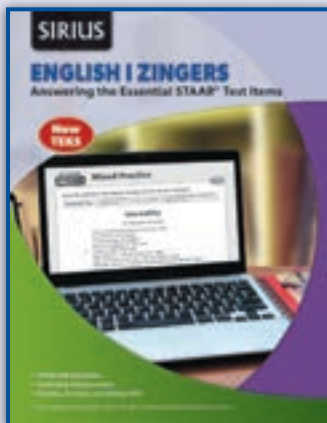
### READING

- Diagnostic Tests
- Skill Lessons
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  - Informational and Argumentative Skills
  - Text Evidence and Analysis Skills
  - Paired Texts and Vocabulary Skills
- STAAR Practice
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- Revising
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  - Post Tests
- Extended Constructed Response
  - Skill Lessons
  - STAAR Practice

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# English II Zingers Workbook

English II Zingers 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 Thesis Statements (E2.9C)**

The central idea of an expository essay is called a thesis, and it is often expressed in a thesis statement. The STAAR test usually asks about thesis statements in two ways.

- **Revising to make a stronger statement**  
Brian has offered a weak **thesis** for his paper. Which of the following could provide a more effective **thesis statement** for his paper?
- **Identifying the best possible statement**  
Julia realizes that she did not include a **thesis statement** in her paper. Which sentence could serve as the **thesis statement**?

**Practice A**

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

(1) Hale-Bopp was almost as bright as Venus. (2) Visible for a historic eighteen months in 1996–97, the comet was named for its discoverers. (3) Amateur astronomers Alan Hale (New Mexico) and Thomas Bopp (Arizona) independently sighted the comet outside the orbit of Jupiter. (4) Great comets appear about every ten to twenty years, but Hale-Bopp won't return until the year 4385.

**Read question 2 first. Then read the selection and answer the question.**

(1) Only five months after Hurricane Harvey, Port Aransas said, "The Whooping Crane Festival 2018 is ON!" (2) For a small town in Texas with a \$400 million tourism industry and over four million yearly visitors, losing six weeks of tourism could have meant the end of the town's economy. (3) The town urged visitors to "come on down this spring to sample our white beaches and local cuisine."

1 Marcel would like to replace sentence 1 and provide a more effective thesis statement for his paper. Which of the following will accomplish this goal?

- A Some twenty-five years ago, the Hale-Bopp comet was a magnificent spectacle in the night sky.
- B Many great comets appear in the Southern Hemisphere, but one spectacular one appeared in the Northern Hemisphere.

**2 English II Zingers** Answering the Essential STAAR Test Items

**STAAR Skill Instruction**

**STAAR Language.** They are important for understanding the items.

**Short selection with focused practice**

**Checklist**

**Longer selections**

**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.

**Coral Snakes: Not as Scary as You Think**

(1) On a hike or at the park, you spot a colorful snake and freeze. (2) It's not a rattlesnake, but is it safe? (3) In Texas, there's an old rhyme that many people know to help identify one dangerous snake. (4) A snake with red and yellow touching is a venomous coral snake. (5) But on this one, the red is touching black, so it is just a harmless copycat, probably a scarlet kingsnake. (6) What a relief!

(7) The coral snake's venom is highly toxic. (8) It has the most toxic venom of any snake, not just in Texas, but in the whole United States of America. (9) In fact, its venom is second in toxicity only to its deadly cousin, the black mamba of Africa. (10) The black mamba is also the longest venomous snake in Africa, up to 14 feet in length!

(11) Despite having such highly toxic venom, coral snakes have small, relatively weak fangs and small mouths, which makes it difficult for them to puncture human skin. And since they are small snakes, they don't carry much venom. (12) They generally keep to themselves and will not bite a person unless they are stepped on or handled. (13) Coral snakes would much rather sink their fangs into mice, frogs, lizards, small birds, or other snakes than people.

(14) Since the development of antivenom, a medication to treat snake bites, in the late 1960s, there have been no reported deaths from coral snake bites in the United States. (15) The bites themselves often cause little or no pain. (16) It can take hours for symptoms, including double vision and temporary muscular paralysis, to occur in humans. (17) If bitten, don't panic; instead, seek immediate aid at the park headquarters or the nearest hospital.

**WRITING Mixed Practice: Part 1 Zingers 1-2 9**

**Test tips**

**Authentic STAAR test questions**

1 The writer would like to add the following detail to the first paragraph (sentences 1–6).

*Red touch yellow, kills a fellow. Red touch black, venom lack.*

Where should this sentence be inserted? (E2.9C)

- A After sentence 1
- B After sentence 3
- C After sentence 4
- D After sentence 5

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

2 Which of the following could replace sentence 6 and better articulate the thesis of the paper? (E2.9C)

- F Texas has a variety of venomous snakes, such as coral snakes, copperheads, cottonmouths, and eight species of rattlesnakes.
- G If you ever do encounter a coral snake in the wild, it is better to do so equipped with more knowledge and less fear.
- H Coral snakes live mostly in the woodlands, coastal plains, and canyons of the southeastern parts of Texas.
- J Coral snakes are multicolored mysteries—beautiful and deadly.

3 There is an extraneous sentence in paragraph 2 (sentences 7–10). Which of these sentences should be deleted? (E2.9C)

- A Sentence 7
- B Sentence 8
- C Sentence 9
- D Sentence 10

4 The paper needs a stronger closing. Which sentence could the writer insert in sentence 18 to bring the paper to a more effective conclusion?

- F Take precautions to avoid snakes, remembering that the coral snake is likely to "avoid a fellow" than kill him.
- G Remember also that a rattlesnake does not always rattle before it strikes.
- H Hikers are more likely to get hurt from a twisted ankle or a fall than they are from a snake bite, and it can be difficult to move a person with a broken bone.
- J When threatened, coral snakes make a popping sound to scare away predators, although a human might not even notice it.

**10 English II Zingers** Answering the Essential STAAR Test Items

**Move More Students to Meets and Masters!**

# RLA Companion Workbooks for *Sirius Online*

## Blended Learning with *Sirius Online*

*Sirius Online* 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. On the left, a reading passage titled "from The Open Boat" is shown. A yellow callout box labeled "Same Tools and Features" points to the top navigation bar. Another yellow callout box labeled "Guideline" points to a highlighted section of the text. A third yellow callout box labeled "Highlights" points to a highlighted sentence in the text. On the right, a multiple-choice question is displayed. A yellow callout box labeled "Scaffolded Instruction" points to the question options. A fourth yellow callout box labeled "Watch Out" points to a "Watch Out" message box that says "Avoid choosing an answer that expresses an opinion rather than a straightforward fact about the correspondent." Below the question, a "Sorry, that's not correct" message is visible, indicating that the selected answer is incorrect.

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