

# Test Booklet

Subject: LA, Grade: HS  
STAAR April 2013 EoC English I Writing

Student name: \_\_\_\_\_

Author: Texas  
District: Texas Released Tests  
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Read the selection and choose the best answer to each question.

Leah feels that students are not offered enough time for lunch. She has written this paper to express her opinion and to convince others of the need for longer lunch breaks. Read Leah's paper and look for the revisions she should make. Then answer the questions that follow.



### Longer Lunch, Please!

(1) The teachers and administrators at our school often say they want students to be more focused and engaged in class. (2) I have a suggestion that would address this concern: shorten each class period by three minutes and add that time to the school lunch period. (3) I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and need to recharge their brains with physical activity.

(4) With the current high school schedule, most students have just 30 minutes for lunch. (5) Because they have to travel to and from the cafeteria and stand in line, some students are left with just 10 minutes to scarf down their lunch. (6) When students are rushed, they are more likely to make unhealthy choices. (7) According to a 2008 study published in the *Journal of School Health*, diet quality is associated with academic performance. (8) In other words, eating an unhealthy lunch could negatively affect how well a student does in school. (9) Giving students more time to select and enjoy a healthy meal would therefore boost grades.

(10) Furthermore, learning is hard work. (11) In order for the brain to be able to do all this work, the brain's cells must make certain connections. (12) Research shows that exercise stimulates these connections, but many students have schedules that are too full to include exercise before or after school. (13) A longer lunch break would allow students time to take a walk around the track or play some basketball in the gym. (14) Students would surely be more ready to focus on afternoon studies if they were given the chance at lunch to get some much-needed exercise.



(15) Parents, teachers, and administrators expect a lot from students. (16) Certain conditions must be met for students to live up to these expectations. (17) An extra 20 minutes added to the lunch break would give students enough time to eat a nutritious meal and get some exercise. (18) I believe that if students had this opportunity, they would be more motivated and alert in their afternoon classes, and overall promotion would improve.

1 What is the most effective revision to make in sentence 3?

- A** I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and that allowed them enough time to recharge their brains with physical activity.
- B** I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and recharge their brains with physical activity.
- C** I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal that recharged their brains with physical activity.
- D** I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal because they need to recharge their brains with physical activity.

- 2 Leah wants to add the following idea to the second paragraph (sentences 4-9).

Some resort to the faster à la carte line to grab chips and a drink; others skip lunch altogether.

Reread the paragraph carefully. Where is the most effective place to add this sentence?

- A After sentence 6
  - B After sentence 7
  - C After sentence 8
  - D After sentence 9
- 3 Leah wants to add some detail to the idea she expressed in sentence 10. Which of these sentences could best follow and support sentence 10?
- A It can be exhausting and draining.
  - B In the first three hours of the school day, a student might be asked to solve a linear equation, analyze a scene from a play by Shakespeare, and memorize the parts of a cell.
  - C Once I had to work on a set of math problems all afternoon, and by the end of the day, I was ready to take a long nap.
  - D Some scientists believe that what we eat is related to our willingness and ability to work hard enough to achieve success.

- 4 Leah would like to provide some strong evidence to support the ideas she is proposing in the third paragraph (sentences 10—14). Read the following quotations and analyze the information presented in each. Which quotation would be best to insert after sentence 13 to add credibility to the ideas in this paragraph?

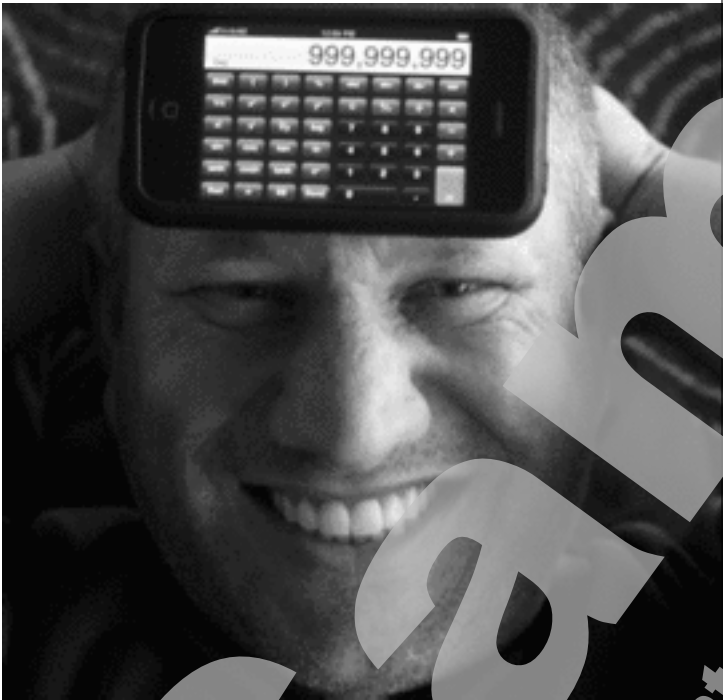
- A According to Dr. John Ratey, a professor at Harvard Medical School, “exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn.”
- B Thomas Edison once said, “The doctor of the future will give no medicine, but instead will interest his patients in the care of the human frame, in diet, and in the cause and prevention of disease.”
- C In the preamble to its constitution, the World Health Organization states, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”
- D Plato, a philosopher who lived more than 2,000 years ago, wrote, “Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”

