

Item Position	Rationale	
1	Option A is correct	The term <i>sous-chef</i> means top assistant in a professional kitchen. The author describes the sous-chef as someone “often training for a leadership position” and “responsible for every dish that leaves the kitchen” (paragraph 13). Because of this high level of responsibility, the sous-chef would be considered the chef's top assistant.
	Option B is incorrect	In paragraph 13, the author describes station chefs as the people whose job it is to “oversee a section on the menu, such as the meat, fish, vegetables, sauces, salads, or desserts.” The author does not include information about who oversees assignments in this paragraph.
	Option C is incorrect	Although the sous-chef is “responsible for every dish that leaves the kitchen,” the author explains that the executive chef is the “menu engineer” (paragraph 13). The author notes that the sous-chef is “often training for a leadership position,” indicating that the term means top assistant in a professional kitchen.
	Option D is incorrect	In paragraph 13, the author explains that the sous-chef is “training for a leadership position,” but the author does not include information about who oversees designing the kitchen.

Item Position	Rationale	
2	Option C is correct	Throughout the article, the author describes both the difficulties and the rewards of being a chef, supporting the idea that many people work hard at their job when they enjoy what they do. In paragraph 3, the author lists the physical and mental challenges of working in a kitchen and concludes that “despite all of this—or maybe because of it—you’re loving every second of it.” By discussing both the stresses and the rewards of the job, the author effectively shows that even though a job may require hard work, people who love what they do are willing to rise to the challenge.
	Option A is incorrect	In paragraph 10, the author refers to the work of chefs on TV but does not make any statements about these chefs seeking fame. Throughout the article, the author provides information about the challenges and rewards of becoming a chef, showing that many people are willing to work hard at something they enjoy.
	Option B is incorrect	In paragraphs 7 and 8, the author describes the different ways that a person can become a chef. These range from being “trainees and unpaid workers” to receiving instruction “at a specialized culinary school” (paragraph 7), but the author does not introduce any assumptions that might be made based on these choices.
	Option D is incorrect	In paragraph 7, the author states that “fine dining often relies on trainees and unpaid workers.” There is also reference to a program “that gives unemployed young people paid training in top restaurants” (paragraph 8). The author uses these examples to show that although some chefs may start as unpaid workers, it is not a necessity to work for free in order to have a culinary career.

Item Position	Rationale	
3	Option D is correct	Throughout the article, the author provides an overview of different paths to working in food preparation and various jobs in the food industry. For example, in paragraph 13, the author includes information about different positions and responsibilities in a professional kitchen. The author's decision to include this information suggests that the intended audience is people who are considering a position in food preparation.
	Option A is incorrect	In paragraph 7, the author mentions that some "aspiring chefs prefer instruction at a specialized culinary school." This option is just one pathway to becoming a chef, so admissions specialists who are seeking candidates for culinary school are most likely not the author's intended audience.
	Option B is incorrect	In paragraph 14, the author cites an expert who explains that "becoming a chef . . . gives you the freedom to hop around," offering opportunities to change jobs and locations. Since this is only one of the potential appeals of becoming a chef, people who are looking for jobs that provide a budget for travel are most likely not the author's intended audience.
	Option C is incorrect	Although the author does discuss many aspects of the restaurant industry, there are no references to any specific restaurants in the article; therefore, restaurant bloggers seeking information about new places to review would be an unlikely audience.

Item Position	Rationale	
4	Option A is correct	A thesis is a statement that summarizes the overall idea of a piece of writing. Early in the article, the author states that “being a chef is a career that requires high personal passion and determination” (paragraph 2). The author continues to emphasize this point throughout the remainder of the article by explaining the various ways to become a chef and the demands of working in a professional kitchen.
	Option B is incorrect	In paragraph 8, the author cites the benefits of hands-on classes for aspiring chefs. However, hands-on learning is only one of many pathways to becoming a chef. The author describes other training programs, as well as the pros and cons of becoming a chef. Therefore, this quotation supports details about how to become a chef, but it is not the thesis of the article.
	Option C is incorrect	In paragraph 9, the author describes how becoming a chef will appeal to people who enjoy being creative. The author most likely includes this quotation to support the idea that chefs can create new recipes and flavors. However, the author also describes the pathways to becoming a chef as well as the drawbacks. Therefore, this sentence does not express the thesis of the article.
	Option D is incorrect	In paragraph 13, the author describes the “many opportunities” available in a professional kitchen in order to inform the reader about different aspects of a professional kitchen. The author includes this information to give the reader an idea of the kitchen staff structure rather than to provide the thesis.

Item Position	Rationale	
5	Option D is correct	A thesis is a statement that summarizes the overall idea of a piece of writing. The author uses a cause-and-effect structure in paragraphs 6 through 8 to emphasize the various pathways available to a chef and the potential impact of each approach on a chef's career. In paragraph 7, the author quotes a restaurant critic who explains that some fine dining restaurants rely on "trainees and unpaid workers who want a foot in the door." In paragraph 8, the author gives an example of a chef who began in a program that provides "paid training in top restaurants" and who went on to be "invited into a position at a highly rated French American restaurant." In these paragraphs, the author gives examples of different opportunities for chefs to have a successful culinary career.
	Option A is incorrect	Although the author includes different perspectives from industry professionals, the primary focus is not comparing advice. The author provides these examples to demonstrate the variety of ways to become a chef, but the author does not advance one pathway as better than others.
	Option B is incorrect	In paragraphs 6 through 8, the author does not provide the chronological order of steps to become a chef; rather, the author includes these paragraphs to show the various pathways a potential chef could follow.
	Option C is incorrect	Although the author references different kitchen positions later in the article in paragraph 13, the author does not use paragraphs 6 through 8 to classify different levels of workers nor focus on the time it takes to work their way up from other positions.

