| Item Position | Rationale | |
|---------------|-----------------------|---|
| 1 | Option B is correct | The author includes this sentence in paragraph 2 to explain the result of a slow decomposition cycle for fabrics and to identify the idea of clothing lingering in landfills as a problem. |
| | Option A is incorrect | The author's reference to cotton and plants in paragraph 1 provides an example of natural sources of fabric, which the author identifies throughout the selection as biodegradable and therefore not having harmful effects. |
| | Option C is incorrect | In this sentence from paragraph 4, the author is describing a benefit, not a harmful effect, of using kelp to develop fabrics. |
| | Option D is incorrect | In this sentence from paragraph 5, the author is describing the materials used to make Microsilk. Because these materials are identified as biodegradable, the sentence does not support the argument that fabric choices can have lasting harmful effects. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 2 | Option D is correct | In this sentence from paragraph 5, the author refers to "new frontiers for fashion designers" as a follow-up to how "biodegradable fibers can be turned into stylish clothing." This demonstrates the possibilities for designing clothing that uses biodegradable fibers. |
| | Option A is incorrect | Although these fibers might be available in different places than nonbiodegradable fibers are, the author is referring to different design choices, not different locations, with the idea of "new frontiers." |
| | Option B is incorrect | Even though the use of these fibers might educate people about the planet's natural resources, the author includes this sentence about "new frontiers" to refer to design possibilities, not educational opportunities. |
| | Option C is incorrect | The idea that using these fibers will take time is presented by the author in paragraph 6. However, this sentence from paragraph 5 relates to design options, not the process for change. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 3 | Option B is correct | In paragraph 3, the author refers to kelp as one of the "new materials to make clothing" described in paragraph 2. In paragraph 4, the author explains how kelp grows in nature, supporting the key idea that new fibers can come from nature. |
| | Option A is incorrect | Although the author indicates people prefer strong, durable clothing in paragraphs 1 and 6, there is no mention of durable fibers in paragraph 4. Additionally, since kelp fiber is a recent invention, as implied in paragraph 3, the idea of historical popularity is not applicable to kelp. |
| | Option C is incorrect | The idea that different fibers have different effects when they are thrown away refers to a difference between fibers with varying levels of biodegradability, which is a key idea from paragraph 2, not paragraph 4. |
| | Option D is incorrect | The key idea that new fibers can make interesting clothing is presented in paragraph 5, not paragraph 4. |

| Item Position | Rationale | |
|---------------|------------------------|---|
| 4 | Option C is correct | Throughout the selection, the author presents the pros and cons of different fabrics. For example, in paragraphs 1 and 6, the author describes the durability of plastic fibers, and in paragraphs 2 through 5, the author focuses on how biodegradable fibers are eco-friendly and provide opportunities for new styles. |
| | Option A is incorrect | Even though the author implies that much time and research goes into making and using fabrics by including the example about the Fashion Institute of Technology team (paragraph 3), there is no evidence in the selection for this conclusion about fabrics. |
| | Option B is incorrect | Since the author focuses much of the selection on the benefits of new fabrics, it would be incorrect to conclude that the best fabrics are the ones that have long been used. |
| | Option D is incorrect | The author's focus is on recent, not historical, changes. As the author explains in paragraph 2: "fashion designers have started using new materials to make clothing." |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 5 | Option A is correct | This paraphrase accurately captures the ideas presented in the sentences, including coming up with original ideas and how new kinds of fabrics can help resolve this issue. |
| | Option B is incorrect | Although this paraphrase refers to the difficulty of creating new styles, it misreads the idea about new fabrics, which the author presents as a solution, not a problem. |
| | Option C is incorrect | This statement is not an accurate paraphrase of the sentences. The challenge that is described in the sentences is coming up with original ideas, not making the new fabrics work. |
| | Option D is incorrect | Although this statement includes the idea that the use of new fabrics can help clothing designers, it misrepresents the way in which it can do so. The use of new fabrics can help designers come up with new styles of clothing, not ways of making old clothing look new. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 6 | Option B is correct | In paragraph 6, the author describes some disadvantages that plant-based fibers still need to overcome, such as low durability and low affordability, to make them more appealing to consumers. |
| | Option A is incorrect | Although in paragraph 6 the author refers to the importance of the affordability of plant-based clothing, there is no explanation for the implied cost difference between nylon and biodegradable fabrics. |
| | Option C is incorrect | Although clothing biodegradability is a focus of the selection, there is no mention of improving the biodegradability of plastic fibers in paragraph 6 or elsewhere. |
| | Option D is incorrect | Even though the author implies in paragraph 6 that biodegradable clothes are "the fashion of the future," the author does not describe the appearance of biodegradable clothes in this paragraph. |

