

STAAR Spring 2025 Grade 3 Reading Language Arts Rationales

Item Position	Rationale	
1	Option B is correct	Based on the ideas in the selection, the reader can conclude that being able to jump well helps animals in different ways. The ability to jump well enables animals to travel great distances or heights quickly, which helps them survive in the wild and hunt for food.
	Option A is incorrect	Although the author states that some animals use jumping as a hunting strategy, there is no evidence to support the idea that all animals need to jump to be able to eat.
	Option C is incorrect	The author presents information about the great distances that extreme jumpers can travel. However, the author does not claim that it is easy for animals who jump well to move to new places.
	Option D is incorrect	Although the author highlights the ability of extreme jumpers including cougars (paragraph 9) and froghoppers (paragraph 11), there is no evidence in the selection to support the idea that few animals can jump high.

Item Position	Rationale	
2	Option A is correct	One reason the author includes the section "Extreme Jumpers" is to show that many kinds of animals jump. In paragraph 2, the author states that "frogs, rabbits, kangaroos, cougars, spiders, and many other types of creatures are known for their jumping skills."
	Option E is correct	One reason the author includes the section "Extreme Jumpers" is to describe why jumping animals are interesting. In paragraph 2, the author includes details about insects who can "jump distances . . . that are many times the size of their own body" and states that "extreme jumpers are some of the coolest animals in the world" to describe why these animals are interesting.
	Option B is incorrect	In the section "Extreme Jumpers," the author provides details about animals who "can jump up very high or across long distances." However, the author does not include details about which animals jump most frequently.
	Option C is incorrect	In the section "Extreme Jumpers," the author discusses animals that "are known for their jumping skills." There is no evidence in this section to explain why animals like jumping.
	Option D is incorrect	The author describes animals throughout the selection that use jumping for different purposes, but in the section "Extreme Jumpers," the author does not explain how animals learn how to jump.

Item Position	Rationale	
3	Option A is correct	The bar graph shows the common jump length in feet of several types of animals, which allows the reader to understand how far each type of animal can jump. The bar graph helps the reader understand that the grasshopper jumps an average of 3 feet, while the cougar, a large extreme jumper, can jump up to 40 feet.
	Option B is incorrect	The graph does not explain how jumping helps certain animals. The author includes details throughout the selection about how jumping helps certain animals, but no such evidence can be found in the graph.
	Option C is incorrect	The graph does not include information about how often different animals jump. Rather, the bar graph helps the reader understand the lengths that some animals can jump.
	Option D is incorrect	The graph includes details about how far animals can jump, not why some animals enjoy jumping far. The bar graph helps the reader understand the lengths that some animals can jump.

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4	Option D is correct	A simile is a figure of speech in which two things are compared using the word <i>like</i> or <i>as</i> . The author uses the simile in paragraph 10 to suggest that the muscle energy stored in the froghoppers' bodies helps them launch into the air, much as an arrow is launched from a bow.
	Option A is incorrect	The author uses the simile to compare a froghopper's high jump to the motion of an arrow, not to describe the shape of a froghopper insect.
	Option B is incorrect	Although the author mentions the stored muscle energy of froghoppers, the author uses the simile to emphasize the way froghoppers jump, not to show how strong they have to be in order to jump high.
	Option C is incorrect	The author uses the simile to show how a froghopper can jump, not to describe how it lands after jumping.

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5	Option C is correct	In paragraph 12, the phrase “in the wild” helps the reader determine that the meaning of the word <u>survive</u> is “live.” Animals with the ability to jump high or far are able to live in a wild environment.
	Option A is incorrect	In paragraph 12, the author shares that extreme jumpers can jump “great heights or distances,” but there is no suggestion or evidence that the animals dance in the wild.
	Option B is incorrect	In paragraph 12, the author includes details about how jumping helps certain animals live in the wild. However, the author provides no evidence that the animals share with one another in order to <u>survive</u> .
	Option D is incorrect	In paragraph 12, the author states that jumping “can be a great way of getting around” to help the reader understand that extreme jumping helps certain animals live in the wild. There is no evidence that animals use jumping as a way of playing.

