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The following is a rough draft of a student essay. It may contain errors.

What Robots Do

1. Look around your home, your classroom, or out the window. Chances are that in a quick glance, you’ll see many things that robots helped make. Robots are machines that operate automatically and perform tasks that, in the past, only people performed.

2. Robots make many types of factory work easier. They don’t get tired from lifting heavy objects and can perform the same motions over and over again without damaging nerves and muscles. Toxic fumes don’t harm them, high heat won’t burn them, and cold won’t freeze them. Since they are machines, they can’t get bored with their work.

3. Robots have been used in factories for many years. In factories where bricks are made, robots load and unload bricks from kilns. In foundries where metal parts are made robots remove red-hot parts from furnaces. On automobile assembly lines, robots drill engine parts, weld body parts together, and apply an even coat of spray paint to the outside of cars. They also drill and weld in aircraft factories.

4. Robots cannot work without people, though. They are controlled by computers, and people have to program the computers to make the robots work. They have to check and maintain the moving parts to keep the robots from breaking down.

5. Research submarines with robotic arms help explore deep ocean floors, and a robotic rover has even explored the surface of Mars. In the future, robots may perform surgery from inside your body! You might swallow a pill containing a tiny robot programmed to travel to a specific location inside your body. Once there, it could clear a clogged blood vessel or close a wound. How robots help us in the future may be limited only by imagination.
This article would most likely be found in
A an employee handbook at a brick factory.
B a high school chemistry textbook.
C a modern science magazine.
D a journal for robotics scientists.

Which sentence below should be added to the start of paragraph 5 in order to most effectively transition from paragraph 4?
A Robots tend to break down a lot.
B Afterward, robots made history.
C Robots are pretty much useless without people to operate them.
D Nevertheless, robots can help us with many amazing things.

In foundries where metal parts are made robots remove red-hot parts from furnaces.
Which is the correct way to write the underlined part of this sentence?
A metal parts are made, robots
B metal parts are made; robots
C metal parts are made: robots
D Leave as is.

Which of the following characteristics makes the passage an essay?
A its meter and rhyme
B its chapters and events
C its interesting characters
D its explanation of something
A Really Amazing Race

1 Today, trained athletes from all over the world take part in the Olympic Games. A century ago, it was a different story. To understand how far these games have come, consider the 1904 Olympic marathon in St. Louis, Missouri.

2 The race was held in the stifling heat and humidity of late August. Even worse, the only place along the course where the runners could get water was a well located about twelve miles from the starting line. Of the thirty-one runners who began the race, fewer than half were able to finish. These are three that did:

- Fred Lorz: Three hours after the race began, a runner named Fred Lorz crossed the finish line. The crowd cheered, thinking that he was the winner. As he was about to accept a prize, the truth came out. Lorz had actually run the first nine miles and then ridden in an automobile for the next eleven miles. After the automobile broke down, Lorz got out and finished running the race.

- Thomas Hicks: The prize was taken away from Lorz, and the next person to arrive, Thomas Hicks, was declared the winner. However, Hicks had consumed strychnine, a substance that is often poisonous, to provide himself with extra energy during the race. Hicks collapsed shortly after crossing the finish line.

- Felix Carvajal: Perhaps the most interesting runner of all was a Cuban postman named Felix Carvajal. To enter the race, he had ridden with strangers all the way from New Orleans. After eating from an apple orchard along the race path, he developed painful stomach cramps. Despite these cramps, he still finished in fourth place.

3 Although many Olympic marathons have been run since, it is likely that the marathon of 1904 was the most eventful.
5. What is the best explanation for why so few runners finished the race?
   A. Many runners tried to cheat and were disqualified.
   B. Most runners quit the race early because of the heat and lack of water.
   C. Many runners developed painful cramps from eating.
   D. Many runners fainted on the course due to dehydration.

6. Read the sentence.
   Three hours after the race began, a runner named Fred Lorz crossed the finish line.

   The underlined word in the sentence represents which grammatical part of speech?
   A. direct object
   B. predicate
   C. subject
   D. indirect object

7. Read this sentence from the passage.
   However, Hicks had consumed strychnine, a substance that is often poisonous, to provide himself with extra energy during the race.