5 Leah has not used the best choice of words in sentence 18. What change should she make?

- A Change *opportunity* to **planning**
- B Change *alert* to **conscious**
- C Change *promotion* to **performance**
- D Change *improve* to **develop**

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

Gina saw a video about a man with an extraordinary talent. She wrote this paper to share what she learned. Read Gina's paper and look for the revisions she should make. Then answer the questions that follow.



The Human Calculator

(1) When you were in elementary school, you probably spent time memorizing addition, subtraction, multiplication, and division facts. (2) The idea behind committing those facts to memory was to make it easier to solve more difficult math problems. (3) However, if you are like most of us, you still reach for a calculator when you are presented with a problem involving large numbers or many steps. (4) But what if you didn't have to reach for that calculator? (5) What if you were that calculator?

(6) Scott Flansburg is an ordinary person with an extraordinary ability. (7) He is known as the "human calculator." (8) Flansburg can solve complex math problems in his head, and he usually does it faster than a calculator can. (9) He first realized his talent for math when an elementary school teacher asked him to solve a complicated problem on the chalkboard. (10) To everyone's surprise, Flansburg solved the problem in his head. (11) Soon he was assisting his family at the grocery store. (12) As his mom or dad selected items, he kept a running tally of the prices in his head. (13) This allowed his parents to hand the clerk the precise amount they owed before the items had even been rung up.

(14) He wants to help people of all ages improve their math skills and have fun doing it. (15) He tours the world, speaking to children and adults and making appearances on television shows. (16) Called an edutainer, his superhuman mathematical abilities entertain people, and he educates them with his technique. (17) That technique involves concentrating on the digits zero through nine rather than on one through ten. (18) He explains that this is the way a calculator works, so if a person wants to be a human calculator, he or she has to learn to think like one.

(19) Flansburg holds the world record for being the fastest human calculator. (20) He demonstrates the ability that earned him this title by repeatedly adding a number to itself. (21) A person holding a calculator checks Flansburg's math as he rapidly spouts one answer after another. (22) Often the person with the calculator can't keep up with Flansburg. (23) In other words, Flansburg admits that even his own mouth sometimes has trouble keeping up with his brain!



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(24) Scott Flansburg is also a patron of World Maths Day, an event designed to promote numeracy around the world. (25) In 2010 more than two million students from 236 countries participated, setting a new world record by answering 479,732,613 questions. (26) Supporting events like this helps Flansburg further his mission to make math fun and to help people overcome their math-related fears.

- 6 What is the most effective way to combine sentences 6 and 7?
- A Scott Flansburg is an ordinary person with an extraordinary ability, who is known as the “human calculator.”
  - B Scott Flansburg, who is known as the “human calculator,” is an ordinary person with an extraordinary ability.
  - C Scott Flansburg is an ordinary person with an extraordinary ability, he is known as the “human calculator.”
  - D Scott Flansburg is known as the “human calculator,” an ordinary person, and has an extraordinary ability.

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- 7 The third paragraph (sentences 14—18) starts abruptly. Which sentence could be added before sentence 14 to best introduce the ideas presented in this paragraph?
- A The “human calculator” is a person who thinks like a calculator.
  - B Helping people is important to the “human calculator.”
  - C Today Flansburg has a mission.
  - D Flansburg solves problems that are complicated.

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8 What is the most effective revision to make in sentence 16?

- A Called an edutainer, he entertains people Flansburg has superhuman mathematical abilities and educates them with his technique.
- B Called an edutainer, Flansburg entertains people with his superhuman mathematical abilities and educates them with his technique.
- C Called an edutainer, Flansburg entertains people with his superhuman mathematical abilities, which educate them with his technique.
- D Called an edutainer, his superhuman mathematical abilities that he entertains people with will educate his technique, too.