Item Position	Rationale	
6	Option A is correct	The author uses a cause-and-effect organizational structure in the section “These Legs Are Made for Jumping” to show that frogs are good jumpers because of how their legs work. The author shares that the length of the frogs’ back legs in comparison with the front legs is one of the factors that helps frogs jump.
	Option B is incorrect	The author’s description of how frogs’ legs work (paragraph 6) shows how frogs can jump, but it does not indicate why frogs need to jump.
	Option C is incorrect	In paragraph 5, the author indicates that “frogs’ back legs have big muscles” to help the reader understand how frogs can jump so far. However, the author provides no explanation of how frogs’ legs become strong.
	Option D is incorrect	The author describes how certain features of frogs “make jumping easy” (paragraph 5). However, the author does not explain how humans or other animals can jump like frogs.

Item Position	Rationale	
7	Option A is correct	The central idea of the selection is that many types of animals are skilled at jumping. The author supports this idea by providing many details about animals that can either jump high or jump far and by showing how their jumping ability helps them in the wild.
	Option B is incorrect	The idea that animals need to practice their jumping skills is not presented in the selection. Instead, the author develops the central idea that many types of animals are skilled at jumping.
	Option C is incorrect	Although the author provides information about small animals that are skilled jumpers, including frogs and insects, there is no indication that small animals are better jumpers than large animals.
	Option D is incorrect	The author provides information about how some animals jump with their back legs. However, these are supporting details and not the central idea of the selection.

Item Position	Rationale	
8	Option B is correct	In paragraph 5, the reader can conclude that art gardens take time and work to maintain. The author shares that some people believe that “keeping an art garden is too difficult” and agrees that it “does take effort.”
	Option A is incorrect	Paragraph 5 does not include information about selling art in art gardens.
	Option C is incorrect	Although the author presents details in paragraph 5 about the need to take care of an art garden, there is no indication that new plants must be planted in an art garden each year.
	Option D is incorrect	The idea that art gardens are popular is supported in paragraphs 2 and 3 but not in paragraph 5.

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9	Option A is correct	In paragraph 5, the phrases “maintaining an art garden” and “take better care of” help the reader understand that in this context, <u>manage</u> means “to look after something.”
	Option B is incorrect	In paragraph 5, the author explains that art gardens need to be taken care of, not that someone is in need of direction. The author suggests that in some communities, volunteers look after art gardens.
	Option C is incorrect	There is no context in paragraph 5 to support “to make someone listen” (Definition 3). The word <u>manage</u> means “to look after something” in this context.
	Option D is incorrect	Although the idea of changing the theme of an art garden is presented in paragraph 4, there is no context in paragraph 5 to support “to try and change something” (Definition 4).

Item Position	Rationale	
10	Option D is correct	The author's opinion about the benefits of art gardens is best supported by the sentence "Maintaining an art garden does take effort, but creating a community space is worth it" (paragraph 5). The author uses the words "worth it" to give the opinion that the effort makes people appreciate the space.
	Option A is incorrect	The sentence "Some gardens have plants that grow food" (paragraph 1) relates to a general fact about a benefit of some gardens rather than the author's opinion about art gardens.
	Option B is incorrect	The author does not express an opinion about the benefits of art gardens in the sentence "People will spend more time in gardens with more things to see" (paragraph 2). Instead, this sentence is used to show a reason people may enjoy art gardens.
	Option C is incorrect	The sentence "Art gardens often become places where people can gather" (paragraph 3) is used to state a fact about a benefit of art gardens rather than an opinion. The author's opinion about the benefits of art gardens is best expressed in the sentence from paragraph 5.

Item Position	Rationale	
11	Option C is correct	The author includes the photograph most likely to show how art helps make a garden look more interesting. The photograph shows a statue surrounded by bushes and hedges of different shapes, with walkways for people to walk around and view the statue from different angles.
	Option A is incorrect	The photograph shows a garden with a statue rather than a place to purchase new garden art. The photograph is intended to show how art helps make a garden interesting.
	Option B is incorrect	The author argues for including art in gardens, but neither the photograph nor the selection includes the suggestion that most art pieces should be in gardens.
	Option D is incorrect	The statue in the photograph is surrounded by hedges and bushes, but the photograph is not used to show what types of plants should be grown or to suggest that plants should be used near all garden art.