   Which words from this sentence are adjectives?
   A. to, with
   B. poisonous, extra
   C. Hicks, substance
   D. consumed, provide
A Song for Mister Hayes

1 I can’t help but reminisce about my favorite teacher, Mr. Philip Hayes. He was, shall we say, unique. I was shy when I was younger, and was considered a nerd, but it never bothered him. He had a way of inspiring my confidence, and he was the one who first encouraged me to write. He taught English and gave us a lot of interesting assignments that challenged our imagination and creativity. I loved his subject because I knew I was good at it. When I started writing songs, he was the first one I shared them with. My first songs were a bit childish, but he never criticized. Instead, he always encouraged me to keep on trying. With Mr. Hayes’s help, I was able to come up with good material, started joining competitions, and even won several of them.

2 One time, in class, he announced that he was leaving to take another job. I was extremely upset. I never knew where he was moving to as I deliberately missed the going-away party that the school gave him on his last day. I suddenly got a mysterious “illness” and stayed at home. My friends told me that it was both fun and emotional, but I didn’t want to be there. I didn’t want to think that he was leaving.

3 I was window-shopping at the Riverside Mall yesterday and saw Mr. Hayes handing out election flyers. I tried to hide, but he saw me before I could. He handed me a flyer and told me to give it to my parents. Before I could leave, he asked me how everything was, how school was, and if I was still writing. I said that everything was fine and wished him good luck in his campaign. As I was walking away, he said, “Hey, Carol! I could use a song for my campaign.” I just nodded and left.

4 That night, I sat down in bed and saw the flyer hanging out of my book bag. I picked it up and studied it. I started reading what was written on it. Reading Mr. Hayes’s campaign flyer, I discovered a whole new person. He described his dream to help people and the community, and he wrote that although teaching was his job, helping the community was his passion. Instead of educating just me and other students, Mr. Hayes wanted to do more.

5 At that point I was no longer upset with him, and I had a greater appreciation of him now than when he was my teacher. Because of that, I just knew that his campaign would be successful. “I won’t miss that celebration,” I whispered to myself. I picked up my guitar and quickly set to work.
What caused Mr. Hayes to leave his teaching job?
A. He did not want to teach anymore.
B. He wanted to work at the Riverside Mall.
C. He didn’t like listening to Carol’s songs anymore.
D. He wanted to help the community by running for public office.

Based on the passage, the narrator most likely feels that Mr. Hayes
A. should go back to teaching.
B. will win the election.
C. needs to write a song for his campaign.
D. will regret his decision to leave teaching.

From what point of view is the passage narrated?
A. first person, Carol
B. first person, Mr. Hayes
C. third person, omniscient
D. third person, Carol’s classmate

What is the author’s purpose for writing this short story?
A. to inform
B. to persuade
C. to be poetic
D. to teach a lesson

Which sentence best describes the theme of the story?
A. Music is a powerful tool for building relationships.
B. Politics is more world-changing than teaching.
C. Hiding one’s true feelings often destroys relationships.
D. One should not make hasty conclusions about other people.
March Morning

Earth-bound and weighted in winter weariness
I watch as you—a lash dropped from a winking eye—spiral free
from the flock
to float in circles over the ice-crusted prairie.

Why do you fly alone this cold March morning, away from your
brothers and sisters?
Are your wings wise in ways of weather?

I have no water or bread to share—only questions to feed you
and a
need to know why you fly alone this March morning.
Can you stay and teach me, and thaw my senses to where they
once were?

Mercury-veined, you rise, point south, and fly to the hiding sun.
My dog barks as you beckon us to follow, and I lift my head
to ask if you can see July from your height, but my voice is not
strong.

Tired knees creak on the salt-scarred drive, my breath comes
heavy and damp.
I wonder if snow is on the way.
13 Based on the descriptions of the speaker, one can conclude that he or she is
A old and frail.
B a bird expert.
C fond of bread.
D a weather expert.

14 Read the sentence.

Can you stay and teach me, and thaw my senses to where they once were?

In this sentence, readers can tell that the author wants to
A feel warm.
B learn how to fly.
C bring back his or her youth.
D befriend the bird.

