



2019 STAAR Grade 8 Reading Rationales

| Item# | Rationale | |
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| 3 | Option D is correct | The author’s main message is best conveyed by this sentence. Traveling through the Drake Passage and interacting with the emperor penguins were memorable experiences. In order to see the penguins, the author had to endure traveling through the Drake Passage. He repeats the phrase “No pain, no gain” (paragraphs 1 and 22) to explain this contrast. |
| | Option A is incorrect | The positive experience of seeing the penguins (the “gain”) is not reflected in this sentence, so the author’s message of “No pain, no gain” is not conveyed. |
| | Option B is incorrect | This sentence is about the “pain” half of the “No pain, no gain” message. The “pain” was the Drake passage, not the cold of Antartica mentioned in the option, so the author’s message is not conveyed |
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| 5 | Option D is correct | The author most likely gained an increased respect for the power of nature. In paragraph 19, he expresses his respect for the penguins' ability to "survive in Antarctica, an incredibly harsh place," and in paragraph 20, he explains that he "came to respect and even revere the power of that sea," referring to the Drake Passage. |
| | Option A is incorrect | The author does not discuss how the penguins survive in such a cold climate; instead, he expresses awe at their ability to survive. |
| | Option B is incorrect | The author does not discuss any journey other than the one to Antarctica in the selection. |
| | Option C is incorrect | The author does not discuss his daughter's enjoyment of activities in the selection. |
| 6 | Option G is correct | The best summary of the selection is presented in these sentences. The author's journey to Antarctica and his experience with the penguins are both described, and the author's message of "No pain, no gain" is restated. |
| | Option F is incorrect | The author's message of "No pain, no gain" is not included in this summary, and the last sentence about rules is a detail, so this is not the best summary of the selection. |
| | Option H is incorrect | The author's experience traveling through the dangerous Drake Passage is not included in this summary, so it is not the best summary of the selection. |
| | Option J is incorrect | This summary is comprised of minor details, and key ideas from the selection (such as the author's interactions with the penguins) are omitted, so this is not the best summary. |

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| 7 | Option D is correct | The author's enthusiasm during his observation of the penguins is expressed in this sentence from paragraph 18. In this sentence, the author calls an exciting and incredible moment when a penguin seemed to understand what he was saying. |
| | Option A is incorrect | In this sentence, the author is simply describing what he viewed from a farther perspective. There is no enthusiasm about what is happening. |
| | Option B is incorrect | The idea that penguins are curious and fearful of humans is the author's observation, not an expression of enthusiasm. |
| | Option C is incorrect | The author had not reached the penguin colony in this sentence, so he is not expressing any enthusiasm while observing penguins. |
| 8 | Option F is correct | The sensory language in this sentence reveals the sense of relief and accomplishment that the author felt. The sweet bite of the cold, clear air is used to suggest that although cold, it might be something to avoid, but the author considered it positive because it meant that he was close to his destination. |
| | Option G is incorrect | The sensory language in this sentence is used to reveal how the author felt about arriving in Antarctica. The description does not indicate that the author has an understanding of extreme weather conditions in Antarctica. |
| | Option H is incorrect | The author is indicating frustration in this sentence because he was relieved to finally see Antarctica's sweet bite of cold, clear air. |
| | Option J is incorrect | There is no expression of anticipation in this sentence. |

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| 9 | Option B Correct | The heat generated by the geothermal vents made the survival of nearby plants surprising. This is explained in paragraph 1 that the ground temperature near the vents can rise more than 150 degrees Fahrenheit, a temperature that usually kills plants, which led Rodriguez to wonder how these plants were able to flourish. |
| | Option A Incorrect | The plants grow near the geothermal vents, not inside them, so the depth of the vents does not affect the plants' survival. |
| | Option C Incorrect | Although it is stated in paragraph 1 that there are [t]housands of geothermal vents, the number of vents does not affect the plants' survival. |
| | Option D Incorrect | The plants grow near the geothermal vents, not inside them, so the pressure released by the vents does not affect the plants' survival. |
| 10 | Option G Correct | The effect that endophytes can have on plants is demonstrated in the photograph and caption after paragraph 4. The caption explains that both plants experienced six days of drought conditions. The plant on the left in the photograph is small and shriveled while the plant on the right (the one that was treated with the endophyte mixture) is healthy and tall. |
| | Option F Incorrect | In the photograph and caption there is no explanation of how endophytes work to help plants, just a demonstration that they do have an effect on plants. |
| | Option H Incorrect | Although the plants in the photograph are specifically soy plants, it is not specified in the caption that endophytes help only soy plants and that other types of plants are mentioned. |
| | Option I Incorrect | Although the conditions under which the plants in the photograph were grown are specified in the caption, it is stated that plants cannot be protected by endophytes in the conditions. |