Item Position	Rationale	
6	Option D is correct	The author uses an advantage-and-disadvantage structure in paragraphs 10 through 12 to show the realities of being a chef. In paragraph 10, the author describes the benefits of being a chef: They are scientists who explore new tastes, smells, and designs. They . . . inspire others . . . [and] are community builders." The author also explains that chefs must work long hours, which can cause a strain on a person's social and personal life. Despite the drawbacks, the author concludes in paragraph 12 that "this intense schedule . . . allows for an incredible bond with co-workers." The author uses this structure to show the reader why chefs continue their work despite job difficulties.
	Option A is incorrect	The author briefly mentions in paragraph 10 roles that chefs play, such as "scientists who explore new tastes" "managers," and "community builders." However, these roles are part of being an accomplished chef and are not "additional areas of employment." In paragraphs 10 through 12, the author explains that there are pros and cons to becoming a chef. Therefore, the most likely reason the author uses this structure is to indicate why chefs continue their work despite job difficulties.
	Option B is incorrect	In paragraph 13, the author describes the different roles a chef can have in a restaurant. However, in paragraphs 10 through 12, the author explains some of the advantages and disadvantages to becoming a chef, such as the "incredible bond with co-workers" as well as the "intense schedule" (paragraph 12).
	Option C is incorrect	The author explains that despite the disadvantages to the job, "as a chef, you build a network . . . [and] 'make friends who will resemble brothers and sisters in arms' " (paragraph 12). Because the organizational structure used in paragraphs 10 through 12 includes many advantages of being a chef, it is unlikely that the author uses this structure to suggest that people should think twice before becoming a chef.

Item Position	Rationale	
7	Option B is correct	Overstatement is an exaggeration for the purpose of creating emphasis or being humorous. The author uses overstatement in the quotation from paragraph 2 to reinforce the benefits of becoming a chef by emphasizing a chef's ability to reach many people with their work because "everyone needs to eat" (paragraph 2).
	Option A is incorrect	Although the author refers to the chef as a "menu engineer" in paragraph 13, the author's use of overstatement in paragraph 2 is intended to emphasize that a chef can reach many customers.
	Option C is incorrect	The author's reference to "everyone . . . at your table" in paragraph 2 is not intended to be literally about tables or furniture. Instead, the author uses this overstatement to suggest that chefs have the ability to affect many people.
	Option D is incorrect	In paragraph 14, the author reiterates the idea that chefs have a variety of employment opportunities. Although the author weaves this idea throughout the article, the author's use of overstatement in paragraph 2 exaggerates the number of people a chef can reach, not the number of employment opportunities available.

Item Position	Rationale	
8	Option A is correct	In paragraphs 9 and 10, the author describes the skills a chef may have. In paragraph 9, the author mentions a chef's need for a "knowledge of foods and flavors, tools and techniques, processes and practices." In paragraph 10, the author details "the creativity that chefs can exercise." Chefs are described as "artists who compose masterpiece meals during the span of a TV show," "scientists who explore new tastes," "managers who inspire others," and "community builders who use fresh, local foods" (paragraph 10). The author uses these details about a chef's many abilities to support the key idea that cooking involves a combination of different skills.
	Option B is incorrect	Although the author gives examples in paragraphs 9 and 10 of different duties a chef can perform, the author does not provide any evidence in the article that a chef would be able to network through these duties nor that people would be able to obtain their dream job by networking.
	Option C is incorrect	The author describes benefits and drawbacks to becoming a chef in paragraphs 11 and 12, not in paragraphs 9 and 10. In paragraphs 9 and 10, the author describes the different skills or roles a chef may have.
	Option D is incorrect	The author refers to "hands-on classes" in paragraph 8 but does not provide evidence in paragraphs 9 and 10 that this type of training is an integral part of becoming a chef.

Item Position	Rationale	
9	Option A is correct	In paragraphs 2 and 3, the author introduces the idea that despite the long hours and physical labor, chefs are passionate about their jobs. The author repeats this idea throughout the article. In paragraph 11, the author points out that chefs work “long hours even during evenings, weekends, and holidays.” In paragraph 12, the author explains that “this intense schedule also allows for an incredible bond with co-workers.” Because the author emphasizes this idea repeatedly, it should be included in a summary of the article.
	Option E is correct	Throughout the article, the author mentions the different paths to becoming a chef. The author refers to both “instruction at a specialized culinary school” (paragraph 7) and learning about “technique, creativity, and speed in a kitchen through these hands-on classes” (paragraph 8). This idea contributes to the author’s emphasis on the background of becoming a chef, so it should be included in a summary of the article.
	Option B is incorrect	Although the author includes a quotation in paragraph 8 from a chef who obtained a top position at a restaurant through a training program, this detail should not be included in a summary because the author uses it as support for the larger idea that chefs can obtain experience and skills through various opportunities.
	Option C is incorrect	Although the author mentions in paragraph 13 that some chefs “carve foods into decorations or art pieces,” the author does not elaborate on this information. This example should not be included in a summary because it focuses on only one specific task a pastry chef can do.
	Option D is incorrect	The author includes a brief sentence about famous chefs who “compose masterpiece meals during the span of a TV show” (paragraph 10). This information should not be included in a summary because it is a single detail about one job a chef can perform.

Item Position	Rationale	
10	Option C is correct	In lines 31 through 34 of the poem "What Community Means," the speaker describes the tenants working together "as they set up tents" for their National Night Out celebration. The poet shows that the tenants in Antoine's building have formed a community in the actions that the speaker describes in these lines.
	Option A is incorrect	In lines 10 through 12, the speaker refers to actions that Antoine takes to prepare for his cousin. Since the speaker does not refer to the other tenants in the building, there is not enough evidence in these lines to support the idea that the tenants have formed a community.
	Option B is incorrect	In lines 24 through 26, the speaker describes Antoine unpacking dishes after moving into a new apartment. The speaker describes only Antoine's actions and does not include information about the other tenants forming a community.
	Option D is incorrect	Although the speaker refers to two neighbors in lines 46 through 49, the speaker notes that they are grandmother and grandchild, a relationship that is not an indicator of community with Antoine's new apartment building

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11	Option A is correct	A theme is a central message that conveys a universal idea about life. In the poem "What Community Means," the poet connects the theme to the setting by describing the tenants' experiences with one another, as they "call across alleys,/know about new jobs/or know about cousins coming" (lines 18–20). The poet also describes how the tenants perform "a dance/of eating,/and meeting,/and greeting." (lines 72–75) in order to emphasize their interactions. These experiences all take place in the space next to the apartment building, connecting the concept of community to the physical closeness of the tenants to one another.
	Option B is incorrect	The poet includes details that suggest Antoine's fears about talking to unfamiliar people when he "steps/tentatively toward a tent" (lines 42–43). However, the poet does not refer to the physical setting of the apartment building and does not emphasize a universal idea about life.
	Option C is incorrect	In lines 44 through 49, the poet describes a neighbor as a "silver-haired woman" who "is holding/her grandbaby." The poet may have included these details to suggest that there are people of all ages living within the apartment building, but this is a small detail and does not connect to the concept of community.
	Option D is incorrect	The poet emphasizes the positive aspect of Antoine's interactions, not the struggles: "Full of thanks and names,/associations and ties,/Antoine thinks,/This is what community means." (lines 84–87). Therefore, rather than suggesting that Antoine is struggling to adjust, the poet connects the apartment building setting to the idea of community and the experiences of the neighbors.