9 Gina did not use an effective transition to help the reader move from sentence 22 to sentence 23. Which transition word or phrase should replace *In other words*?

- A In fact
- B Apologetically
- C In the end
- D As a result

10 Which sentence could best be added after sentence 24 to support the idea expressed in this sentence?

- A It is supposed to promote numeracy among people throughout the world.
- B Flansburg has been featured on Fox News, CNN, and the Discovery Channel.
- C Numeracy is defined as the ability to reason with numbers and other mathematical concepts.
- D This online celebration pits students of all ages against one another in live games of mental arithmetic.

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

*Adam wrote this article for his school newspaper. He hopes to persuade readers to buy locally grown food. Read Adam's paper and look for the revisions he should make. Then answer the questions that follow.*

### **Buying Local**

(1) Many families do their grocery shopping at superstores. (2) In these giant retail centers, people can find items such as batteries, strawberries, diapers, lamps, dog food, and lawn equipment—all in one stop. (3) While they are admittedly convenient, shopping for fruits and vegetables at a local farmers' market would be a better choice. (4) Buying from local farmers gives consumers tastier, more nutritious food, and it benefits the environment at the same time.



Produce at a Farmers' Market

(5) Many people agree that food bought at a farmers' market tastes better than food bought at a grocery store. (6) There's a reason for this. (7) Studies show that the average distance most food travels before it reaches your plate is a distance of 1,500 miles! (8) Travel of this length can take a week or more, which means that most fruits and vegetables have to be picked before they are ripe. (9) Produce at farmers' markets is likely to have been picked just hours before being sold. (10) This freshness ensures that the fruits and vegetables taste their best.

(11) Locally grown food not only tastes better but is also better for your health. (12) Fruits and vegetables picked when they are ripe are at the peak of their nutritional value. (13) That's because their nutrients come from the living plant. (14) When an apple is harvested—or separated from its living plant—it's as nutritious as it's ever going to be; the apple actually decreases in nutritional value each day after that. (15) Since local farmers can get their produce to consumers much faster than superstores, their fruits and vegetables are rich in nutrients. (16) This shortened travel time also allows local farmers to use few, if any, preservatives. (17) Furthermore, consumers are buying directly from the farmer, so they can find out whether the food is free of pesticides and other chemicals. (18) All these factors combine to make locally grown food a much healthier option.



Shoppers Examining Produce at a Farmers' Market

(19) There's one more reason to buy local. (20) When the distance food travels decreases, the amount of fuel it takes to transport the food also decreases. (21) This lowers vehicle exhaust emissions, which means cleaner air. (22) Local farmers' markets also alleviate the need for huge processing plants that use large amounts of paper and plastic to package food so that it will stay fresh during shipping. (23) And when it's time to bag the produce at a local farmers' market, the question of paper or plastic is never asked.

(24) A large grocery store is certainly convenient and likely to offer a wide variety. (25) But the farmers' market is better.

**11** The meaning of sentence 3 is not clear. Adam can help clarify what he is trying to say in this sentence by replacing the pronoun *they* with -

- A** the products
- B** shoppers
- C** these stores
- D** fruits and vegetables

**12** What is the most effective way to revise sentence 7?

- A** Studies show that the average distance most food travels before it reaches your plate, it is a distance of 1,500 miles!
- B** Studies show this. That the average distance most food travels before it reaches your plate is 1,500 miles!
- C** Studies show that the average distance before it reaches your plate that most food travels is 1,500 miles!
- D** Studies show that the average distance most food travels before it reaches your plate is 1,500 miles!

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- 13** Adam wants to improve the transition from the third paragraph (sentences 11-18) to the fourth paragraph (sentences 19-23). How can Adam revise sentence 19 to provide a more effective transition?
- A** Food that is grown locally is just a more healthful choice.
  - B** Finally, buying food from local farmers can benefit the environment.
  - C** As distance declines, the amount of fuel needed also declines.
  - D** The last reason to buy local is an important one.

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- 14** Adam would like to add the following detail to the fourth paragraph (sentences 19-23).

*Customers bring their own reusable bags to carry their fresh food home.*

Where should he insert this sentence?

- A** After sentence 20
  - B** After sentence 21
  - C** After sentence 23
  - D** Adam should not add this detail to the fourth paragraph.
- 15** How can Adam revise sentence 25 to more clearly emphasize the thesis of his paper?