| Item Position | Rationale |
|---------------|---|
| 7 | For SCR items, please refer to the scoring guide. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 8 | Option C is correct | The cause-and-effect structure in this section emphasizes the ways in which the First Transcontinental Railroad changed people's lives, such as by shortening the cross-country trip from six months to less than a week. |
| | Option A is incorrect | Although the author does explain in this section that the First Transcontinental Railroad "would connect the two coasts of the United States," there is no description in this section of the differences between places the railroad passed through. |
| | Option B is incorrect | The author refers to decisions about the railroad in the section "How It Was Done," not "A Life-Changing Project." In addition, the author does not provide information about the way such decisions were made. |
| | Option D is incorrect | The author describes how the railroad affected workers in the section "How It Was Done," not "A Life-Changing Project." Furthermore, the author does not describe how they were affected throughout time. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 9 | Option B is correct | The photograph shows the place where the tracks joined up, and the caption explains it was designated a National Historic Site, emphasizing the impact of the railroad 150 years after its completion. |
| | Option D is correct | The author indicates in the caption for the photograph that volunteers and park staff recreated the meeting of the trains to celebrate the 150th anniversary of the railroad's completion. |
| | Option A is incorrect | Although the photograph does include antique train engines from the time of the railroad's completion, it does not provide details that would help the reader understand the engines. |
| | Option C is incorrect | The photograph does not depict the length of the railroad. |
| | Option E is incorrect | Although there were many challenges in completing the railroad, some of which are described in paragraphs 7 and 8, the photograph does not show them. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 10 | Option C is correct | The author indicates that the workers had to leave their families and face physical challenges such as difficult terrain. This implies to the reader that the workers had to show great courage to complete their task. |
| | Option A is incorrect | Although the workers may have made lasting friendships, this idea is not included in the article. |
| | Option B is incorrect | The author does not include information about what the workers did after the railroad was completed. |
| | Option D is incorrect | The author does not include information about the workers' previous experience. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| | Option A is correct | In line 19 of the poem, the phrase "crawled up" is a contextual clue that <u>depths</u> refers to "a place far from the surface" that must be crawled up from to get to the surface. |
| 11 | Option B is incorrect | In line 19, <u>depths</u> does not mean "the middle of a time period," because the author is referring to a location, not a time. |
| 11 | Option C is incorrect | In line 19, <u>depths</u> does not mean "the worst part," because there is no indication that the question referenced in line 19 is negative. |
| | Option D is incorrect | In line 19, <u>depths</u> does not mean "a measurement from front to back," because the phrase "crawled up" indicates a location rather than a measurement. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 12 | Option C is correct | This is the best summary because it includes the main ideas of the poem: the speaker's appreciation of the internet and gratitude for easy and instant long-distance communication. |
| | Option A is incorrect | Even though this summary includes information that shows that the speaker appreciates technology, it does not include the main ideas from the poem: the speaker's appreciation of the internet and ability to instantly speak with and see another person thousands of miles away. |
| | Option B is incorrect | Although this summary includes details from the beginning and end of the poem, these are minor details that do not summarize the poem as a whole. |
| | Option D is incorrect | Although this summary includes reference to the speaker's gratitude for modern technology, it does not include the speaker's appreciation for the internet, which is a main idea of the poem. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| | Option D is correct | In lines 21 through 28 of the poem, the speaker describes how much easier it is now than it was a few decades ago to communicate and to find information, indicating how new technology has changed daily life. |
| 13 | Option A is incorrect | Although in lines 21 and 22 the speaker refers to how communication used to be more inconvenient for the aunt, there is no indication in those lines or in lines 23 through 28 that the aunt faced difficult challenges. |
| | Option B is incorrect | Even though the speaker refers to a past technology in line 22, there is no indication in lines 21 through 28 of the speaker giving thanks to technologies used throughout history. |
| | Option C is incorrect | Although the speaker refers to people communicating in lines 21 through 28, there is no evidence of how talking with others changes people. |