Item Position	Rationale	
12	Option B is correct	The poet structures lines 73 through 75 of the poem "What Community Means" with rhyming words that describe the actions within a community: "eating,/and meeting,/and greeting." The author's use of the repetitive sound of the action words emphasizes the value and importance of these interactions within the community as well as Antoine's growing understanding of what community means.
	Option A is incorrect	Although the poet suggests that Antoine's neighbors are having fun with one another, the poet uses lines 73 through 75 to emphasize "This community of action" (line 70). The poet describes neighbors helping one another and living in harmony. The poet uses the rhyming pattern of the lines to reinforce the message about community.
	Option C is incorrect	Antoine watches his neighbors as they greet and help one another. Then the poet reveals how Antoine is affected by watching the people at his new apartment building interact: " <i>Those boxes can wait.</i> " (line 76). The poet structures lines 73 through 75 to suggest that Antoine has a realization about the true purpose of community, not a misunderstanding.
	Option D is incorrect	Although the poet implies that Antoine begins to consider the idea of community more seriously, the poet structures these lines to highlight the tenants' actions and Antoine's understanding. When Antoine realizes that this is a "community of action" (line 70), he realizes that unpacking his boxes " <i>can wait</i> " (line 76). The poet uses the rhyming action words to reveal that Antoine realizes he is part of a community and what that means.

Item Position	Rationale	
13	Option C is correct	In the poem "What Community Means," the poet's use of the phrase "barbecue breeze" creates an image of something pleasant and inviting, suggesting that this smell is catching Antoine's attention and drawing him in.
	Option A is incorrect	In line 27, the poet describes Antoine alone, unpacking his boxes, when he smells the "barbecue breeze." Although Antoine may initially feel left out, the poet uses inviting language to imply that Antoine is attracted to the smell that is "peppered with paprika/and garlic powder" (lines 28–29).
	Option B is incorrect	Although the poet describes the air wafting in as a "barbecue breeze," the poet's use of language emphasizes the smell rather than the sensation of the wind.
	Option D is incorrect	The poet's use of the phrase "barbecue breeze" suggests a pleasant breeze and a subtle smell wafting in rather than an overpowering one.

Item Position	Rationale	
14	Option C is correct	The word <i>forgo</i> means to “give up or do without.” In the article “Less Is More,” the author proposes that the tiny house movement “encourages people to downsize and live more simply” (paragraph 1). The author claims that people “are deciding to forgo,” or give up, their traditional homes for tiny houses. The author provides context clues such as “live more simply,” “with less,” and “a lot less” to help the reader understand the meaning of <i>forgo</i> .
	Option A is incorrect	Although the author describes a change in lifestyle that more people are making, the word <i>forgo</i> does not mean overhaul or restore. Furthermore, the author does not describe changes that people are making to their existing homes; instead, people are giving up their larger homes. The word <i>forgo</i> means to give up or do without.
	Option B is incorrect	In paragraph 1, the author describes a housing option that has become “more and more popular in recent years.” Since “more people are deciding to” choose tiny homes, the reader can conclude that the word <i>forgo</i> does not mean ignore or disregard.
	Option D is incorrect	In paragraph 1, the author explains that “choosing to live in a smaller home is not a new concept,” which may suggest that people are looking into housing options. However, the author does not focus on people who are searching into or examining their traditional homes; rather, the author focuses on people who are giving up their traditional homes.

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15	Option D is correct	The author of the article "Less Is More" claims that people should consider living in a tiny home because it has many advantages. The author explains several advantages throughout the article, such as "efficiency, functionality, and design" (paragraph 2) and a lifestyle that "provides [residents] with a better quality of life" (paragraph 3). The author emphasizes the significant benefits of living in a smaller and less traditional home.
	Option A is incorrect	Although the author claims that "more people are deciding to forgo their traditional homes," the author does not claim that tiny homes are the best option for most home buyers (paragraph 1). The author concedes in paragraph 8 that living in a tiny home "would be quite an adjustment for some people," which implies that people should consider whether the advantages of a tiny home are right for them.
	Option B is incorrect	In paragraph 2, the author warns buyers not to judge tiny homes "on appearance alone." However, the author does not advise home buyers to carefully consider which type of tiny home is right for them.
	Option C is incorrect	Throughout the article, the author provides details about the many advantages of tiny-home living. The author concedes in paragraph 8 that living in a tiny home "would be quite an adjustment for some people," which suggests that the limitations of a tiny home would be difficult for some people to adjust to.

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Item Position	Rationale
16	For SCR items, please refer to the scoring guide.

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17	Option D is correct	The author of the article "Less Is More" describes the benefits of the tiny home trend, stating that "this movement encourages people to downsize and live more simply" (paragraph 1). Throughout the article, the author gives reasons for downsizing to a tiny home, including "cost savings" and "less overall waste" (paragraph 6). The author concludes by explicitly saying that tiny homes are for people who want "to live more simply" (paragraph 9). Therefore, it is likely that the author is addressing people who are interested in simplifying their lifestyle.
	Option A is incorrect	The author does not provide information that would be helpful to a person moving to take a different job. Instead, the author focuses on how moving to a tiny-home community can have many advantages, such as living more simply (paragraph 9).
	Option B is incorrect	In paragraph 8, the author explains that traditional homes in the United States are larger than a tiny home, "which typically has no more than 400 square feet." The author refers to traditional homes as a basis for comparison as a means to demonstrate the size and efficiencies of a tiny house. This article is most likely intended for people interested in simplifying their lifestyles.
	Option C is incorrect	In paragraph 1, the author explains that people "are deciding to forgo their traditional homes," implying that some people may have lived in their homes for a while before making a change. However, the author does not provide any more evidence to suggest that the article is intended for people who have lived in the same home for many years. Instead, the author outlines many reasons for how a tiny home can lead to a simpler life.