15 Which words from the poem show that it is written in the first person?
A I, me, my
B float, fly, lift
C you, your, this
D thaw, tired, way
The Music Contest

1 As I rounded the corner, I could sense the tension in the long hallway. The practice room where I’d been warming up was serene by comparison. Only eight students had been in there. Some trilled their scales, while others shuffled their sheet music. A few played the pieces they had prepared, the fast and slow music mixing in a pleasant jumble.

2 I was scheduled to play in a classroom at the end of the packed hallway. I had to turn sideways in order to squeeze through the crowd. Reaching the classroom, I peeked through the door. A young boy stood with his back to me, his music on the stand and his flute in playing position. The judge was jotting notes. The scene was calm, but something wasn’t right. A wave of panic suddenly washed over me. I was to play a flute concerto with piano accompaniment. When I had checked before going to warm up, a piano had definitely been in that classroom. Now it was gone!

3 Just then, my accompanist walked up. Before I could tell her about the missing piano, my name was called. I walked into the room. In a shaky voice, I told the judge that I needed piano accompaniment. My accompanist went to see if she could find the piano.

4 Other contestants who didn’t need accompaniment went ahead of me. I waited, becoming more and more nervous. I considered just playing the piece without accompaniment, but I knew it wouldn’t sound as good.

5 An hour went by. Finally a custodian rolled a piano into the room. The accompanist gave me my note for tuning up, and we prepared to play. After the introductory piano chords, music swelled from my flute, dancing with the notes from the piano. At the end, I took a bow. The judge didn’t even look up. I was very surprised when the contest was over and I saw my ranking, because I got third place!
16. From what point of view is the passage narrated?
   A. first person, the judge
   B. third person, the accompanist
   C. third person, omniscient
   D. first person, the flute player

17. What caused the narrator to panic?
   A. The piano was missing.
   B. The accompanist was sick.
   C. The judge was not looking up.
   D. The contestants were already practicing.

18. Based on the first four paragraphs, the narrator most likely feels that
   A. the concerto will rank first place.
   B. the performance will not go well.
   C. the contest will be canceled.
   D. the judge will announce the winner.

19. A major theme of this passage is the conflict between
   A. victory and defeat.
   B. contestant and judge.
   C. person and circumstance.
   D. contestant and contestant.

20. Read these sentences from the passage.

   As I rounded the corner, I could sense the tension in the long hallway. The practice room where I’d been warming up was serene by comparison.

   In this excerpt, tension means
   A. relief.
   B. anxiety.
   C. hostility.
   D. stretch.

21. Which of the following characteristics makes this passage a short story?
   A. its educational message for readers
   B. its long descriptions of the characters
   C. its brief length and simple plot
   D. its expressive language and imagery
The following questions are not based on a passage. Read and answer each item.

22 Read this sentence.

The cat sat silent and still, watching with keen interest, as the sparrow hopped from branch to branch.

In this sentence, interest means
A hobby.
B concern.
C attention.
D advantage.

23 Read the sentence.

I am going as fast as I can I will finish soon.

What is the best way to write the underlined part of the sentence?
A I can, I will
B I can; I will
C I can? I will
D Leave as is.

24 Read this sentence.

Brenda was always a little intimidated by police officers; ________, she knew that they were there to protect her.

Which word or phrase could best provide an effective transition between the two parts of the sentence?
A however
B instead
C in addition
D as a result

25 Read this sentence.

There were too many choices, and I had too little time to think.

What part of speech is the underlined word in the sentence?
A noun
B verb
C adjective
D conjunction
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   I asked for some ribbon, and she handed me a snippet—the tiniest bit she could cut off the roll.

   What does the word snippet mean?
   A. bow
   B. supply
   C. small piece
   D. rude remark

2. Read this sentence.
   Next to Aisha’s huge dog, mine looked absolutely minuscule.

   What does the word minuscule mean?
   A. tiny
   B. furry
   C. fierce
   D. obedient

3. Which of the following descriptions contains an example of a simile?
   A. and to see seagulls that swoop in the sky
   B. when dread made her heart flutter like a trapped bird
   C. but the possibility of happiness whispered gently in his ear
   D. because her fame was a prison from which she could not escape

4. Read this sentence.
   He’s always tripping over his feet, dropping his books, knocking things off tabletops, and doing other ungainly things.