| Item Position | Rationale | |
|---------------|------------------------|---|
| | Option D is correct | This idea is found in both the article and the poem. In "A Country Connected," the author describes how the First Transcontinental Railroad connected people and places across a continent, and in "The World Is at My Fingertips," the poet shows how technology helps people connect with information and each other. |
| 14 | Option A is incorrect | Although the author of the article discusses the benefits of hard work, this idea is not included in the poem, which is focused on how technology makes the work of finding information easier. |
| | Option B is incorrect | Although the author and the poet both discuss new ideas and technologies, neither specifically expresses the idea that good plans will get used in the end. |
| | Option C is incorrect | Even though both the author and the poet reference the past, neither one describes the past in relation to what it means for the future. |

| Item Position | Rationale | |
|---------------|------------------------|---|
| | Option B is correct | The author of the article explains how a group of workers built the railroad that connected the East and West Coasts. The poet focuses not on the achievements of a specific group but rather on how advances in technology have improved people's lives. |
| | Option A is incorrect | Although the article is about a mode of travel that improved people's lives, the author does not discuss visiting people in new places. |
| 15 | Option C is incorrect | The author of the article describes a moment when people in the present gathered to remember the past (in the section "Behind the Scenes"), but the author does this to celebrate past accomplishments, not to explain similarities between the present and past. |
| | Option D is incorrect | Since both the author and the poet mention places people can travel to because of technology, this option does not present a difference between the article and poem and is not related to appreciating others' accomplishments. |

| Item Position | | Rationale |
|---------------|------------------------|---|
| 16 | Option C is correct | Both the author and the poet develop the idea of past changes affecting people's lives today. In the article, the author describes how the completion of the First Transcontinental Railroad made it possible for people today to quickly travel across the country, and in the poem, the poet describes how the development of the internet has made virtual travel, finding information, and communication easier today than in the past. |
| | Option A is incorrect | Even though both the author and the poet describe big changes, there is no indication in either selection that it takes time for people to adjust to such changes. |
| | Option B is incorrect | Although the people in "A Country Connected" might not have expected a cross-country railroad and the aunt in "The World Is at My Fingertips" might not have expected the internet, the idea that these changes were least expected is not developed by either the author or the poet. |
| | Option D is incorrect | Although both the poem and the article contain reference to new ideas, such as a coast-to-coast railroad and the internet, the idea that such developments can go through many different changes is not developed in either the article or the poem. |

| Item Position | | Rationale |
|---------------|-----------------------|--|
| | Option A is correct | At the end of the article, the author emphasizes the importance of honoring past family members by describing how Michael Kwan honored his great-great-grandfather. In contrast, the poet emphasizes the casual nature of the speaker's conversation with an aunt. |
| 17 | Option B is incorrect | Although a reader of the article might consider the honoring of family members at a community-wide celebration to be "creative," the speaker in the poem does not appear to want to make choices independently of family members. |
| | Option C is incorrect | The author of the article emphasizes the significance of celebrating family achievements through the example of Michael Kwan, but the poet does not make mention of the speaker's personal accomplishments. |
| | Option D is incorrect | Although both the author and the poet refer to family, neither one refers to family traditions. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| | Option B is correct | The author's use of a chronological structure in paragraphs 13 through 23 enables the reader to see how El-ahrairah receives the power from the snake, which allows him to face the fox and defeat it. |
| 10 | Option A is incorrect | Although El-ahrairah makes several friends in the story, including the snake in paragraph 13, the author does not use chronological order to show El-ahrairah's gratitude in these paragraphs. |
| 18 | Option C is incorrect | Thanks to his new power, El-ahrairah successfully faces the fox, but the author does not use chronology in these paragraphs to demonstrate that El-ahrairah practices challenging the fox. |
| | Option D is incorrect | Although El-ahrairah travels to many places, the author's purpose in presenting the information in paragraphs 13 through 23 chronologically is not to show the places he visits but to show how he gains the ability to face the fox. |

