

2021 STAAR Grade 4 Reading Rationales

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| 1 | Option D is correct | In paragraph 8, the author describes how baby elephants react when stressed by “an <u>unfamiliar</u> situation.” The author <del>RdA</del> auths corrc “an’ desQN d rauth how <u>str</u> ” |
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| 3 | Option D is correct | In the photograph, the baby elephant is standing close to its mother. correct s tp À tT t closorctif (H S |
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| 5 | Option C is correct   | When elephants perceive danger, sometimes the whole herd will freeze, which helps them “focus all their attention on the sounds and smells around them” to evaluate the situation in order to avoid danger. |
|   | Option A is incorrect | Elephants’ vocal communication is described in this sentence, but it is not mentioned in relation to danger.                                                                                                |
|   | Option B is incorrect | The suffix -ous is used to describe something that is full of or characterized by a quality. In this sentence, the suffix -ous is used to describe the elephants’ behavior.                                 |
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| 7 | Option D is correct   | By sniffing different smells with its trunk, the elephant can better understand its surroundings. The author includes questions to provide some examples of information elephants gather from smells, such as what food another elephant ate and what kind of animals are near. |
|   | Option A is incorrect | Scientists know that elephants use their trunk to smell and gather information. These are not questions about elephants that scientists are trying to answer through research.                                                                                                  |
|   | Option B is incorrect | The author includes these questions to demonstrate an elephant’s sense of smell, not to rate it above other senses.                                                                                                                                                             |
|   | Option C is incorrect | These questions are used to suggest that elephants can do more than identify other elephants based on the way they smell.                                                                                                                                                       |
| 8 | Option H is correct   | After Mom explains that Samantha “thinks it’s cool” (line 34) when Bella rhymes and wants to create rhymes too, Bella realizes that putting together rhymes in her raps is a gift and not something to be embarrassed about (line 36).                                          |
|   | Option F is incorrect | Mom mentions she helped Bella study her spelling words in line 24 but does not show her “different ways to improve as a speller.”                                                                                                                                               |
|   | Option G is incorrect | Mom explains that Samantha wants to rap like Bella (line 34) but does not say Bella should play with Samantha.                                                                                                                                                                  |
|   | Option J is incorrect | Bella talks to Scott about Amy in lines 20 and 21, but Bella does not talk with Mom about Amy.                                                                                                                                                                                  |

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| 9 | Option D is correct   | Amy thinks Bella should stop rapping because it's embarrassing when the kids laugh at her (lines 6-10). When Bella shares Amy's opinion with Scott, he tells Bella to "just keep on rapping" because he believes her rhymes are funny and good, not embarrassing. |
|   | Option A is incorrect | Scott's response to Bella's spelling problR su <del>mi</del> sp d <del>to</del> Amy's                                                                                                                                                                             |
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|   | Option R is incorrect | Amy's opinion is that Bella's spelling is embarrassing. Scott's response to her opinion is to tell her to "just keep on rapping" because he believes her rhymes are funny and good, not embarrassing.                                                             |
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| 11 | Option B is correct<br><b>TH</b> | The list of characters before scene 1 includes the characters' names (A A A ) and information about who the characters are. The character list is included to help the reader identify this selection as a play. |
|    | Option A is incorrect            | A well-known theme is something that is included in different types of literary genres, such as poems, stories, and plays, so a common theme is not a characteristic that is specific to a play.                 |
|    | Option C is incorrect            | Although Bella's raps include rhyme, the other lines of the play are description and dialogue and do not have a rhyming pattern.                                                                                 |
|    | Option D is incorrect            | Many stories have a problem that is resolved, so it is not an element that is specific to the structure of a play.                                                                                               |
| 12 | Option F is correct              | In scene 3, Samantha imitates Bella by creating a rap (line 30). Bella is surprised to hear Samantha rapping but realizes that Samantha raps because she admires Bella's rapping.                                |
|    | Option G is incorrect            | Bella does discuss her concerns about spelling with her mother, but the beginning of that discussion is included in line 24 before Samantha's rap in line 30.                                                    |
|    | Option H is incorrect            | The amount of time Bella studied her spelling words is mentioned in line 24, but the idea of the importance of studying is not expressed in Samantha's rap in line 30.                                           |
|    | Option J is incorrect            | Bella says she is "probably not ever going to be a renowned rapper" in line 33, but Samantha's rap doesn't help Bella determine problems with her raps.                                                          |