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Item Position	Rationale	
12	Option D is correct	This paraphrase best restates the important ideas from the sentences in paragraph 6 by using the phrases “makes communities stronger” and “helps people care for.” The new sentence effectively restates the sentences without changing the meaning.
	Option A is incorrect	The author uses “strength” in paragraph 6 to help the reader understand that art gardens strengthen communities, but the author does not suggest that art gardens will attract strong people to communities. This is not an accurate paraphrase of the original sentences.
	Option B is incorrect	In the sentences from paragraph 6, the author uses the word “strength” to describe how art gardens can have many powerful impacts on communities who embrace them. However, the author does not suggest that art gardens will add strength to relationships between people. This is not an accurate paraphrase of the original sentence.
	Option C is incorrect	The author uses the sentences from paragraph 6 to celebrate the positive impacts of art gardens and to encourage people to create art gardens in their communities. In these sentences, the author does not specify that people will pick up trash around their towns, so this is not an accurate paraphrase of the original sentence.

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Item Position	Rationale	
13	Option B is correct	In paragraph 6, the author uses the phrases “beautiful and strong” and “helps make a place look nice” to describe how art gardens can positively affect communities. The reader can use this context to determine that <u>special</u> means “great” in this paragraph.
	Option A is incorrect	Although the author wants people to start art gardens, the word “new” does not make sense in the context of the sentence. The word <u>special</u> means “great” at the end of paragraph 6.
	Option C is incorrect	In other paragraphs, the author describes art gardens as places where people like to gather, which might make the art gardens “busy” places. However, in paragraph 6, the author ends by discussing what makes art gardens <u>special</u> , or great.
	Option D is incorrect	Although art gardens may be available to a community, in the context of the last sentence in paragraph 6, “open” is not a synonym for <u>special</u> .

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

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Item Position	Rationale	
15	Option C is correct	The author supports the important idea that the farmer improves the land in paragraph 15 when the townspeople visit the farm and see that the farmer's land is covered in "bursts of color" where nothing had grown before. The land was lined with "plentiful vegetables" and flowers.
	Option A is incorrect	There is no evidence in paragraph 15 that the townspeople have avoided the farmer. The farmer likely has not been into town because of his work on the farm.
	Option B is incorrect	Although the shopkeeper, the tailor, and the baker do go to the farmer's land together, the fact that they traveled to the farm as a group does not support the important idea that the farmer improves the land.
	Option D is incorrect	The farmer does step outside and nod to the townspeople in paragraph 16, but this detail does not support the important idea that the farmer improves the land.

Item Position	Rationale	
16	Option B is correct	The prefix <i>dis-</i> means “not” or “none.” The townspeople cannot believe they are seeing plants growing on the farm, because they did not think it was possible for anything to grow on the farmland.
	Option A is incorrect	The suffix <i>-er</i> can mean “more,” but the prefix <i>dis-</i> means “not” or “none.” Based on the context, the word <u>disbelief</u> describes the townspeople as not able to believe how many plants have begun to grow.
	Option C is incorrect	An affix such as <i>-ive</i> or <i>-ous</i> can show a quality that can affect others but <i>dis-</i> means “not” or “none.” The townspeople do share the same belief at the beginning of the story that nothing will grow, which is why “they all gasped in <u>disbelief</u> .” They cannot believe that plants are growing on the farm.
	Option D is incorrect	The prefix <i>re-</i> means “again,” but <i>dis-</i> means “not” or “none.” The townspeople never believed that plants would grow on the farmer’s land. Therefore, in paragraph 15, they are not able to believe what they see at first.

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Item Position	Rationale	
17	Option C is correct	The reader understands that the story is a folktale because of the idea that the townspeople learn the lesson that what they think is true can change. The learning of an important life lesson is a characteristic of a folktale.
	Option A is incorrect	Although the farmer may have special skills that enable him to grow plants where others could not, having special skills is not a characteristic of a folktale. The townspeople learning a lesson is the idea that identifies the story as a folktale.
	Option B is incorrect	Although trickery is a common characteristic of folktales, the farmer does not try to fool anyone into helping him complete any tasks. The farmer’s surprising work helps the townspeople learn a lesson about how their beliefs can change.
	Option D is incorrect	The townspeople each have a different role, including a tailor, shopkeeper, and baker, but that is not a characteristic of a folktale. The townspeople learn a lesson about changing their beliefs when they see the farmer successfully growing plants.