Item Position	Rationale	
18	Option A is correct	The poet of “What Community Means” emphasizes the neighbors’ connection to one another: “Community/is people/with a collective history—” (lines 14–16). The poet describes how Antoine experiences community through “a dance/of eating,/and meeting,/and greeting” (lines 72–75). The author of the article “Less Is More” includes the details that living in a tiny-home community “provides people with a strong sense of belonging” and “neighbors often become an extended part of the family” (paragraph 4). The poet and the author present strong evidence to support that people benefit from having close social ties.
	Option B is incorrect	Both the poet and the author discuss the concept of community and living in harmony with one’s neighbors, but neither mentions the idea of privacy.
	Option C is incorrect	Both the poet and the author refer to transitioning to a different lifestyle. The poet describes Antoine as he is moving into his new apartment, and by the end of the poem, he has met his neighbors and is volunteering to help them. Therefore, the reader can conclude that Antoine did not have a difficult time adjusting. The author of the article mentions that a tiny home “would be quite an adjustment for some people. However, owners of tiny homes seem to thrive in their unique environments” (paragraph 8). Therefore, the poet and the author would likely not agree with the idea that adjusting to a different lifestyle can be difficult.
	Option D is incorrect	Although the author of the article “Less Is More” argues in paragraph 8 that “with limited indoor space, homeowners spend more time outside,” the poet of “What Community Means” does not discuss people spending more time outdoors. Instead, both the poet and the author emphasize the value of social ties.

Item Position	Rationale	
19	Option C is correct	A thematic idea is a central message that conveys a universal idea about life. In the poem "What Community Means" and the article "Less Is More," both the poet and the author emphasize the thematic idea that a sense of community develops when there are opportunities to socialize. For example, the poet writes, "Full of thanks and names,/associations and ties,/Antoine thinks,/This is what community means." (lines 84–87). The author describes a similar idea: "In these communities, people get to know one another, and neighbors often become an extended part of the family" (paragraph 4).
	Option A is incorrect	Although both the poet and the author emphasize the importance of community and social ties, the author does not focus on community events. In the article, the author points out that people can form close ties by "shar[ing] tools . . . , help[ing] each other out with tasks, and even car[ing] for one another's children" (paragraph 4). Therefore, the author would most likely agree that people develop a sense of community when there are opportunities to socialize, but not necessarily only at community events.
	Option B is incorrect	Neither the poet of "What Community Means" nor the author of the article "Less Is More" emphasizes the value of conveniences. The poet describes people thriving when they interact, help one another, and socialize. The author mentions that "owners of tiny homes seem to thrive in their unique environments," but this refers to the overall advantages to tiny-home living, such as the "positive impact on homeowners' physical and mental energy" (paragraph 8).
	Option D is incorrect	Although the author of the article "Less Is More" discusses functionality as one of the benefits of tiny-home living, the poet of "What Community Means" emphasizes the value of community among neighbors. Therefore, functionality is not a thematic idea shared between the texts.

Item Position	Rationale	
20	Option C is correct	Tone is the author's use of words and phrases to show the way he or she feels about the subject. The poet of "What Community Means" develops a sad tone that shifts to heartwarming. The poet creates a sad tone with words such as "lonely" (line 1) and phrases such as "that's not him./Not here" (lines 22–23). However, the poet shifts to a heartwarming tone by the end, when describing how Antoine feels: "Full of thanks and names,/associations and ties," (lines 84–85). In the article "Less Is More," the author lists the benefits of tiny-home living in each paragraph, consistently persuading the reader to consider this type of home. The author creates a decisive and persuasive tone throughout the article.
	Option A is incorrect	The poet describes Antoine as "lonely" when he first moves into his new home, but the poet does not use language that creates a frustrated tone. The author of the article "Less Is More" uses a tone that is persuasive to encourage the reader to consider the benefits of a tiny home, but the tone is not aggressive or pleading.
	Option B is incorrect	Although the poet describes Antoine as "lonely," the poet does not create a fearful and anxious tone. The author of the article uses a tone that is persuasive throughout, offering details without expressing excitement or optimism about tiny homes.
	Option D is incorrect	In line 84, the poet uses language such as "full of thanks" to create a heartwarming tone, but the tone of the poem is not emotional or passionate. Likewise, the author does not include any scientific or precise language in the article; rather, the author gives general details about the benefits of tiny homes.

Item Position	Rationale	
21	Option A is correct	The poet begins "What Community Means" with Antoine noticing that "signs shout/about National Night Out," a community event intended to build social ties (lines 1–4). In the article "Less Is More," the author introduces the reader to "the tiny house movement, a trend in home buying" (paragraph 1). Although both the poet and the author discuss socializing with neighbors, the poet relays a story of a community event, while the author argues for readers to consider a trend in home buying.
	Option B is incorrect	In the poem, the poet describes an outdoor event, but the emphasis is on the connections that Antoine makes while spending time with neighbors. The author of the article mentions having less clutter as one possible benefit to living in less space, suggesting that "with limited indoor space, homeowners spend more time outside" (paragraph 8). Therefore, this option does not reveal a difference between the poem and the article.
	Option C is incorrect	In lines 50 through 71 of the poem, the poet describe various favors that the neighbors do for one another; these include Bess, who sets "Antoine up/with a chair and some/mouth-watering,/hunger-curing brisket" (lines 51–54); "Ted, who promises to/bring Antoine a potted hosta plant" (lines 60–61); and "Mrs. Smithson, who's getting/a ride to the airport" from another neighbor (lines 64–65). The author of the article also suggests that people who live in tiny-home communities "help each other out with tasks, and even care for one another's children" (paragraph 4). Therefore, this option does not reveal a difference between the poem and the article.
	Option D is incorrect	In "What Community Means," the poet focuses more on the sense of connection that the tenants feel toward each other than on the advantages of working together. The author of the article "Less Is More" does not value independent living; instead, the author stresses the neighborly atmosphere of tiny-home communities, where "people get to know one another, and neighbors often become an extended part of the family" (paragraph 4). Thus, this option does not reveal a difference between the poem and the article.

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22	The word in line 21 that most helps the reader understand the meaning of <i>humiliation</i> is "embarrassment." The word <i>humiliation</i> in line 21 of the poem means "the state of feeling embarrassed."

Item Position	Rationale	
23	Option D is correct	The playwright includes line 22 most likely to show that if Soledad can teach “uncoordinated little kids to shoot baskets,” she can teach Kevin, who says that for him shooting baskets would be “a total disaster” (line 19). Soledad is explaining that she would be a good coach for Kevin because she has experience coaching beginners at shooting baskets.
	Option A is incorrect	The playwright portrays Soledad as helping Kevin because she wants to win the pair of shoes. In line 22, Soledad says, “if I not only spare you from public ridicule but also coach you all the way to a win, I want those shoes.” Because Soledad’s focus is on the shoes, it is unlikely that the playwright includes line 22 to show Soledad’s enthusiasm for basketball.
	Option B is incorrect	The playwright includes line 22 most likely to show that Soledad wants to show that she can help Kevin win the free-throw contest. She is not speaking to Alejandro or trying to prove that she is better than him at basketball.
	Option C is incorrect	In the quotation from line 22, the playwright includes information about the kids with whom Soledad works but does not provide enough evidence to conclude that Soledad likes working with young children.