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| 15 | Option C is correct   | Based on the title "The Broken-Crayon Solution," the reader can infer that the author will explain a problem with broken crayons and the solution to that problem in the article.        |
|    | Option A is incorrect | The reader does not get any hints that the article will be about different ways to use crayons from the words in the title, "The Broken-Crayon Solution."                                |
|    | Option B is incorrect | The reader cannot infer that the article will be about how crayons were invented from the words in the title, "The Broken-Crayon Solution."                                              |
|    | Option D is incorrect | Broken crayons are the only objects mentioned in the title.                                                                                                                              |
| 16 | Option F is correct   | In paragraph 1 of "The Broken-Crayon Solution," the author describes that Cassidy realizes that her crayons were broken and difficult to use, which leads her to think of the invention. |
|    | Option G is incorrect | The author does not imply in paragraph 1 that Cassidy has many crayons but does state that all of them were broken.                                                                      |
|    | Option H is incorrect | Cassidy is the only person the author mentions in paragraph 1.                                                                                                                           |
|    | Option J is incorrect | In paragraph 1, the author does not mention specific colors but states that Cassidy "wanted to do                                                                                        |
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| 21 | Option C is correct   | The best summary of "Bouncing Around" is presented in these sentences. The main idea (how George Nissen invented the trampoline) and key details (the different ways trampolines can be used) are restated. |
|    | Option A is incorrect | There is too much emphasis on the Olympics in this summary. The purpose of the trampoline invention and its uses are missing from this summary, making it incomplete.                                       |
|    | Option B is incorrect | This summary is too general. It does not provide enough detail about the invention of the trampoline or its uses.                                                                                           |
|    | Option D is incorrect | This summary is too narrow. It only focuses on the invention of the trampoline and does not mention its uses.                                                                                               |
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| 23 | Option B is correct | R U Ò È |
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| 25 | Option A is correct   | In "The Broken-Crayon Solution," the author tells about a short period in Cassidy's life, from when she was 11 years old until she was in college. In "Bouncing Around," the author describes several years of Nissen's life, from before 1934 all the way up until the year 2000.                                                                                      |
|    | Option B is incorrect | This is a similarity instead of a difference because there are multiple benefits for each product.                                                                                                                                                                                                                                                                      |
|    | Option C is incorrect | In paragraphs 2 and 3 of "Bouncing Around," the author tells how Nissen made the trampoline.                                                                                                                                                                                                                                                                            |
|    | Option D is incorrect | Only one of Cassidy's interests (drawing) is discussed in "The Broken-Crayon Solution," whereas Nissen enjoyed "tumbling and diving" in "Bouncing Around" (paragraph 3).                                                                                                                                                                                                |
| 26 | Option H is correct   | In this sentence from "The Broken-Crayon Solution," the author describes the plastic tubes Cassidy used in her invention. Similarly, the author of "Bouncing Around" describes the canvas and steel frame Nissen used to create the trampoline in his garage. In each sentence, the author describes materials the person used to accomplish a goal or solve a problem. |
|    | Option F is incorrect | Nissen was not working on a project when he thought of his invention; he was at a circus, so Cassidy "trying to work on an art project" is not similar to the idea expressed in the sentence from "Bouncing Around."                                                                                                                                                    |
|    | Option G is incorrect | Cassidy noticing broken crayons is not similar to Nissen building a trampoline, as described in the sentence from "Bouncing Around."                                                                                                                                                                                                                                    |
|    | Option J is incorrect | Specific materials that Cassidy used to make her crayon holders are not mentioned in this sentence, so this is not similar to the idea expressed in the sentence from "Bouncing Around."                                                                                                                                                                                |
| 27 | Option B is correct   | The speaker mentions the size of the fish in line 19, and then she and her brother use a <u>scale</u> to weigh the fish.                                                                                                                                                                                                                                                |
|    | Option A is incorrect | A fish is mentioned in the poem, but the <u>scale</u> is not part of the fish. It is an object the speaker ran to get and used to weigh the fish.                                                                                                                                                                                                                       |
|    | Option C is incorrect | There is no mention of sounds or music in relation to the fish the speaker describes.                                                                                                                                                                                                                                                                                   |
|    | Option D is incorrect | The speaker and her brother are measuring the fish, <del>using a scale to weigh it</del>                                                                                                                                                                                                                                                                                |