Item Position	Rationale	
18	Option A is correct	The author uses a problem-and-solution structure in the story most likely to show how the farmer gets the plants to grow on his land. The author uses the townspeople to present the problem at the beginning of the story and then shows how each of the farmer’s actions leads to the successful garden at the end of the story.
	Option B is incorrect	The author uses a problem-and-solution structure to show that the farmer proves the townspeople wrong about his land. This structure is not intended to show that the townspeople teach the farmer something.
	Option C is incorrect	The farmer does go into town to buy supplies at the beginning of the story, but the use of a problem-and-solution structure does not explain this idea. The author’s use of a problem-and-solution structure allows the townspeople to introduce the problem to the farmer, and then the farmer solves the problem by the end of the story.
	Option D is incorrect	Although the previous problem with the land is revealed when the townspeople meet the farmer and tell him crops will not grow on his farm, the way in which they meet the farmer is not the reason the author uses a problem-and-solution structure in the story.

Item Position	Rationale	
19	Option C is correct	The term <i>point of view</i> refers to the person telling or narrating a piece of writing. In the poem, the speaker uses the pronouns “she” and “her” to describe the main character’s actions, thoughts, and feelings and calls Olivia by name in multiple lines of the poem. Therefore, the reader can conclude that the poem is told by an outside observer, which means a third-person point of view.
	Option A is incorrect	The speaker does not use the first-person pronouns “I,” “me,” or “my.” Therefore, the reader can determine that the poem is not written using first-person point of view. Furthermore, the first stanza of the poem (lines 1–4) mentions the end of the soccer season, but a soccer coach is not introduced.
	Option B is incorrect	Olivia is the main character in the poem, but she does not narrate the events. Therefore, first-person pronouns “I,” “me,” or “my” are not used in any line.
	Option D is incorrect	Although Olivia’s dad has some dialogue in lines 17, 18, and 22 of the poem, he is not the speaker and does not have the ability to know Olivia’s thoughts and feelings. A third-person observer narrates the poem.

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Item Position	Rationale	
20	Option B is correct	Line 12 of the poem adds to the conflict, or problem. The poet establishes in the first stanza (lines 1–4) that Olivia’s conflict is her inability to make a goal, and in line 12, even when she has made a seemingly perfect kick, Olivia still does not make a goal.
	Option A is incorrect	The fact that Olivia practices soccer with her father each day supports the idea that she wants to resolve the conflict of not being able to make goals.
	Option C is incorrect	In line 17, Olivia’s dad encourages her to keep practicing. His support of Olivia does not add to the conflict in the poem.
	Option D is incorrect	In line 24, the author shows Olivia’s renewed determination to make a goal after she kicks a ball much closer to the net. This final line of the poem suggests that a resolution may be near; it does not add to the conflict.

Item Position	Rationale	
21	Option A is correct	In the last stanza (lines 21–24), Olivia almost makes a goal, and Dad encourages her. She “feel[s] proud” (line 23), “stretch[es] up tall” (line 24), and asks for the ball again. Therefore, the reader can predict that she will try to make a goal.
	Option B is incorrect	Although Olivia wants to give up in the fourth stanza (lines 13–16), by the end of the poem, she begins to feel more confident, so it is likely that she will try to make another goal in the future.
	Option C is incorrect	At the end of the poem, Olivia has more confidence because she almost makes a goal. There is no evidence to support the idea that she wants to practice a new sport.
	Option D is incorrect	Olivia’s dad has been helping her practice every day (line 6), and he cheers for her almost-goal in line 22. In the final line of the poem, she wants him to pass her the ball, so it is most likely that she will try again to make a goal.