   What does the word ungainly mean?
   A. mean
   B. clumsy
   C. thoughtless
   D. scary

5. Which of the following synonyms for talk best communicates the idea of talking in a silly or pointless way?
   A. speak
   B. chatter
   C. recite
   D. babble

6. Read this sentence.
   “That small ravine behind the house,” said Dad, “is what we call a gulch.”

   What does the word gulch mean?
   A. yard
   B. gully
   C. river
   D. garage
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

7. a valiant effort
   A. heroic
   B. half-hearted
   C. last-minute
   D. unsuccessful

8. a devastating fire
   A. deliberate
   B. pleasant
   C. dying
   D. destructive

9. undoubtedly true
   A. possibly
   B. certainly
   C. rarely
   D. never

10. a prosperous family
    A. rich
    B. large
    C. famous
    D. talented

11. to come to a standstill
    A. signpost
    B. strange sight
    C. complete stop
    D. group of trees

12. evading their enemies
    A. fighting
    B. dodging
    C. defeating
    D. approaching

13. commended by her boss
    A. fired
    B. hired
    C. praised
    D. criticized

14. mistrusted by everyone
    A. doubted
    B. scolded
    C. believed
    D. appreciated

15. perpetual night
    A. scary
    B. silent
    C. moonlit
    D. endless

16. a wary reaction
    A. slow
    B. tired
    C. foolish
    D. suspicious
Academic Vocabulary

17 which ensured our success
   A ended
   B explained
   C guaranteed
   D prevented

18 the alternative method
   A last
   B other
   C newest
   D most popular

19 a period of transition
   A change
   B activity
   C sadness
   D relaxation

20 if it justified her actions
   A helped
   B excused
   C described
   D resulted from
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
Kofie enjoyed his two-week visit at his grandmother’s house but often felt a little homesick at nighttime.

Which underlined compound word is spelled incorrectly?
A two-week  C homesick  
B grandmother’s  D nighttime

2. Read this sentence.
A district manager arrived to do an on-sight inspection of the stockroom and checked every last thing, from footwear to stopwatches.

Which underlined compound word is spelled incorrectly?
A on-sight  C footwear  
B stockroom  D stopwatches

3. Read this sentence.
Jeremy’s parents and his stepparents come to his basketball games and cheer for him and his teammates wholeheartedly.

Which underlined compound word is spelled incorrectly?
A stepparents  C teammates  
B basketball  D wholeheartedly

4. Read this sentence.
The nearby store was out of the magazine I wanted; nevertheless, I found one at a newstand near the courthouse.

Which underlined compound word is spelled incorrectly?
A nearby  C newstand  
B nevertheless  D courthouse

5. Read this sentence.
Ying put his cell phone in a buttoned pocket for safekeeping before riding the roller coaster at the faregrounds.

Which underlined compound word is spelled incorrectly?
A cell phone  C roller coaster  
B safekeeping  D faregrounds
6. Read this sentence.

My homeroom teacher does role call every morning, erases the chalkboard, and then distributes a handout with a short assignment on it.

Which underlined compound word is spelled incorrectly?
A) homeroom  C) chalkboard
B) role call     D) handout

7. Read this sentence.

I made a long-distance call to Dad while he was overseas and asked him to bring me some handmade silver earrings.

Which underlined compound word is spelled incorrectly?
A) long-distance  C) handmade
B) overseas       D) earrings

8. Read this sentence.

Juanita didn't want to overreact or be a troublemaker at camp, but it annoyed her that activities were decided on a day-today basis, so she never knew what an upcoming day would involve.

Which underlined compound word is spelled incorrectly?
A) overreact      C) day-today
B) troublemaker   D) upcoming

9. Read this sentence.

I may not have the know-how to write a masterpiece, but I'm going to try my best to come up with a halfway decent story, nonetheless.

Which underlined compound word is spelled incorrectly?
A) know-how       C) halfway
B) masterpiece    D) nonetheless

10. Read this sentence.

A passerby saw my wallet drop out of my overalls and handed it to me with a good-natured grin, which I thought was quite praiseworthy.