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| 28 | Option H is correct   | In line 16, the speaker says "Sometimes he let me carry his fishing pole," which suggests that the speaker feels it was an honor or privilege to do so. The speaker also sat next to Max while fishing and is impressed by Max in line 19, saying "Max caught the biggest fish any of us ever saw."                                 |
|    | Option F is incorrect | There is no context to support the idea that the speaker wishes Max would listen to her.                                                                                                                                                                                                                                            |
|    | Option G is incorrect | The speaker describes Max in a positive way, so there is no context to support the idea that she is jealous of him.                                                                                                                                                                                                                 |
|    | Option J is incorrect | Max is never in any danger, so there is no context to support the idea that the speaker wishes to protect him.                                                                                                                                                                                                                      |
| 29 | Option D is correct   | The reader can conclude that the poet highlights when the speaker observes changes in the river by including the seasons. During the winter, Sarah and the speaker "walked across the river" (line 7) because it was frozen. The river was full during the spring (line 11) and was muddy when they fished in the summer (line 18). |
|    | Option A is incorrect | Neither safety nor danger is ever mentioned in the poem, so there is no context to support this reason.                                                                                                                                                                                                                             |
|    | Option B is incorrect | In line 18, the speaker references the "smell of the summer river"; however, there is no context to support the idea that summer is the speaker's favorite season for fishing in the river.                                                                                                                                         |
|    | Option C is incorrect | The speaker mentions going to the river with her friend Sarah (line 5) but does not say that she became friends with Sarah at the river.                                                                                                                                                                                            |
| 30 | Option G is correct   | The poet describes the river wiggling through the land (line 1) and specifies that the river is wide (fat) in line 2, looking "like a fat brown thread" to the speaker.                                                                                                                                                             |
|    | Option F is incorrect | The poet includes "like a fat brown thread" to describe the river, not different kinds of fish in the river.                                                                                                                                                                                                                        |
|    | Option H is incorrect | The poet is describing how the river looks as it moves through the land, not what it is filled with.                                                                                                                                                                                                                                |
|    | Option J is incorrect | The passing of time is not mentioned in line 2, and there is no context to support the idea that the river gets a darker shade of brown.                                                                                                                                                                                            |

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| 31 | Option C is correct   | When the river floods, it brings parts of trees, perhaps branches and trunks, that the speaker and Sarah use to create "pirate ships."                                                                |
|    | Option A is incorrect | The poet does not use negative language regarding the "chunks of trees," so there is no context to support the idea that the river creates a problem for the speaker.                                 |
|    | Option B is incorrect | The speaker does not say she rides on the "pirate ships," just that she makes them from tree chunks.                                                                                                  |
|    | Option D is incorrect | The speaker does not express any confusion in these lines. She describes exactly what she does with the pieces of trees.                                                                              |
| 32 | Option F is correct   | At the beginning of the story, Phineas excitedly gathers supplies, runs up the stairs to get a shirt to wear as a lab coat, and makes a plan for the dinner.                                          |
|    | Option G is incorrect | Phineas models his cooking experiment after a science experiment because he considers himself a scientist, but there is no text evidence to support that he likes cooking more than he likes science. |
|    | Option H is incorrect | Phineas does not know how to use the stove or how to open the sauce, but he does not think these are unusual kitchen items.                                                                           |
|    | Option J is incorrect | Phineas makes a plan for dinner in paragraph 2, but there is no text evidence to support that he does not                                                                                             |



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| 36 | Option H is correct   | Point of view is the perspective from which the events in the story are told. In the first-person point of view, the narrator tells the story from the narrator's perspective and uses the word "I."       |
|    | Option F is incorrect | There are no pronouns in this sentence to help the reader understand that the author used a first-person point of view in the story.                                                                       |
|    | Option G is incorrect | In this sentence, the narrator is describing what Sarah is doing. There are no pronouns to help the reader determine that first-person point of view is used in the story.                                 |
|    | Option J is incorrect | Details about Sarah's actions are described in this sentence. This description does not include pronouns that would help the reader understand that the story is told from the first-person point of view. |