Item Position	Rationale	
22	Option B is correct	The message presented in both the story and the poem is that doing something important may take a lot of effort. In the story, the farmer works hard to grow flowers and vegetables on his farm, and in the poem, Olivia works hard to learn how to make a goal in soccer.
	Option A is incorrect	The message that changing your mind can be good is not supported by the story, because the farmer never changes his mind about wanting to grow plants on his land. However, Olivia changes her mind about giving up on soccer by the end of the poem.
	Option C is incorrect	Throughout the story, there is no evidence of the farmer asking for help from the townspeople. However, in the poem, Olivia practices each day to improve her soccer skills "with help from her dad" (line 6).
	Option D is incorrect	In the story, the farmer is new to the farm he bought, but there is no evidence that he is new to farming. In line 2 of the poem, the speaker mentions that "the season neared its end," which suggests that Olivia is not new to playing soccer. Neither the author nor the poet presents the message that trying new things allows people to learn about themselves.

Item Position	Rationale	
23	Option B is correct	The townspeople in the story are different from Dad in the poem because only the townspeople judge someone quickly. In the story, the townspeople begin telling the farmer that he will not be able to grow anything on the farm as soon as they meet him. However, in the poem, Dad knows that Olivia loves soccer, so he uses this knowledge to encourage her to keep trying. This is a significant difference.
	Option A is incorrect	In the story, the townspeople discourage the farmer from trying to grow plants on his land, and in the poem, Dad encourages Olivia to keep trying to make a soccer goal. The characters in both selections share their thoughts, which is a similarity.
	Option C is incorrect	Some of the townspeople do business with the farmer, and the shopkeeper, tailor, and baker do travel together to the farm toward the end of the story. In the poem, Dad spends time practicing with Olivia, which is a similarity.
	Option D is incorrect	In the story, the townspeople do congratulate the farmer after he succeeds, and in the poem, Dad celebrates with Olivia when she nearly makes a goal. This is a similarity.

Item Position	Rationale	
24	Option B is correct	The farmer in the story and Olivia in the poem are similar because they both feel good about their work. At the end of the story, the farmer is pleased after the townspeople compliment him on his plentiful flowers and vegetables, and at the end of the poem, Olivia feels “proud enough to boast” (line 23) after coming close to making a goal.
	Option A is incorrect	The farmer in the story has successfully grown his plants and does not seem to need practice. However, Olivia in the poem does still need to practice because she has not yet made a goal.
	Option C is incorrect	In the story, the farmer seems to be confident and skilled at farming and does not need to improve his skills. At the end of the poem, Olivia gets closer to making a goal, so there is evidence that her skills have improved.
	Option D is incorrect	There is no mention of the characters making new plans in the story or the poem. In the story, the farmer will most likely continue to work on his farm, and in the poem, Olivia will most likely continue to practice making goals.

Item Position	Rationale
25	<p>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 grade 3 scoring guide available on the STAAR Reading Language Arts Resources webpage.</p> <p>The reason the farmer and Olivia feel differently while working toward their goals is because the farmer didn't even think about giving up on his goal to grow plants , but Olivia would've given up on soccer if it wasn't for her dad's support. In paragraph 3 of "The Farm Where Nothing Grew "it states "You will never be able to grow anything, said the tailor " and in paragraph 8 of "The Farm Where Nothing grew " it states " So you say , the farmer said. I believe if you give to the land , the land will give to you . " . This means he didn't listen to them and never gave up . In paragraph 4 or line 16 of "Olivia's Soccer Practice " it states " She wanted to quit . She had had enough. " and in paragraph 5 or line 17 and 18 of " Olivia's Soccer Practice " it states "Come on 'Olivia! Dad said , one more try! You love this sport . Just try to have fun. " . This means Olivia wanted to give up but her dad stopped her from giving up on something she loved. The reason The farmer and Olivia feel differently while working towards their goals is because the farmer didn't even think about giving up on his goal to grow plants , but Olivia would've given up if it wasn't for her dad's support .</p>

Item Position	Rationale	
26	Option A is correct	In this sentence, the writer effectively expresses the central idea of the paper—that the town crier was a person who walked the streets and shouted information to the people in a community.
	Option B is incorrect	Although it is probably true that the town crier lived in town and was recognized by community members, mentioning these details does not convey the central idea of the paper.
	Option C is incorrect	Substituting this sentence does not capture the central idea of this paper because the paper focuses on the town crier’s primary job, not on the crier’s social life.
	Option D is incorrect	Although these details may be accurate, they are secondary to the town crier’s job of spreading information. The writer does not go on to tell about the town crier’s character or how the townspeople feel about him.