Which underlined compound word is spelled incorrectly?
A) passerby       C) good-natured
B) overalls       D) praiseworthy
Jellyfish

Jellyfish have lived in earth's oceans and seas for over 650 million years. They lived on earth even before dinosaurs and sharks. Today there are over two hundred types of jellyfish living on earth.

Despite the name, jellyfish are not fish. They are considered invertebrates, which means that they have no backbone. In fact, a jellyfish has no bones, heart, blood, brain, or gills, and most varieties have no eyes. A jellyfish breathes with its entire body.

Jellyfish feed on very small plants and shrimp. They use their long thin tentacles to trap prey. Jellyfish also use their tentacles to swim. By pressing water away from their bodies, they propel themselves backwards. Most jellyfish prefer to stay just below the surface of the water.

Most kinds of jellyfish are harmless to human beings, and some people keep jellyfish as pets. But some types of jellyfish produce dangerous stings when they try to capture prey or need to defend themselves. Swimmers should always be careful to avoid jellyfish in the water.

In recent years, scientists have found cures for many health problems and diseases by studying animals and plants. It has been discovered that several types of jellyfish can be used to treat heart disease. Some varieties of jellyfish can also be used to treat certain cancers.

, jellyfish offer benefits to other marine life. Some animals eat them as the main part of the diets. Often small fish find safety under the central body of a jellyfish or between its tentacles. Furthermore, the sea nettle jellyfish helps oyster populations by eating one of the oyster's main predators: the comb jellyfish.

The world is improved by having jellyfish in it. Their delicate white, blue, pink, or clear bodies are beautiful. They provide shelter in open waters to certain fish. They are nutritious and offer cures for a variety of illnesses. For these reasons and many more care should be taken to preserve our jellyfish population.
1. Read this sentence from paragraph 2.
There considered invertebrates, which means that they have no backbone.

What is the correct way to write the underlined word?
A. Their
B. They’re
C. there are
D. Their’re

2. In this set of notes written for paragraph 3, which bulleted item should not be included?
- eat plants or shrimp
- catch prey with tentacles
- tentacles dangerous to swimmers
- stay below surface

A. eat plants or shrimp
B. catch prey with tentacles
C. tentacles dangerous to swimmers
D. stay below surface

3. Read this sentence from paragraph 5.
In recent years, scientists have found cures for many health problems and diseases by studying animals and plants.

Which word represents the direct object in this sentence?
A. years
B. scientists
C. cures
D. problems

4. Which transitional word or phrase should be placed in the blank in paragraph 6 to make an effective transition between paragraphs 5 and 6?
A. In addition
B. In spite of this evidence
C. Even so
D. Sadly

5. Read this sentence from paragraph 6.
Often small fish find safety under the central body of a jellyfish or between its tentacles.

Which words from this sentence are adjectives?
A. small, between
B. often, under
C. often, small
D. small, central

6. How should the opening sentence of paragraph 7 be rewritten so that the idea is most effectively stated?
A. Imagine the world without jellyfish.
B. Jellyfish enrich our world.
C. Jellyfish are among the most beautiful creatures in the world.
D. Although they can be dangerous, jellyfish are also fascinating.
Read this sentence from paragraph 7 of the report.

For these reasons and many more care should be taken to preserve our jellyfish population.

What is the correct punctuation for the underlined part of the sentence?
A  many, more care should be taken
B  many . . . more care should be taken
C  many more; care should be taken
D  many more, care should be taken

What idea does the writer support with the information that some fish find shelter in a jellyfish’s tentacles?
A  Jellyfish play a valuable role in the ocean environment.
B  Jellyfish can be dangerous.
C  Jellyfish are not fish.
D  Jellyfish are of value to medicine.

Read this sentence.

Some are as small as a quarter, whereas others are over one hundred feet long and eight feet wide.

Where in the report would be the best place for the writer to add this sentence?
A  after paragraph 1
B  after paragraph 2
C  after paragraph 3
D  after paragraph 4

Which sentence from the report is a compound sentence?
A  Despite the name, a jellyfish is not a fish.
B  By pressing water away from their bodies, they propel themselves backwards.
C  They are nutritious and offer cures for a variety of illnesses.
D  Most kinds of jellyfish are harmless to human beings, and some people keep jellyfish as pets.
The following is a rough draft of a student’s report. It contains errors.