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| 13 | Option D correct | In paragraph 2, Rodriguez discovered that endophytes help plants handle climate stressors, and in paragraph 4, he experimented with storing endophytes in plants and was successful in growing plants that are healthier and more resilient. The restorative effects of endophytes on crops and the future use of endophytes are also discussed in paragraphs 5 and 6. |
| | Option A incorrect | As described in paragraphs 5 and 6, Rodriguez used endophytes to help plants grow better in the future. Endophytes are not used to build crops, and the future use of endophytes is not discussed in paragraphs 4, 5, and 6. |
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| 20 | Option A is correct | In this sentence from <i>Persevering Plants</i> , the author describes the success of Rodriguez's endophyte mixture. Similarly, Jonkers' bioconcrete was successful because it helped the lifeguard station remain intact. |
| | Option B is incorrect | The author uses this sentence to explain that the bacteria in the concrete took a long time without dying, but its success in repairing cracked concrete is mentioned as an outcome similar to Rodriguez's success, not shown. |
| | Option C is incorrect | In this sentence, an example of the application of bioconcrete in the real world is described, but it is not stated whether it was successful, an outcome similar to Rodriguez's success is not shown. |
| | Option D is incorrect | An example of the application of bioconcrete in the real world is described in this sentence, but it is not stated whether it was successful, an outcome similar to Rodriguez's success is not shown. |
| 21 | Option A is correct | The one problem presented about bioconcrete that is not presented about endophyte fungi is that bioconcrete is expensive to produce. In paragraph 7 of <i>The Cure for Concrete</i> , it is explained that bioconcrete is 50 percent more costly to create than traditional concrete, but there is no mention of the cost of treating plants with endophyte fungi. |
| | Option B is incorrect | In paragraph 5 of <i>Persevering Plants</i> , the author does explain that pesticides and fertilizer unintentionally destroy endophytes, but there is no mention of bioconcrete being unintentionally destroyed. |
| | Option C is incorrect | It is not specified in <i>The Cure for Concrete</i> whether the bacteria in bioconcrete are harmful. |
| | Option D is incorrect | Both endophytes and bioconcrete are exposed to weather conditions. |

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| 26 | Option F correct | The title is effective because it suggests that the speaker desires more poetry to come into her life. Because the speaker does not always seem very enthusiastic about poetry, the title is helpful because it helps explain that although writing poetry can be a messy, inconvenient process, the author still welcomes more chances to write poetry. |
| | Option G incorrect | Although the speaker explains how to write poetry in my/free time (lines 5 and 6), she also explains that poetry shows up whenever it wants so she cannot schedule it. However, she can invite it. |
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| 28 | Option B Correct | The poet uses lines through to establish that the speaker wishes she had more time to write poetry. The speaker explains that she used to write poetry in class, but now she doesn't take art and has to pay attention in the classes she has to write in her free time. |
| | Option F Incorrect | The speaker describes how she wrote poetry in art class because that's where she could make time for it, not because art and poetry are similar. |
| | Option G Incorrect | Although the speaker explains that she used to write poetry when the teacher was not looking (line 2), it was because she was not supposed to be writing poetry at that time, not because she wanted to keep it secret. |
| | Option H Incorrect | The poet does not offer any opinions on the importance of poetry in school. |
| 29 | Option B Correct | <ul style="list-style-type: none"> • Gist memory is when the brain remembers a general idea of a paragraph. The author explains that we don't normally remember every detail of a log because our brains filter out the unnecessary information and remember only the basic idea without all the details. |
| | Option A Incorrect | <ul style="list-style-type: none"> • Gist memory is when the brain remembers a general idea, not specific details. |
| | Option C Incorrect | <ul style="list-style-type: none"> • Gist memory is when the brain remembers a general idea, not when the brain connects information. |
| | Option D Incorrect | When the brain experiences constant exposure to images, it creates a general idea of them and does not overlook them. |