- A** Yet for the local consumer, the farmers' market has a host of advantages that make it difficult to ignore as a viable option.
- B** However, for environmentally conscious consumers who want the freshest, best-tasting, and most nutritious fruits and vegetables, the local farmers' market is the better choice.
- C** Check today to see whether you have a farmers' market in your area; you won't regret it.
- D** On the other hand, the local farmers' market is a good way to help yourself and your community.

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

*Luke wrote this paper to tell about a recent challenge in his life. Proofread Luke's paper and look for any corrections he should make. Then answer the questions that follow.*



### Conquering Contacts

(1) I've worn glasses since I was two years old. (2) They've never really bothered me—at least, not until middle school. (3) Suddenly it seemed as though everyone wanted me to switch to contact lenses. (4) I couldn't figure out why other people cared so much, and the thought of putting something into my eye gave me the creeps. (5) But the pressure continued. (6) My friends who wore contacts assured me I would love them. (7) My parents asked our eye doctor to talk to me about changing to contacts. (8) Even my sister chimed in. (9) "I can get you into contacts" she insisted every time she saw me.

(10) Finally, after having to repair my broken glasses following a particularly rough basketball game. (11) I agreed to give contact lenses a try. (12) I entered the optometrist's office with an open mind, but after a couple of attempts to insert the lenses, I was ready to go home. (13) Every time my finger got close to my eye, my lids snapped shut automatically.

(14) I was ready to give up, but my mom wouldn't have any of it. (15) Since we had come this far, she wanted me to at least see what it felt like to wear contact lenses. (16) She said that once I got it in, I would be free to make my own decision. (17) I was convinced that there was no way I could ever wear contacts, but Mom was insistent. (18) After 30 minutes of humiliation, I finally agreed to let the doctor put the contacts in for me. (19) It was scary, but in just seconds he had the lenses in my eyes.

(20) Suddenly I could see clearly! (21) In fact, my vision was better than it had ever been with my glasses. (22) Mom suggested that we run a couple of errands before taking the contacts out. (23) I was happy to agree! (24) We were less than a mile from the doctor's office when I announced, "Mom, I want to go back and learn how to put the lenses in myself. (25) Contacts are amazing!"

(26) We returned to the optometrist's office, and within an hour I had took those contacts out and put them back in three times. (27) It wasn't easy, but I was determined. (28) I really wanted to wear contact lenses!

(29) Now I pop my contacts in and out in seconds, I love the freedom they give me. (30) Of course, there's nothing wrong with glasses, and I still wear mine at night or when I just want to give my eyes a break. (31) But with contact lenses I don't have to worry when I play sports. (32) And my experience in learning to wear them taught me a valuable lesson, too. (33) Don't give up just because something is frustrating at first. (34) Eventually you'll succeed, and it may "open your eyes" to a whole new world.

16 What change, if any, should be made in sentence 4?

- A Delete the comma
- B Delete *and*
- C Change *creep's* to *creeps*
- D No change should be made in sentence 4.

17 What change, if any, should be made in sentence 9?

- A Insert a comma after *contacts*
- B Change *saw* to *seen*
- C Change *me* to *mine*
- D Make no change



**18** What is the correct way to write sentences 10 and 11?

- A** Finally, when I had to repair my broken glasses following a particularly rough basketball game is when I agreed. To give contact lenses a try.
- B** Finally, I had to repair my broken glasses following a particularly rough basketball game, then I agreed to give contact lenses a try.
- C** Finally, after having to repair my broken glasses following a particularly rough basketball game, I agreed to give contact lenses a try.
- D** Sentences 10 and 11 are correct in the paper.

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19 What change, if any, is needed in sentence 16?

- A Insert quotation marks after *said*
- B Change *it* to **them**
- C Insert a comma after *free*
- D No change is needed in this sentence.

20 What change, if any, needs to be made in sentence 24?

- A Change *then* to **than**
- B Change *announced* to **announced**
- C Delete the comma after *Mom*
- D No change needs to be made in this sentence.

21 What change should be made in sentence 26?

- A Change *We returned* to **Returning**
- B Delete the comma
- C Change *an hour* to **a hour**
- D Change *took* to **taken**

22 What is the correct way to write sentence 29?

- A Now I pop my contacts in and out in seconds I love the freedom they give me.
- B Now I pop my contacts in and out in seconds, which loves the freedom they give me.
- C Now I pop my contacts in and out in seconds. Loving the freedom they give me.
- D Now I pop my contacts in and out in seconds, and I love the freedom they give me.