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24	Option C is correct	A character foil is a character who contrasts with the actions or qualities of another character. In lines 19 and 20, the playwright highlights the fact that Kevin cannot shoot baskets and is different from Soledad, who plays basketball and practices free-throws.
	Option A is incorrect	A dynamic character is a character who undergoes significant internal changes over the course of a story. In lines 19 and 20, the playwright shows that Kevin does not yet know how to shoot baskets, while Soledad is already adept at it.
	Option B is incorrect	A parallel character is similar to another character. In lines 19 and 20, the playwright highlights a difference between Kevin and Soledad, not a similarity. Kevin says that it would “be a total disaster” for him to participate in a free-throw contest, but Soledad could potentially win, since she “actually play[s] basketball” (lines 19–20).
	Option D is incorrect	A static character is one who goes through little or no change over the course of a story. In lines 19 and 20, the playwright suggests that Kevin and Soledad are opposites when it comes to their skills at basketball. Therefore, the playwright conveys that Kevin is a foil to Soledad.

Item Position	Rationale	
25	Part A	
	Option A is correct	In lines 24 through 28, the playwright supports the key idea that hard work is necessary when preparing for competitions. If Soledad and Kevin want to win the shoes, they will need to work together to help Kevin improve. Soledad explains to Kevin that they will “need to spend every spare minute practicing” (line 26).
	Option B is incorrect	In line 24, Soledad urges Kevin to let her help him. She convinces him that, without practicing, he most certainly will not win the competition, so it’s worth the risk of trying to work together. However, Soledad is trying only to persuade Kevin to work with her, not to convince him that there is a great deal of risk associated with the competition.
	Option C is incorrect	In lines 24 through 28, the playwright develops the key idea that practice is important. However, the playwright does not provide enough evidence to suggest that Kevin’s practice with Soledad will lead to success. Instead, Soledad argues that although there is a risk that they will still lose, it is necessary to put in the hard work.
	Option D is incorrect	In line 27, Kevin jokes that he and Alejandro could make a documentary about his practice for the competition. The playwright includes this line to support the detail that Kevin is not skilled at shooting free-throws, not to suggest that competitions provide entertainment for others.
	Part B	
	Option B is correct	In line 26, Soledad tells Kevin that they will need to “spend every spare minute practicing,” which is a detail the playwright uses to support the key idea that hard work is necessary when preparing for competitions. Soledad emphasizes that they will need to put in a lot of work to be ready for the contest.
	Option A is incorrect	Although the playwright portrays Kevin as agreeable to Soledad’s offer when he says, “Okay, you’ve got a deal” (line 25), the playwright does not include this line to support the idea that hard work is necessary when preparing for competitions.
	Option C is incorrect	In line 27, the playwright reveals Kevin’s understanding that the training may be entertaining as a documentary for others to watch. However, the playwright most likely uses this line to support the idea that Kevin is unskilled at shooting free-throws, not that he must work hard to prepare for the competition.
	Option D is incorrect	In line 28, the playwright shows Alejandro playfully emphasizes that Kevin’s strength is storytelling and his sister’s strength is coaching basketball. The playwright does not include this line to support the key idea that hard work is necessary when preparing for competitions.

Item Position	Rationale	
26	Option B is correct	The playwright develops the conflict, or problem, between Kevin and Soledad by establishing that Kevin isn't good at basketball and that Soledad wants the sneakers that Kevin has the chance to win by shooting free throws. The playwright includes this conflict to create a situation in which Soledad, who can "actually play basketball" (line 20) can help Kevin, who does not want to enter the contest because it would be "a total disaster" (line 19).
	Option A is incorrect	Although the playwright includes some playful banter between Alejandro and Kevin in lines 15 through 19, the conflict in the story is between Kevin and Soledad. Kevin has entered a contest he cannot win without Soledad's help, and the prize is something she wants. The playwright does not create additional friction between Alejandro and Kevin.
	Option C is incorrect	Although the solution to the conflict is that Soledad will help Kevin prepare for the competition, the conflict itself is that Kevin cannot shoot free throws and that Soledad wants the sneakers that Kevin has the chance to win by shooting free throws. Soledad needs Kevin to agree to give her the shoes if she helps him win.
	Option D is incorrect	The playwright establishes that the two characters have different motivations, but the plot is moved forward by the solution to the problem, which is Soledad teaching Kevin to shoot free throws.

Item Position	Rationale	
27	Option B is correct	Dramatic irony is a literary device that shows a character in a play who is unaware of something important to the plot. The playwright includes line 18 to show the audience that Kevin does not understand that the competition involves a free-throw contest that he is very unlikely to win. Kevin did not know what contest he was entering, and yet he won entry to the competition, while Soledad knew exactly what the contest was but did not get chosen for entry.
	Option A is incorrect	A soliloquy is a speech given by a character while or as if alone. In line 18, Alejandro is speaking to Kevin and is not alone. Furthermore, the conflict is between Kevin and Soledad, since Kevin must learn a skill that Soledad can teach and she wants the prize if he wins.
	Option C is incorrect	In line 18, the playwright shows that Kevin has not quite understood the competition he entered, but there is no conflict between Kevin and Alejandro. The playwright creates irony when Alejandro explains the rules to Kevin, since Kevin cannot play basketball and Soledad wants the prize from the contest.
	Option D is incorrect	Foreshadowing is a literary device when the author hints about future events in the story. In line 18, Alejandro explains the rules of the competition. The playwright creates irony here, since Kevin cannot play basketball and Soledad wants the prize. The playwright does not include foreshadowing of how the competition will end.

Item Position	Rationale	
28	Option A is correct	In line 7, the playwright uses this phrase to show that Soledad hopes to increase her chances of winning by filling out “about a million entry forms.” Since Soledad spent her summer volunteering, “winning a free pair is the only way” she will be able to get the pair of shoes. Therefore, she hopes to increase her chances of winning because she has no other way to obtain the shoes she wants.
	Option B is incorrect	The playwright includes line 7 to demonstrate why Soledad enters the contest so many times, which is because she wants to win a pair of shoes. She is motivated to win the shoes and believes she has the skills to do so. Furthermore, the contest is a free-throw competition, so Soledad already knows it will not be a serious basketball game.
	Option C is incorrect	In line 7, Soledad says, “winning a free pair is the only way I’ll be able to get” the new pair of shoes. She has a strong desire to compete, but there is no indication from the playwright that Soledad believes she can beat anyone playing basketball.
	Option D is incorrect	The playwright uses line 7 to show Soledad’s determination to participate in the competition herself. She wants to win the pair of shoes and does not consider offering her coaching skills until she learns that she has not been selected.