The Game of Chess

(1) The game of chess has been played since ancient times. (2) Many historians believe it was first played in India or Afghanistan in the seventh century A.D. (3) The game’s origin is hard to date precisely however since chess pieces resemble the playing pieces of many ancient board games. (4) Archeologists in India have discovered similar game pieces that are over 5,000 years old.

(5) Chess was carried from India by merchants, and its popularity grew as it traveled. (6) Over the years, many different versions of chess have been played. (7) For centuries the game was played with number cubes, combining skill with luck. (8) Another version of chess that was popular in ancient India was a game for four players, each with eight pieces.

(9) Great chess players have come from all over the world, during different periods in history, players from different countries have dominated the game. (10) During the 1400s and 1500s, Italy boasted the strongest players in Europe. (11) By the eighteenth century, France was the world chess power. (12) The great French player Philidor became a legend in his day.

(13) _____, great players began to appear in England. (14) The first World Championship chess match was held in England in the nineteenth century, and a British player took first place. (15) He did not keep it for long because the next tide of great chess players was already coming in Germany. (16) For the next seventy years, almost every chess champion was from Germany or central Europe. (17) The German winning streak was finally broken by José Capablanca, a master from Cuba, who held the world title from 1921 to 1927. (18) Capablanca was beaten by a Russian, and since then almost all chess champions have been Russians. (19) A remarkable exception was an American named Bobby Fischer.

(20) One thing is certain: No matter which country produces the best players in the future, chess will continue to be enjoyed around the world.
11. Read this sentence from the report.
(3) The game's origin is hard to date precisely however since chess pieces resemble the playing pieces of many ancient board games.

What is the correct punctuation for the underlined part of the sentence?
A precisely however, since chess  
B precisely however, since, chess  
C precisely, however, since chess  
D precisely, however since, chess

12. Read this sentence from the report.
(5) Chess was carried from India by merchants, and it's popularity grew as it traveled.

What is the correct way to write the underlined word?
A its’  
B its  
C their  
D there

13. Read this sentence from the report.
(7) For centuries the game was played with number cubes, combining skill with luck.

What type of sentence is this?
A compound  
B simple  
C complex  
D compound-complex

14. Read this sentence from the report.
(9) Great chess players have come from all over the world, during different periods in history, players from different countries have dominated the game.

What is the correct punctuation for the underlined part of the sentence?
A world during different periods in history, players  
B world during different periods. In history players  
C world during different periods in history players  
D world. During different periods in history, players

15. Which phrase should be placed in the blank in sentence 13 to provide an effective transition from the previous paragraph?
A After the wave of French chess masters  
B As a direct result of this  
C Because England and France are historical rivals  
D When all is said and done
**Unit 1 Test**

**Writing Strategies/Conventions**

16. Read this sentence from the report.
   
   (15) He did not keep it for long because the next tide of great chess players was already coming in Germany.

   Which word best replaces the underlined word in sentence 15 to strengthen the image?
   
   A. arriving  
   B. waiting  
   C. winning  
   D. rising

17. Read this sentence from the report.
   
   (18) Capablanca was beaten by a Russian, and since then almost all chess champions have been Russians.

   What part of speech is the underlined word in the sentence?
   
   A. adjective  
   B. adverb  
   C. pronoun  
   D. noun

18. Which idea in the report lacks supporting information?
   
   A. Great chess players have come from all over the world.  
   B. People have played chess since ancient times.  
   C. Bobby Fisher was a remarkable player.  
   D. There have been many different versions of chess.

19. Which additional paragraph would strengthen the organization and content of this report?
   
   A. an opening paragraph giving a general description of the game of chess and how it is played  
   B. a closing paragraph giving a biography of the current world champion.  
   C. a body paragraph about the French chess master Philidor  
   D. a body paragraph detailing the rules of the game

20. Before writing this rough draft, the student chose two subtopics as the focus for her report. What were they?
   
   A. 1. how to play chess; 2. champions of today  
   B. 1. a history of the game; 2. the great players  
   C. 1. types of chess games; 2. chess in France and Italy  
   D. 1. chess in ancient India; 2. the Russian masters
Fictional Narrative

Writing Task

Directions:

☐ This page has a writing prompt for you to respond to.
☐ You will be given time to plan your response and write a rough draft.
☐ You will be scored only on what you write on the lined pages.
☐ You may use only a No. 2 pencil to write your response.