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27	Option D is correct	With this sentence, the writer explains why the town crier needed to have a loud, strong voice, which provides the best support for sentence 11.
	Option A is incorrect	Adding this sentence would not support sentence 11 because walking down long streets during different times of day is not related to having a loud, strong voice.
	Option B is incorrect	Inserting this sentence informs the reader about other people who worked in the village, so it does not provide support for sentence 11.
	Option C is incorrect	This mention of farmers who worked on land near the castle does not add to the reader's understanding of the need for a loud, strong voice, so this sentence does not provide good support for sentence 11.

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Item Position	Rationale	
28	Option B is correct	By replacing “it” with “their news” in sentence 26, the writer makes clear that the people did not need to rely on the town crier for up-to-date information anymore.
	Option A is incorrect	The writer never suggested that the townspeople were relying on the town crier for “a printing press,” so this replacement does not make sense.
	Option C is incorrect	Replacing “it” with “our history” does not clarify sentence 26 because the writer indicates that people had relied on the town crier for current news, not historical information.
	Option D is incorrect	Using “some attention” to replace “it” does not improve the clarity of this sentence because there is no evidence in the paper that people had ever relied on town criers for attention.

Item Position	Rationale	
29	Option C is correct	Using “events” is more effective than using “places” because it helps the reader understand that town criers can be found only at special happenings today.
	Option A is incorrect	“Spots” is not any more specific than “places” and is therefore not a helpful replacement for this word.
	Option B is incorrect	The word “things” is vague and does not bring any additional meaning to this sentence.
	Option D is incorrect	Using the word “matters” does not help the reader understand where or when town criers can be found today, so it is not a more effective word than “places” in this sentence.

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30	For SCR items, please refer to the scoring guide.

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Item Position	Rationale	
31	Option B is correct	In this sentence, the writer combines the information in sentences 11 and 12 in a concise and effective manner by deleting the repetitive words in sentence 12.
	Option A is incorrect	In this sentence, the writer inaccurately uses the words “beautiful and old” to describe both the River Walk and the Spanish missions. The sentence is also awkward and contains some redundancy with the words “also” and “too.”
	Option C is incorrect	This is not the most effective way to combine sentences 11 and 12 because the writer misplaces the phrase “for its beautiful River Walk and old Spanish missions,” which results in a confusing sentence.
	Option D is incorrect	In this sentence the writer uses the word “but” to join the two statements expressed in sentences 11 and 12. This results in an awkward sentence and creates an inappropriate contrast between the two ideas.

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Item Position	Rationale	
32	Option A is correct	This is the most effective revision of the sentence because the phrase “in kindergarten” is in the correct place. The revision makes it clear that the writer learned the nursery rhyme in kindergarten.
	Option B is incorrect	This revised sentence is confusing because it implies that the writer learned about the London Bridge both in kindergarten and in a nursery rhyme.
	Option C is incorrect	In this revised sentence, the writer’s double use of “in kindergarten” not only makes the sentence redundant, but it also incorrectly indicates that the London Bridge was always falling down in kindergarten.
	Option D is incorrect	In this awkward revision, the writer leaves the reference of “it” unclear, suggesting that the nursery rhyme itself was “always falling down.”

Item Position	Rationale	
33	Option A is correct	With this sentence, the writer summarizes her excitement about having a pen pal from another country. This provides a positive and effective closing sentence for the letter, one that suggests future correspondence and friendship.
	Option B is incorrect	The writer may be looking forward to getting more practice with her typing skills, but this is not the focus of her letter. Therefore, this replacement is not an improved closing sentence for the letter.
	Option C is incorrect	The fact that the writer is likely to be writing her letters in class on Fridays is an unimportant detail, which does not effectively bring this letter to a close.
	Option D is incorrect	This detail about the writer’s mother is out of place as the closing for the letter.

Item Position	Rationale	
34	Option C is correct	"Goldfish" is the correct spelling of the compound word being used in this sentence.
	Option A is incorrect	The pronoun "we" is being used to refer to the "students" mentioned in sentence 1, so it cannot be changed to the singular pronoun "he."
	Option B is incorrect	The past-tense verb "had" is correct in this sentence because the writer is describing an event that happened at an earlier time.
	Option D is incorrect	Capitalizing "Chuckles" in this sentence is correct because the word is being used as a proper noun, or a noun that refers to a specific person, place, idea, or event.