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| 30 | Option D is correct | The meaning of <u>prevalent</u> is used in paragraph 6 to describe how widespread. In paragraph 6, the author explains that the logo is everywhere and people can recognize the image; they become familiar with it and feel more comfortable about purchasing products with that logo. |
| | Option F is incorrect | The author uses the word <u>prevalent</u> to describe how often certain logos appear rather than how detailed they are, which is what elaborate would be used to suggest. |
| | Option G is incorrect | The word <u>prevalent</u> is used to describe how often certain logos appear rather than how creative they are, which is the meaning. |
| | Option H is incorrect | The author uses the word <u>prevalent</u> to describe how often certain logos appear rather than how necessary they are, which is the meaning. |
| 31 | Option D is correct | The author provides the example of participants in a study who could not recall details of images they saw daily to explain <u>attentional saturation</u> . In paragraph 4, the author explains that <u>attentional saturation</u> happens when our brains overlook logos that we see frequently, making it hard to recall them. |
| | Option A is incorrect | Although it is explained in paragraph 1 that logos help us remember products or services connected to an image, the idea of <u>attentional saturation</u> applies to instances where the details of the logo are actually forgotten. |
| | Option C is incorrect | It is stated in paragraph 5 that there are business experts who believe in the importance of a recognizable logo, but this is an example of <u>attentional saturation</u> . |
| | Option B is incorrect | One of the memory recall studies described there, but the outcome (the fact that the students could not correctly recall the logos) is not described, so it does not demonstrate <u>attentional saturation</u> . |

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| 32 | Option A is correct | In this sentence, the author explains that brains do not remember the details of products, implying that companies may want to reconsider the approach to branding their products. |
| | Option B is incorrect | In this sentence, the author describes where we see logos, this would actually further encourage the use of logos rather than make companies reconsider the approach to branding. |
| | Option C is incorrect | This sentence is used to introduce the idea of attention saturation, it does not make a suggestion about companies' approach to branding. |
| | Option D is incorrect | This sentence is used to explain that many experts believe logos still work, it would be used to suggest that companies might want to reconsider the approach to branding. |
| 33 | Option A is correct | The author mentions some common brands in their paragraph most likely to create a connection with the reader. By mentioning the Nike swoosh and the colorful rings of the Olympic Games, the author creates a picture of these logos in readers' minds and helps them relate to what they are reading. |
| | Option B is incorrect | The author already defines logos as distinct images used to represent brands in paragraph 1. The inclusion of common brands is intended to create a connection with the reader because they are something the reader would recognize. |
| | Option C is incorrect | The author is not offering any opinions in their paragraph. Only facts are used to introduce the topic of remembering logos. |
| | Option D is incorrect | The author introduces the main idea of the selection after making a connection with the reader by mentioning common brands and logos. |

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| 34 | Option B Correct | Paragraph 2 is mainly about the results of a research study. The author details a study at UCLA that tested how well students could draw the Apple logo purely from memory. Most students could not recall the logo accurately and less than half could identify the correct logo from several images. |
| | Option F Incorrect | The paragraph does not include information that is mainly about the results of the study or the skills the study required. |
| | Option G Incorrect | Paragraph 2 does not include information that mentions a certain technology brand or its popularity, nor does it discuss why this is not what the paragraph is mainly about. |
| | Option H Incorrect | Although researchers thought at first that the students might be just very good at drawing, this is just a single detail from the research study, not what the paragraph is mainly about. |
| 35 | Option B Correct | The author organizes the selection by presenting research about logos and then explaining how the brain perceives logos. The topic of logos is introduced in paragraph 1 and two studies on people's difficulty recalling logos are described in paragraphs 2 and 3. Paragraph 4 through 7 explain why people do not remember logos accurately all the time and how logos are still valuable to a company. |
| | Option A Incorrect | The author does not offer any solutions to improve logos, so this is not how the selection is organized. |
| | Option C Incorrect | Although familiar logos are listed in paragraph 1, the author focuses more on people's abilities to recall the logos rather than the influence of advertising. |
| | Option D Incorrect | Although the author discusses people's ability to recall the design of a penny and states that although it is not technically a logo, it is a subject with which people have frequent interaction (paragraph 3), these are details of the study and not how the overall selection is organized. |