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

*Shannon's cousin e-mailed her a collection of photos that showed some unique street art. Shannon wanted to know more about the artist who created the pieces. After doing some research, she wrote the following paper. Read Shannon's paper and look for any corrections she should make. Then answer the questions that follow.*

### **Pavement Picasso**

(1) Walking down crowded urban streets comes natural for most city dwellers. (2) They usually move quickly, expertly navigating the busy sidewalk and making split-second descisions about where to step and where not to. (3) But on some city streets, people may be fooled into avoiding a hazard that isn't even there, especially if Julian Beaver has been in town.

(4) Called the “Pavement Picasso,” Beever is a British artist who takes his artwork to the streets. (5) Working with chalk on city sidewalks, he creates startling drawings that appear to be three-dimensional. (6) A meticulous artist, Beever has been known to take several days to complete a single piece of street art. (7) Then in a matter of hours, the drawing is often tramped on by muddy boots or washed away by rain. (8) But this doesn’t concern Beever, who says, “I’m working toward building a photograph as my end result, and if I get that, I’m happy.”

(9) Beever begins each unique creation by sketching a draft on a piece of paper. (10) He then sets up a camera on a tripod close to the patch of sidewalk where he plans to work. (11) Beever moves back and forth between the pavement and the camera, he carefully checks every mark that he makes. (12) He must be diligent about perspective because the art he’s creating relies on an optical illusion. (13) When viewed from an angle other than the one intended, it’s greatly distorted. (14) A drawing that stretches across 30 feet of pavement may appear to be only 3 feet tall when viewed from the right angle. (15) That’s why the camera is so important, it helps Beever focus on the view that will bring the drawing to life.

(16) Creating sidewalk art isn’t an easy undertaking. (17) Beever has to spend much of his time on the ground, which can be physically demanding. (18) Furthermore, since his work is done outdoors, he is at the mercy of the weather. (19) For instance, while working on a project in England, Beever once endured temperatures barely above freezing for three days straight, eight hours a day. (20) “It’s very hard work,” he says, “But running about between the camera and the drawing keeps me warm.”

(21) Although the results are short-lived and the work itself is difficult Beever remains determined to bring his art to the street. (22) He believes that art shouldn’t be locked away in galleries, museums, and books. (23) “My art is for anybody,” he says. (24) “It’s for people who wouldn’t go into an art gallery. (25) It’s art for the people.”

23 What change, if any, should be made in sentence 1?

- A Change *Walking* to **Walk**
- B Change *comes* to **came**
- C Change *natural* to **naturally**
- D No change should be made in sentence 1.

24 What change is needed in sentence 2?

- A Delete the comma
- B Change *expertly navigating* to **they expertly navigate**
- C Change *making* to **make**
- D Change *descisions* to **decisions**

25 What is the correct way to write sentence 5?

- A Working with chalk on city sidewalks. He creates startling drawings that appear to be three-dimensional.
- B Working with chalk on city sidewalks, he creates startling drawings they appear to be three-dimensional.
- C Working with chalk on city sidewalks, he creates them. The startling drawings that appear to be three-dimensional.
- D Sentence 5 is correct in the paper.

26 What is the correct way to write sentence 11?

- A Beever moves back and forth between the pavement and the camera. To carefully check every mark that he makes.
- B Moving back and forth between the pavement and the camera, Beever carefully checks every mark that he makes.
- C Back and forth between the pavement and the camera Beever moves. Carefully checking every mark that he makes.
- D Sentence 11 is already correct in the paper.

27 What change, if any, needs to be made in sentence 12?

- A Change *dilligent* to **diligent**
- B Delete *because*
- C Change *relies on* to **rely on**
- D No change needs to be made.

28 What change, if any, should be made in sentence 15?

- A Change *important* to **importent**
- B Change the comma to a semicolon
- C Change *will bring* to **brought**
- D No change should be made.

29 What change needs to be made in sentence 20?

- A Change *It's* to **Its**
- B Delete the comma after *work*
- C Delete the comma after *says*
- D Change *But* to **but**

30 What change should be made in sentence 21?

- A Change *results* to **result's**
- B Insert a comma after *difficult*
- C Change *determined* to **determinned**
- D Change *his* to **their**



Write a story about taking care of something or someone. Be sure that your story is focused and complete and that it has an interesting plot and engaging characters.

31 Look at the photograph.