Scoring:
Your score will be based on how well you

☐ develop a plot with a beginning, conflict, rising action, climax, dénouement, and point of view;
☐ create complex characters, both major and minor, and a clear setting;
☐ use dialogue, suspense, and narrative actions including movement, gestures, and expressions; and
☐ use correct grammar, spelling, punctuation, and capitalization.

Read the following prompt, and then write a fictional narrative about the given topic.

Writing a Fictional Narrative

Imagine that you and your class go on a camping trip. While you are trekking on the assigned path, you find yourself separated from your group. You check your knapsack and see that you have all the essential things: food, water, a compass, a map, a flashlight, spare batteries, a blanket, a whistle, and a cellular phone. Explain what your plan of action is, and write a story about what happens next.

When you write the story, remember to

☐ develop a standard plot line (having a beginning, conflict, rising action, climax, and dénouement) and point of view.
☐ develop complex major and minor characters and a definite setting.
☐ use a range of appropriate strategies (e.g., dialogue; suspense; and specific narrative actions, including movement, gestures, and expressions).
☐ make sure that your grammar, spelling, punctuation, and capitalization are correct.
Unit 2 Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/
Conventions
Writing Applications
Fitzhume's Fireballs

Dr. Felizberto Fitzhume stared at the laboratory’s garden in disbelief. What was happening to his pride and joy, Fitzhume’s Fireball? After years of painstaking work and unrelenting exertion, Fitzhume had finally succeeded in what he had set out to accomplish. He had developed Fitzhume’s Fireball, the world’s hottest, reddest red pepper, a pepper so hot you couldn’t touch it without wearing insulated gloves, so hot that it was listed in the Guinness Book of World Records as the world’s most dangerous vegetable. It even gave off flashes of fire and bright red sparks in the dark.

But what was wrong? Steam was rising from the top leaf of his largest plant, and it looked decidedly wilted. Fitzhume dashed to its side for a closer look and inspected the leaf like a mother tigress inspects her cub. Fitzhume’s Fireball leaves were usually pale orange and bright yellow in colder seasons. But since it was August, the leaves were bright orange and fiery red. He squinted at the leaf and noticed a hole—no, a bite—in it, and the wound was emitting billowy, white smoke. He sat back and stared in awe. What creature could bite into Fitzhume’s Fireball and survive? It must have jaws of steel!

He tried to think back to what he had done in the last few hours. He had observed his beloved plants, written notes, cultivated red pepper seeds . . . .

“Ah!” he cried, suddenly realizing what could have caused the problem. The lab had received some strange volcanic fire-eating insects. They came from an active volcano, Mount Yippiyama, where they consumed red-hot coals for lunch. They were cute little creatures in their bug-like way, with red bodies and sheer black wings. Fitzhume had taken a liking to the fire-eaters, and even let them crawl up his arm. Could one have fallen into the pocket of his lab coat? Had he brought one into the garden by accident? Horrors!

Fitzhume pictured his Fireballs shriveling while they were being consumed alive, one by one, until he had no more Fireballs left. He visualized fire-eating insects attacking outdoor barbecues by the droves and terrorizing barbecue-eaters the world over. He must act immediately!
The laboratory had a charcoal grill utilized for picnics, and he lugged it from out of the shed. Fitzhume lit it and cautiously wheeled the grill toward his Fireballs, alertly glancing left and right for any signs of movement. Would the creature take the bait? He set the grill next to the plants, and he quietly hid himself behind some bushes. Minutes passed, and he remained there, quiet and still as a statue. Another minute went by and he finally detected movement; something was crawling into the grill. Fitzhume moved slowly and carefully, crawling on his hands and knees, his eyes never leaving the bug feasting on the lit coals inside the grill. Then, quick as a cat, he pounced. The grill lid snapped to a close and he whooped in triumph, pumping his fist in the air.