| Item Position | Rationale | |
|---------------|------------------------|---|
| | Option A is correct | In the story, the author indicates that the fox's desire to eat rabbits makes the fox and Elahrairah enemies because Elahrairah is a rabbit. Elahrairah refers to the fox as "my enemy" in paragraph 21, when he warns the fox what will happen if it tries to eat rabbits. |
| 10 | Option B is incorrect | The author indicates that the fox and El-ahrairah are enemies, but there is no evidence in the story that they eat the same food. In fact, the fox wants to eat rabbits, and El-ahrairah is a rabbit. |
| 19 | Option C is incorrect | The conversation between the fox and Elahrairah is not a friendly one, because the fox is a threat to El-ahrairah and other rabbits. In addition, El-ahrairah refers to the fox as his enemy. |
| | Option D is incorrect | At the end of the story, the fox leaves the rabbits alone, which is helpful to El-ahrairah, but this does not make the two of them friends, because El-ahrairah never wants to see the fox again (paragraph 23). |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 20 | Option C is correct | In paragraph 14, the word <u>dissolve</u> means to "vanish." The idea that El-ahrairah is unable to move indicates that his willpower has left him or vanished. |
| | Option A is incorrect | The term "soften" is not the best choice to describe the meaning of <u>dissolve</u> in paragraph 14, because it indicates a physical change; dissolve in paragraph 14 refers to a more figurative loss or disappearance of a quality. |
| | Option B is incorrect | Although El-ahrairah's willpower does change, this is not the best definition for the word dissolve, because it does not specify how Elahrairah's willpower changes or that El-ahrairah is unable to resist the snake's power. |
| | Option D is incorrect | The word <u>dissolve</u> in paragraph 14 is used to indicate that El-ahrairah is unable to resist the snake; therefore, "jump" is not a good definition for <u>dissolve</u> . |

| Item Position | Rationale | |
|---------------|------------------------|---|
| | Option B is correct | In fables more than in other types of stories, authors personify, or give human characteristics to, animals. That can be seen here: El-ahrairah and other nonhuman characters in the story display human characteristics such as speech, reasoning, and an understanding of conflict. |
| 21 | Option A is incorrect | El-ahrairah takes a long journey, but a long journey is not a typically defining feature of a fable. Many fables do not include long journeys. |
| | Option C is incorrect | The story includes a fact about snakes' blood; however, facts about animals may appear in any kind of story. |
| | Option D is incorrect | Although some fables involve a hero saving others, this is not a story characteristic that is limited mostly to fables. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| | Option A is correct | The main problem in the story is that a fox is near El-ahrairah's home warren and plans to eat the rabbits. This is resolved when the fox leaves the area. |
| 22 | Option B is incorrect | El-ahrairah's challenging the fox is a step toward resolving the problem rather than the resolution itself, which occurs when the fox leaves the area. |
| 22 | Option C is incorrect | When El-ahrairah leaves the snake, he is ready to encounter the main problem; however, the resolution does not occur until later in the story. |
| | Option D is incorrect | Although lying in the sun resolves the snake's problem of being cold, this is not the main problem in the story, which is that the fox is near the warren, ready to eat rabbits. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 23 | Option A is correct | In this sentence, El-ahrairah provides "good advice and help" to the other animals, which indicates that he is friendly. |
| | Option B is incorrect | His meeting the mice, the water rats, and the otter does not clearly indicate that El-ahrairah is friendly, because the author does not describe Elahrairah's attitude or actions during those meetings. |
| | Option C is incorrect | Although El-ahrairah's visit to "common land" implies a level of openness to being around others, the author does not specify why Elahrairah wants to be around others or indicate his level of friendliness. |
| | Option D is incorrect | In this sentence, in which El-ahrairah is about to meet the snake, he displays no evidence of being friendly. |

| Item Position | Rationale | |
|---------------|------------------------|---|
| 24 | Option D is correct | The author uses the third-person point of view, which is clear because the main character is referred to by name and by the third-person pronoun "he." An outside observer, someone not directly involved in the story, tells the story. |
| | Option A is incorrect | The story is not told by El-ahrairah; if it were, El-ahrairah would refer to himself by the first-person pronoun "I." Instead, he is referred to by name and the third-person pronoun "he." |
| | Option B is incorrect | Although the author uses the third-person point of view, as evidenced by the use of the third-person pronoun "he," the story is not told by the snake. If it were, the snake would be present in the action throughout the story. |
| | Option C is incorrect | Even though the fox is an important character, the story is not told by the fox, who is absent in a large part of it. Also, the story is not told in the first person; if it were, the narrator would use the pronoun "I" instead of the third-person pronoun "he." |

| Item Position | Rationale |
|---------------|---|
| 25 | For ECR items, please refer to the scoring guide. |