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| 36 | Option A is correct | In paragraph 6, the author states, "When people are able to recognize an image, it can make them feel like they really know the product behind the logo. This makes people more likely to buy a product." |
| | Option B is incorrect | The author does not mention curiosity or clever design in paragraph 6. The author focuses more on the familiarity of a logo. |
| | Option C is incorrect | The author does not mention seeing colorful labels or reading information in paragraph 6. The author focuses more on the familiarity of a logo. |
| | Option D is incorrect | Packaging is not mentioned in paragraph 6. |
| 37 | Option A is correct | The main role of Andy's teacher is to help resolve Andy's conflict in paragraph 15. Andy is discouraged because his classmates did not give him the reaction he was hoping for when he wore his new outfit to school. Ms. Greene offers him encouragement and a new perspective in paragraph 20 when she says, "This is a first, but it should be just the beginning." |
| | Option B is incorrect | Andy's teacher does not create the setting. Andy is already in the class when Ms. Greene begins a conversation with him. |
| | Option C is incorrect | Andy's teacher does not help develop rising action. She does not have any part in the plot until paragraph 16. |
| | Option D is incorrect | Andy's teacher does not offer any background information about Andy. |

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| 38 | Option A correct | The best summary of the story is presented in these sentences: The rising action (Andy creating his own clothing) conflict (Andy doesn't get a good reaction from his classmates) and resolution (Ms. Greene helps in change his perspective) are all included. |
| | Option B incorrect | The conflict and resolution are not included in this summary so it is not the best summary of the story. |
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| 40 | Option A is correct | In paragraph 15, the author suggests that the word <u>donned</u> means <u>put on</u> . The author explains that Andy had <u>donned</u> his <u>recreation</u> proudly that morning, <u>but</u> the words <u>had worn</u> <u>put on</u> his outfit proudly. |
| | Option B is incorrect | Andy's outfit is brand new and would not have needed mending. Paragraph 15 wishes he had changed his clothes because of the reaction he received, not because they were worn or damaged. |
| | Option C is incorrect | Although Andy did think about his reaction with pride, the word <u>donned</u> is used to reference actually wearing the clothes, not thinking about them. |
| | Option D is incorrect | Andy actually wore his recreation to school. He did not imagine it, so the word <u>donned</u> does not mean "imagined." |
| 41 | Option A is correct | The lesson referred to in the title "The Lesson in Design" is Andy learning the consequences of trying something different. When Andy's classmates don't react positively to the outfit he designed, his teacher tells him that "No one is going to see things the way you do" (paragraph 18). |
| | Option B is incorrect | Although Andy does learn how to work with clothing by watching his father, he already learned this before the story begins. The lesson in the story is about learning the consequences of trying something different. |
| | Option C is incorrect | Broder does not learn anything from Andy in his story, so this is not the lesson referred to in the title. |
| | Option D is incorrect | Broder does not learn how to be proud of himself in his story, so this is not the lesson referred to in the title. |

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| 42 | Option H is correct | Based on this sentence, the reader can conclude that Andy feels compelled to sketch his design at every opportunity. In free time when he has the chance to do anything he wants, he chooses to sketch. |
| | Option F is incorrect | Andy spends so much time on his drawings so it is unlikely that he puts very little thought into his designs. |
| | Option G is incorrect | Andy chooses to spend his free time on drawings because he is bored. |
| | Option J is incorrect | Andy is not unsure about anything in this sentence. |
| 43 | Option D is correct | The theme of the story is expressed in this sentence: Andy's Lesson in Design is that he has to accept that people's reactions might not always be positive when he tries something new. |
| | Option A is incorrect | This is a lesson that Andy's father teaches him about tailoring, but it is not the theme of the story. |
| | Option B is incorrect | In this sentence, the author includes details about Andy's trip to the fabric store, but the theme of the story is not expressed. |
| | Option C is incorrect | In this sentence, Andy's motivation to create something extraordinary is described, but the overall theme is not expressed. |
| 44 | Option H is correct | A simile is a figure of speech in which two objects are compared using the word "like" or "as." The author uses a simile in this sentence to illustrate how discouraged Andy feels by his peers' reactions to his outfit. The phrase "like a pen parachute" helps the reader understand that Andy is empty of the pride that previously filled him because he did not like his creation. |
| | Option F is incorrect | Andy is not having difficulty concentrating; instead, he is discouraged because he did not get the reaction he desired. |
| | Option G is incorrect | The author uses this simile to illustrate Andy's discouragement, not to describe any reaction the students have. |
| | Option J is incorrect | Andy is not exhausted. He is discouraged because he did not get the reaction he desired from his new clothing design. |