Item Position	Rationale	
29	Option A is correct	Mood in a text is when the author makes the reader feel a certain way through words or details. The playwright's word choice in line 22 creates an optimistic mood, because Soledad hopes that Kevin can win the contest. She tells Kevin "don't give up so fast," which indicates that she believes he can win.
	Option B is incorrect	The playwright includes the line "I can coach kids" to support the idea that Soledad has the skills to coach Kevin, despite his lack of basketball skills. The playwright is creating an optimistic mood, but not a grateful one.
	Option C is incorrect	In line 22, the playwright uses the lines "don't know how" to show that Soledad has experience coaching children who are still learning motor skills and coordination. The playwright includes this line as support for Soledad's belief that she has the skills to coach Kevin as well, creating an optimistic mood.
	Option D is incorrect	In line 22, the playwright's use of "spare you from public ridicule" shows that Soledad is confident that she can help Kevin, but the playwright's use of this phrase is not reflecting a conceited mood. Instead, Soledad is optimistic that she can help Kevin win.

Item Position	Rationale
30	The student response below has been identified by Texas educators as meeting the requirements for a 10-point (maximum score) response based on the rubric criteria. For additional information, refer to the English I scoring guide available on the STAAR Reading Language Arts Resources webpage. In the play <i>Winning</i>, Soledad, Alejandro's sister, enters a competition for a pair of basketball shoes. However, Alejandro's best friend, Kevin, wins instead. The catch is, you have to compete in a free throw competition to truly win the shoes. So, Soledad agrees to coach Kevin on his free throws, for a price. Throughout this whole play, stage directions are present. But why? Stage directions can influence how a character develops throughout a story by showing the characters emotions, actions, and reactions. One way that stage directions influence the development of a character is by showing their emotions. In this play, this happens a lot. For example, line 12 shows that Alejandro was amazed that Kevin was one of the winners of the competition. This helps contribute to the development of Alejandro's character, because it shows how Alejandro is surprised that Kevin would enter a free throw competition, knowing that Kevin is not experienced in basketball. Another way that stage directions influence the development of a character in a play is by showing their actions. An example of this in the play <i>Winning</i> is when Kevin Trails off and then drops his head into his hands as realization hits him. This develops his character, as Kevin himself realizes that he is not good at basketball and will have to publically show off his lack of basketball skills. One last way that stage directions help develop a character is by showing their reactions to things. The way a character reacts can tell you a lot about how they are feeling in any given moment, so stage directions are very important for this reason. An example of this in the play would be whenever Soledad checks her phone and is devastated that she didn't win the competition. This stage direction develops Soledad's character by showing how important the competition was to her and how she was devastated whenever she did not win. In conclusion, stage directions can help influence a character's development in many ways. Whether it is Alejandro's surprise at Kevin winning the competition or Soledad's reaction to learning she did not win the competition, it can be agreed upon that these stage directions can very well contribute to the development of characters in a play. Without stage directions, many plays would fall flat, as they are intended to be played by actors in real life, and therefore the actors need direction, to accurately portray what was intended to be seen by the writer.

Item Position	Rationale	
31	Option B is correct	In the context of sentence 2, the word “annoyance” is a more effective way to label the sudden, unpleasant feeling that Billy experiences when his sister shares her thoughts and disrupts his quiet time with a book.
	Option A is incorrect	The word “anxiety” means a state of fear or uneasiness over what may happen in the future. There is no support in this story for the idea that Janice’s unwelcome chatter makes Billy feel anxious or fearful.
	Option C is incorrect	In sentence 2, the writer describes how Billy feels toward his sister when she interrupts his quiet time on the couch. The word “discontent” refers to long term unhappiness about how things are, but it does not apply to Billy’s sudden feeling of resentment directed at another person and her actions.
	Option D is incorrect	People feel suspicion toward someone who may be “up to something” negative or harmful. Janice’s behavior annoys Billy, but there is no indication that she is doing anything that makes him feel suspicious.

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Item Position	Rationale
32	For SCR items, please refer to the scoring guide.

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Item Position	Rationale	
33	Option D is correct	Sentence 10 is a clear and effective sentence. It features a correctly punctuated list and does not need to be revised.
	Option A is incorrect	By misplacing the phrase “island, city, or village,” the writer creates a confusing sentence that misleads the reader about the range of places Janice reads about and considers visiting.
	Option B is incorrect	With this awkwardly constructed sentence, the writer seems to indicate that Janice’s “top of the list” sites exist only when she reads about them. This is not the writer’s intent in sentence 10.
	Option C is incorrect	Here the writer misplaces the phrase “she read about” and thus offers the reader a confusing sentence that fails to convey the meaning of sentence 10.

Item Position	Rationale	
34	Option C is correct	A coincidence is the accidental occurrence of two events that are meaningfully related to each other. When Billy reaches a chapter in his book that informs him about an interesting travel destination, this is a coincidence with the fact that Janice has just been talking about her own travel plans. "Coincidentally" is thus an appropriate and effective transition, or a word that connects topics or ideas, since it connects sentence 15 with an idea presented earlier in the story.
	Option A is incorrect	Using the word "Nonetheless" as a transition into this sentence does not capture the writer's intent. Billy can find and focus on the travel information because his sister has left the room, not despite her leaving.
	Option B is incorrect	The transition phrase "In the same way" would not make good sense in sentence 15. Billy is not described here as acting in a manner similar to how his sister left the room (as reported in sentence 14). Instead, he gets back to his reading and accidentally finds something related to travel.
	Option D is incorrect	"For one thing" could be used as a transition to begin a sentence that provides an instance or example of something just stated. This phrase does not fit the context or meaning of sentence 15, however.

Item Position	Rationale	
35	Option B is correct	In this revision, the writer has rearranged the phrases from sentence 29 to more concisely and effectively convey the meaning he intends to express about travel.
	Option A is incorrect	By adding the phrase “to this location,” the writer has created a redundant sentence, one that needlessly repeats an idea.
	Option C is incorrect	Here the writer has misplaced the phrase “that he had discovered,” which should follow the verb “explained.” This placement distorts the intended meaning of sentence 29.
	Option D is incorrect	This revision confuses the reader by implying that “it” and “a truly interesting location” refer to two separate things that Billy has discovered. This is not the writer’s intent in sentence 29.