| Item Position | Rationale | |
|---------------|------------------------|--|
| 26 | Option A is correct | In sentence 6, the writer describes the sunspots as a "mystery." She then builds on this in the second paragraph by adding that the sunspots were puzzling to scientists. The adjective "mysterious" is thus consistent with the depiction of sunspots up to this point. |
| | Option B is incorrect | The word "uncommon" can mean "rare" or "not readily found." This is not the most effective description to use because no support is given for claiming that sunspots are infrequent or hard to find. |
| | Option C is incorrect | The word "popular" is not appropriate in this sentence because this word means commonly liked or approved. This does not fit with the context of the paragraph. |
| | Option D is incorrect | Using the word "hidden" in this sentence would not make sense because the writer earlier states that the sunspots can be seen with the use of devices available even in the 1600s. |

| Item Position | | Rationale |
|---------------|-----------------------|---|
| 27 | Option B is correct | By adding "As a result" to the beginning of sentence 14, the writer effectively demonstrates the cause-and-effect relationship between sentences 11-13 and sentence 14. |
| | Option A is incorrect | "Otherwise" is not an effective transition for this sentence because it incorrectly implies a contrast between sentence 14 and the preceding sentences. |
| | Option C is incorrect | By using "Finally," the writer would indicate that the purpose of sentence 14 is to add one more fact to the information in sentences 11–13, rather than summing up that information with a comparison. |
| | Option D is incorrect | The word "Instead" is not an effective transition for this sentence because the information in sentence 14 is not an alternative that contrasts with the information in sentences 11–13. |

| Item Position | Rationale |
|---------------|---|
| 28 | For SCR items, please refer to the scoring guide. |

| Item Position | | Rationale |
|---------------|-----------------------|---|
| 29 | Option A is correct | By replacing "they" with "researchers," the writer clarifies who was launching the spacecraft. |
| | Option B is incorrect | Replacing "they" with "these areas" would not make sense because areas cannot launch a spacecraft. |
| | Option C is incorrect | While "sunspots" is the subject of the previous sentence, it would be nonsensical to say that sunspots could launch a spacecraft. |
| | Option D is incorrect | Using the vague phrase "some folks" to replace "they" does not provide a clear subject for this sentence. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 30 | Option B is correct | The information in sentence 6 simply reiterates the information given in sentence 5 by claiming that the birds' singing could no longer be heard. Sentence 6 should be removed. |
| | Option A is incorrect | Sentence 4 serves as the topic sentence for the second paragraph. With this sentence, the writer introduces the central idea he will support in this paragraph. |
| | Option C is incorrect | In sentence 7, the writer provides a new detail about the changing weather. The writer is not repeating any information here. |
| | Option D is incorrect | In sentence 8, the writer provides additional information about the changing weather, so this sentence is not repetitive either. |

| Item Position | | Rationale |
|---------------|-----------------------|--|
| 31 | Option D is correct | By replacing "her" with "Aunt Rosa" in sentence 16, the writer clarifies that Benito's little sister ran to her aunt, who is on the hike with them. |
| | Option A is incorrect | Even though the use of "the guide's" clarifies the sentence, there is no prior mention of any guide being along on the hike, so this reference would be confusing to the reader. |
| | Option B is incorrect | There is no evidence that Benito's mom is on the hike with the group, so it would not make sense to use "our mom's" in this sentence. |
| | Option C is incorrect | Using "somebody" to replace "her" does not improve the clarity in this sentence because "somebody" is vague and does not identify a specific person. |

| Item Position | | Rationale |
|---------------|------------------------|---|
| 32 | Option A is correct | The fourth paragraph ends with Benito stating that his aunt "knew exactly what to do." In the fifth paragraph, Benito then explains the steps that Aunt Rosa took. With this sentence, Benito improves the transition between these paragraphs by stating Aunt Rosa's first step. |
| | Option B is incorrect | Benito would offer information about his aunt with this sentence, but it is not related to either the fourth or the fifth paragraph. |
| | Option C is incorrect | In this sentence, Benito talks about himself. However, the fifth paragraph is about Aunt Rosa, so this sentence is not an effective transition between the fourth and fifth paragraphs. |
| | Option D is incorrect | Benito would not provide a better transition with this sentence because it states a general concern rather than any specific information about Aunt Rosa's approach to the situation. |

| Item Position | | Rationale |
|---------------|------------------------|--|
| 33 | Option A is correct | This sentence provides a better closing for the paper because it addresses the overall idea of the story, which is being caught in an unexpected rainstorm and learning what to do in this situation. |
| | Option B is incorrect | With this sentence, Benito talks about avoiding storms in the Grand Canyon, which is off topic and does not provide an effective closing sentence for the paper. |
| | Option C is incorrect | It may be true that Benito is looking forward to a day without storms or rain, but this information is not related to the overall meaning of the paper, which means it is not a suitable closing sentence. |
| | Option D is incorrect | In this sentence, Benito shifts from telling a story about himself to speaking directly to his reader, making this an odd and ineffective closing sentence for the paper. |