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35	Option B is correct	Capitalizing "Mr. Henderson" corrects the error in sentence 3 since this phrase is a proper noun, a noun that refers to a specific person, place, idea, or event.
	Option A is incorrect	"Secend" is not the correct spelling of the word, "second."
	Option C is incorrect	Changing "let" to "letting" would result in a sentence fragment, or an incomplete sentence.
	Option D is incorrect	The writer is referring to one lizard in this sentence, so the plural form "lizards" would not be correct.

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36	Option A is correct	By placing the comma after the word "week," the writer correctly punctuates a sentence with two independent clauses, or complete statements, that are joined by the conjunction "but."
	Option B is incorrect	The comma in a compound sentence should be placed before the conjunction "but", so this comma is incorrectly placed.
	Option C is incorrect	There is no reason to place a comma after the pronoun "my," and a comma is still needed before the conjunction "but."
	Option D is incorrect	The comma after "classmates" could be appropriate if the writer were listing a group of items in a series, but since he is not, this comma is unnecessary. In addition, a comma is still needed before "but" to form the compound sentence correctly.

Item Position	Rationale	
37	Option D is correct	In this sentence, the writer needs to use “habits,” the plural form of the noun, to indicate that animals have more than one eating behavior.
	Option A is incorrect	The pronoun “We” is necessary in this sentence to agree with the other pronouns in the paragraphs, all of which refer to the students in the writer’s own classroom.
	Option B is incorrect	There is no reason to capitalize “study” because it is not being used as a proper noun, a noun that refers to a specific person, place, idea, or event.
	Option C is incorrect	“Eatting” is not the correct spelling of the word “eating,” which is what the writer intends.

Item Position	Rationale	
38	Option D is correct	No change is needed in this sentence because the sentence is complete and contains no grammatical or spelling errors.
	Option A is incorrect	The preposition "from" is used correctly in this sentence. Using the preposition "for" would change the meaning of the sentence.
	Option B is incorrect	In the context of this sentence, "school" is not being used as a proper noun, a noun that refers to a specific person, place, idea or event. Therefore, it should not be capitalized.
	Option C is incorrect	"Here" and "hear" are homonyms, words that have the same pronunciation but different meanings and/or spellings. The word being used in this sentence is "here" because the writer is referring to a place. The homonym "hear" is a verb that means to "perceive sound." It would not make sense in the context of this sentence.

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Item Position	Rationale	
39	Option B is correct	Substituting "friend" corrects the misspelling ("freind") in this sentence.
	Option A is incorrect	Point of view refers to the person telling or narrating a piece of writing. "My" is the correct pronoun for this sentence because the writer is writing from a first-person point of view.
	Option C is incorrect	A proper noun refers to a specific person, place, idea, or event and must be capitalized. "Joe" is the name of the writer's friend, so it needs to be capitalized.
	Option D is incorrect	Changing "suggested" to "suggesting" would create a sentence fragment, or an incomplete sentence.

Item Position	Rationale	
40	Option C is correct	"Slowest" is the correct form of the adjective "slow."
	Option A is incorrect	"I" is a singular subject, so it requires the singular verb "was" for agreement. Changing this verb to "were" would create a subject-verb agreement error.
	Option B is incorrect	"Always" is the correct spelling of the word being used in this sentence.
	Option D is incorrect	Sentence 8 is a compound sentence, so the comma after "swimmer" is necessary to separate the two independent clauses, or complete statements.

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Item Position	Rationale	
41	Option D is correct	The past-tense verb “hopped” is correct in this sentence because the writer is describing events that happened in the past.
	Option A is incorrect	The word “judge” does not need to be capitalized because it is being used in this sentence as a verb. It is not part of a proper noun phrase that refers to a specific person, place, idea, or event.
	Option B is incorrect	The adverb “quickly” is correct in this sentence since the word is being used to describe how the words were “shouted.” The word “quicker” is an adjective that would be used to tell more about a noun or noun phrase.
	Option C is incorrect	The writer is using the word “and” to connect actions that occurred sequentially. It would not be appropriate to use the word “but” since the writer is not connecting actions or ideas that show contrast.