Item Position	Rationale	
36	Option C is correct	The closing sentences of a story should capture the overall meaning of the story or bring the storyline to an effective ending. This option provides an effective closing by revealing that Billy and Janice now share an interest in traveling to the island that Billy discovered. This resolves a conflict between the siblings.
	Option A is incorrect	These sentences do not provide a satisfactory closing for the story because they fail to inform the reader of what resulted from Billy explaining his interest in traveling to the island of Maldives.
	Option B is incorrect	Janice is portrayed here as raising a new topic for discussion. Adding these sentences would not be an effective way for the writer to close this story.
	Option D is incorrect	The reader might conclude from these sentences that Janice has paid no attention to Billy's description of the exciting destination he found. These added sentences do not provide any indication that he and Janice have now begun to realize that they share an interest in travel.

Item Position	Rationale	
37	Option B is correct	By replacing sentence 2 with this alternative, the writer adds key information that strengthens her introduction to the letter. In particular, she indicates that she is writing on behalf of a group of cousins who are considering how they might purchase a customized hat for their grandfather.
	Option A is incorrect	Inserting this sentence would repeat information already stated in sentences 1, 3, and 4, so this would not make the letter's introductory paragraph more effective.
	Option C is incorrect	This option is a vague sentence that does not inform the employees at the hat store about the group of cousins and their specific reasons for writing. Moreover, those employees do not need to know that the cousins had a hard time deciding whether to buy their grandfather a hat.
	Option D is incorrect	Here the writer misrepresents the purpose of her letter by making it seem that she is writing based on her own personal interests in finding out about the store's past hat sales. She does not mention her cousins and their shared interest in buying a custom-made hat for their grandfather.

Item Position	Rationale	
38	Option A is correct	By deleting the phrase “with a response,” the writer eliminates the unneeded repetition of an idea in sentence 6. This revision produces a concise and effective sentence.
	Option B is incorrect	Here the writer distorts the original meaning of sentence 6. This option turns the sentence into a claim about when Grandpa responds, not how he responds.
	Option C is incorrect	In this revision, the writer misplaces the phrase “and reminds us.” The resulting sentence does not make good sense.
	Option D is incorrect	The words “responds” and “answers” express the same idea. By using the phrase “responds and answers” in the revision, the writer has introduced a new redundancy into sentence 6.

Item Position	Rationale	
39	Option B is correct	A transition is a word, phrase, or sentence that connects topics or ideas in an effective way. Sentence 15 is written to convey a request the cousins have decided to make, based on the reasons mentioned in sentences 13 and 14. The word "Therefore" is the best transition to signal the writer's shift from giving reasons to making the request.
	Option A is incorrect	The phrase "Generally speaking" does not properly prepare the reader for the content of sentence 15, in which Laryssa makes a specific request of the team at Grand Hatters.
	Option C is incorrect	The phrase "In particular" would make sense as a transition into a sentence that provides the reader with one instance or example of a more general fact or claim. This does not match the writer's intent in sentence 15.
	Option D is incorrect	"Otherwise" has the same meaning as "on the contrary" or "if not." Using this word as the transition here would not properly connect the idea presented in sentence 15 to the ideas expressed in the preceding sentences.

Item Position	Rationale	
40	Option D is correct	In this sentence, the writer combines the ideas in sentences 22 and 23 in a concise and effective manner. The phrase "Since 10 cousins will be chipping in" is used to indicate why the cousins are confident that they can come up with that much money for the gift.
	Option A is incorrect	By including the phrases "with \$250 to \$300" and "with it," the writer creates a repetitive and confusing sentence that does not effectively combine sentences 22 and 23.
	Option B is incorrect	This revision is constructed in an awkward and misleading manner. Using the word "While" does not accurately express the relation between the original sentences, and the phrase "are confident" would need to follow the pronoun "we" to make good sense.
	Option C is incorrect	Here the writer needlessly repeats two ideas when combining sentences 22 and 23. The second use of "cousins" is redundant, and the phrase "if we all chip in" is unneeded and misleading since the writer has already stated that the 10 cousins will be chipping in.

Item Position	Rationale	
41	Option A is correct	Here the writer has revised sentence 30 by moving the phrase “to bring in with me on Tuesday” to its proper place, where it is used to indicate why the writer might sneak out one of Grandpa’s baseball caps. The result is a clearer, more effective sentence.
	Option B is incorrect	In this revision, the writer has misplaced the phrase “On Tuesday.” The result is a sentence that misleads the reader about which event—sneaking out the hat or the writer’s visit to the hat store—is happening on that day.
	Option C is incorrect	The writer’s use of both “maybe” and “possibly” needlessly repeats an idea in this revision. Also, the phrase “in with me” should follow the verb “bring” to make good sense.
	Option D is incorrect	This option is a wordy and confusing sentence. “On Tuesday” should follow the phrase “bring it in with me” to express the writer’s intent in sentence 30. Also, the repetition of “I could” is unnecessary here, and the phrase “is what I was thinking” is awkward in this context.

Item Position	Rationale	
42	Option D is correct	The adjective “unconventional” applies to something that is being done in an unusual manner. Since the cousins want to surprise their grandfather, they cannot take him in to shop for the hat and make sure it fits, which would be the conventional, or usual, process. Substituting “unconventional” for “weird” expresses the writer’s meaning in sentence 33 more precisely.
	Option A is incorrect	Something is mysterious if it provokes feelings of surprise and wonder. The word “mysterious” would not be an effective replacement for “weird” in this sentence.
	Option B is incorrect	The word “miscellaneous” applies to something that includes diverse things or qualities within itself. This word is not related to the writer’s meaning in sentence 33.
	Option C is incorrect	Using the word “perplexing” in this context would suggest that shopping for Grandpa’s hat is puzzling or confusing. There is no evidence that this captures the writer’s intended meaning when she uses the word “weird.”

Item Position	Rationale	
43	Option A is correct	The term "Ridgefield Nature Preserve" is a proper noun, a noun that refers to a specific person, place, idea, or event. Proper nouns must be capitalized, so this option corrects the error.
	Option B is incorrect	All three words in "Ridgefield Nature Preserve" are parts of the name, which is a proper noun. Therefore, all three words must be capitalized.
	Option C is incorrect	Here the word "Ridgefield" does not begin with a capital letter. This is not the correct way to write the full name of the site.
	Option D is incorrect	In this option, only the word "Preserve" is capitalized. This is an incorrect way to write the three-word proper noun in sentence 2.