| Item Position | | Rationale |
|---------------|-----------------------|--|
| 34 | Option D is correct | No change needs to be made in this sentence because it is written correctly. |
| | Option A is incorrect | Changing "They" to "And" would create a fragment because this change eliminates the subject of the sentence. |
| | Option B is incorrect | "Harbor" is the correct spelling of this word. |
| | Option C is incorrect | Changing "were sitting" to "was sitting" would create a subject-verb agreement error in this sentence. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 35 | Option C is correct | "Today" is a singular noun, so changing from the plural possessive to the singular possessive "today's" corrects the error in this sentence. |
| | Option A is incorrect | Changing the past-tense verb "was" to the present participle "being" creates a verb-tense error in this sentence. |
| | Option B is incorrect | Using the preposition "for" would distort the meaning of this sentence. |
| | Option D is incorrect | "Monney" is not the correct spelling of the word "money." |

| Item Position | | Rationale |
|---------------|-----------------------|--|
| 36 | Option B is correct | A comma is necessary after a subordinate clause at the beginning of a sentence. Inserting a comma after "water" corrects this punctuation error in the sentence. |
| | Option A is incorrect | The subordinating conjunction "until" means up to the time of something happening. In this sentence, "after" is the appropriate subordinating conjunction because it shows the correct sequence of events. |
| | Option C is incorrect | "Fled" is the correct spelling of the past-tense verb "flee." |
| | Option D is incorrect | Sentence 4 contains a punctuation error, so a change is needed. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 37 | Option B is correct | The writer is describing events that happened in the past. By changing "are" to "were," he is now using the correct past-tense form of the verb. |
| | Option A is incorrect | This option is incorrect because "will be" is a future-tense verb, and this paper is about events that happened in the past. |
| | Option C is incorrect | This paper is written in past tense, so changing to a present-tense form of the verb is incorrect. |
| | Option D is incorrect | This option is not correct because this tense would indicate that the merchants were and still are unhappy with the British government. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 38 | Option B is correct | In this sentence, the writer is referring to a part of a movie, so the correct word is "scene." The homophone "seen" is a verb form and would not be correct in this sentence. |
| | Option A is incorrect | "Studio" is a singular subject, so it requires the singular verb "was filming" for agreement. Changing this verb would create a subject-verb agreement error. |
| | Option C is incorrect | Changing "for" to "it was for" is not correct because it would create a run-on sentence. |
| | Option D is incorrect | Sentence 3 contains a spelling error, so a change is needed. |

| Item Position | Rationale | |
|---------------|------------------------|---|
| 39 | Option C is correct | In this sentence, the preposition introduces the location where Pete's uncle works. Because "at" is a preposition that introduces a location, it is the correct word to use. The preposition "on" usually introduces a position, which would not be correct in this sentence. |
| | Option A is incorrect | The word "uncle" should not be capitalized in this sentence because it is not being used as a proper noun. |
| | Option B is incorrect | By changing "worked" to "working," the writer creates a fragment. "Working" would require the helping verb "was" to make this a complete sentence. |
| | Option D is incorrect | Changing "as" to "he was" creates a run-on sentence, so it cannot be the correct option. |

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 40 | Option D is correct | "Remember" corrects the misspelling "rember" in the sentence. |
| | Option A is incorrect | The contraction "you're," which means "you are," is used correctly in the sentence. |
| | Option B is incorrect | A comma is necessary after "excited" in this sentence to indicate a break in quoting Pete's dad. |
| | Option C is incorrect | The word "but" does not need to be capitalized because it is the continuation of dialogue in the sentence. It is not the first word of the dialogue or the beginning of a new sentence. |

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 41 | Option A is correct | This option corrects the punctuation error in sentence 8 by adding quotation marks to close the dialogue. |
| | Option B is incorrect | "Deep" is the correct form of the adjective used in this sentence because no comparison is being made. |
| | Option C is incorrect | "Certain" is the correct spelling of the word, so it should not be changed. |
| | Option D is incorrect | Changing "was" to "is" would introduce a verbtense error in this sentence since the story is being told in past tense. |