Item Position	Rationale	
44	Option B is correct	Sentence 5 is a sentence fragment, or an incomplete sentence. Here the writer uses a comma to join sentence 5 to sentence 6, thus forming a complete and correctly punctuated sentence.
	Option A is incorrect	In this option, the writer introduces a comma-splice, an error that occurs when two independent clauses are connected only with a comma. This cannot be the correct way to write sentences 5 and 6.
	Option C is incorrect	Here the first punctuated phrase ("As soon as Joel became proficient") is a sentence fragment that cannot stand alone as a complete sentence.
	Option D is incorrect	The final punctuated phrase in this option is another sentence fragment since its main verb ("suggested") lacks a subject. This is not an acceptable way to write the sentences.

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Item Position	Rationale	
45	Option D is correct	Sentence 8 contains a comma splice, an error that occurs when two independent clauses are connected only with a comma. By changing "he turned" to "turning," the writer corrects this error and produces a correctly punctuated sentence.
	Option A is incorrect	Here the writer has created a run-on sentence, another error in which two main clauses are joined incorrectly. This cannot be the correct answer.
	Option B is incorrect	In this option, the second punctuated phrase lacks a verb, so it is a sentence fragment, or incomplete sentence.
	Option C is incorrect	The punctuated phrase "For mourning doves, chickadees, and finches" cannot stand alone as a complete sentence, so this is not a correct way to write sentence 8.

Item Position	Rationale	
46	Option B is correct	By inserting a semicolon after "action," the writer corrects the run-on sentence, an error in which two or more main clauses are joined incorrectly. A semicolon can be used to join these two independent clauses, each of which could stand alone as a complete sentence.
	Option A is incorrect	The pronoun "he" refers here to Joel, the boy watching birds that visit his feeder. The pronoun "it" cannot be used to refer to a person, so this change should not be made.
	Option C is incorrect	Making this change would not correct the error in sentence 9. Because of the lack of punctuation after the word "action," this would still be a run-on sentence.
	Option D is incorrect	The word "mental" is spelled correctly in this sentence. It should not be replaced by the incorrect "mentel."

Item Position	Rationale	
47	Option A is correct	In sentence 10, Joel is described as asking himself about various features a bird might have. In this context, the word “whether” better expresses Joel’s question about different possibilities.
	Option B is incorrect	A pronoun must agree in number with the noun to which it refers. The plural pronoun “they” cannot refer to the singular noun phrase “the bird” in sentence 9, as the writer intends. The singular pronoun “it” is correct here.
	Option C is incorrect	The writer consistently uses past-tense verbs like “had” to describe the events in this story. It would be a mistake to shift to the future-tense verb “will have” in this context.
	Option D is incorrect	Putting a comma after “notched” would separate this adjective from “tail,” the noun to which it applies in sentence 10. This would distort the sentence’s meaning.

Item Position	Rationale	
48	Option D is correct	By replacing “delicasy” with “delicacy,” the writer corrects the spelling error in sentence 3.
	Option A is incorrect	The comma after the word “shrimp” is needed in sentence 3 to help set off the phrase “sometimes referred to as jumbo prawns.” The commas before and after this phrase are used to indicate that it applies to the noun phrase “tiger shrimp.” The comma should not be deleted.
	Option B is incorrect	In sentence 3, the expression “jumbo prawns” is not being used as a proper noun, one that refers to a particular person, place, idea, or event. Thus, “jumbo prawns” does not need to be capitalized.
	Option C is incorrect	Throughout the first paragraph, the writer uses present-tense verbs to inform the reader about current views regarding tiger shrimp. Changing “are considered” to the past-tense verb form “were considered” would not fit in this context.

Item Position	Rationale	
49	Option B is correct	In the first paragraph, the writer is presenting concerns about the present and possible future effects of allowing tiger shrimp to spread. Hence, the past-tense verb phrase "had eventually caused" should be replaced by the future-tense form "will eventually cause" in sentence 6.
	Option A is incorrect	The phrase "native marine life" is not being used to refer to a particular person, place, idea, or event in sentence 6. Since it is not a proper noun in this context, the phrase should not be capitalized.
	Option C is incorrect	Inserting a comma after the word "net" would mistakenly separate this adjective from the noun phrase ("economic loss") that it applies to. This punctuation error would result in a confusing sentence.
	Option D is incorrect	In sentence 6, the preposition "for" is used correctly to indicate who would suffer the economic loss. Replacing "for" with "with" would distort the meaning of the sentence.

Item Position	Rationale	
50	Option C is correct	The writer has already used a dash after the word "cake" to help set off the phrase, "or shrimp." But to set off this phrase properly, a second dash is needed after the word "shrimp." Adding the second dash corrects the punctuation error here.
	Option A is incorrect	The use of the conjunctive adverb "however" (which means "on the other hand") helps the reader understand that the ideas expressed in the second paragraph could reconcile the opposing views described in the preceding paragraph. The word "instead" would not be effective in this context.
	Option B is incorrect	The plural noun "Texans" is correct in this sentence. Its singular possessive form ("Texan's") would not make sense here.
	Option D is incorrect	Substituting "they can" for the conjunction "and" would result in a run-on sentence, one in which two or more main clauses are joined incorrectly.

Item Position	Rationale	
51	Option A is correct	A proper noun refers to a specific person, place, idea, or event. Since "Texas Invasive Species Institute" is the name of a particular place and organization, each word in the name must begin with a capital letter.
	Option B is incorrect	The verb form "has made" is used with singular nouns, and the form "have made" is used with plural nouns. Changing "has made" to "have made" would not match the singular subject of this sentence ("The Texas Invasive Species Institute").
	Option C is incorrect	"Reccommendation" is not the correct way to spell the word "recommendation." This change should not be made.
	Option D is incorrect	Sentence 8 includes an improperly written proper noun, or name. This mistake needs to be corrected.

Item Position	Rationale	
52	Option D is correct	This change corrects the grammatical error in sentence 9, where the plural verb “are” does not agree with its singular subject, “harvesting and consuming tiger shrimp.” The singular verb “is” is correct in this context.
	Option A is incorrect	Changing “say” to “saying” would result in a sentence fragment, an incomplete sentence.
	Option B is incorrect	Inserting a comma here creates a punctuation error that would make this sentence confusing. The comma would separate nouns (“harvesting” and “consuming”) that are joined by “and” to form a compound subject.
	Option C is incorrect	The writer has correctly spelled the word “consuming” in this sentence. It should not be changed.