As Fitzhume returned the creature to the lab, he grinned and breathed a sigh of relief. He had created the problem, but he had also resolved it fairly quickly. He put the creature back in the glass enclosure with its little friends and gave them a couple of lit coals to snack on.
1. Fitzhume has to catch the fire-eating bug because he
   A. wants to feed it his Fireballs.
   B. thinks of feeding it more lit coals.
   C. decides to return it to Mount Yippiyama.
   D. needs to prevent it from destroying things.

2. How does Fitzhume catch the fire-eating bug?
   A. He uses lit coals as bait.
   B. He puts it back into his pocket.
   C. He grills at a barbecue for it.
   D. He allows it to bite into more Fireballs.

3. Read this sentence from the passage.

   Fitzhume pictured his Fireballs shriveling while they were being eaten alive, one by one, until he had no more Fireballs left.

   Which word is the antecedent of the underlined pronoun?
   A. picture
   B. Fireballs
   C. Fitzhume
   D. fire-eaters
4. What is the author’s purpose for writing “Fitzhume’s Fireballs”?
   A. to teach readers how to catch bugs
   B. to entertain readers with an amusing story
   C. to warn readers of plant-eating insects
   D. to show readers how to plant Fireballs

5. Which excerpt from paragraph 2 is an example of a simile?
   A. . . . it looked decidedly wilted.
   B. . . . the leaves were bright orange and fiery red.
   C. Fitzhume inspected the leaf . . . like a mother tigress inspects her cub.
   D. He noticed . . . a bite—in it and the wound was emitting billowy, white smoke.
The Greatest Snack Ever

1 I remember the day very well, October 23, 2007, a Tuesday. I had a fever and had to stay home from school. That was a good thing because on that day I discovered the greatest snack ever! Nobody believes me, because we didn’t write the recipe down and kept no records. I’ve been forbidden to reconstruct it because of the explosion, but I really don’t care. Paul and I know what we made, and that’s all that matters.

2 Paul and I lived in the same neighborhood in Los Angeles. He’s a repairman but he’ll tell you, “Cooking is my true calling.” Paul grew up in the Ninth Ward in New Orleans. He told me, “It ain’t real cooking unless it comes from there.” He might be right, because I’ve tasted his cooking and it’s great!

3 That day my mom had him fix a couple of things at home, and after tinkering with the microwave he helped me make a snack. We sat together at the counter, him in his coveralls and me in a ratty pair of sweats, pouring “Fruity Os” cereal into blue bowls with the intention of eating it with plain, boring old milk, when Paul had a brainstorm. “Get the chocolate syrup from the cabinet,” he said as he ambled his way to the fridge. I handed him a giant bottle of chocolate syrup while he placed an armful of goodies and sweets on the counter. He took the bottle from me and poured a nice thick coating over the cereal, making swirly designs as he went along. “You want a little?” he asked, raising an eyebrow as he looked at me. I eagerly scrambled to get a spoon, dug it into the bowl, and put a spoonful of cereal and chocolate in my mouth, sighing in pure indulgence as I chewed. I was in heaven.

4 Then we just kept adding stuff. Paul would say, “I’ll have a little of this and a little of that,” and I would hand him the next ingredient that I could find that tasted good with chocolate—practically everything. I lost track of the ingredients after we added the marshmallows.

5 Every few minutes, my mom would pop her head in through the kitchen door and check on us. Once or twice she warned us to be careful, but we didn’t listen to her. It was my idea to heat up the snack, but Paul agreed. We added a couple of slices of bananas and candy sprinkles, tasted it one last time then placed the bowl in the microwave. We both decided that we had, indeed, created the greatest snack ever.
6    Paul shut the door with a flourish and pressed the button. We hunkered down at the kitchen counter with our cheeks cupped in our hands and smug smiles on our faces while watching the microwave, waiting for the ultimate snack.

7    Suddenly, BANG! There were sparks and smoke, chocolate syrup and marshmallows, bananas, candy, and sprinkles flying in the air!

8    I don’t really like talking about what happened next, so I’ll skip over all of that. It doesn’t mean that I don’t like recalling that great day—in fact I look back on it fondly. Let’s just say even the firefighters who responded to the scene said that it was the most delicious blaze they’d ever had to lick.

6    Read this excerpt from the passage.

He’s a repairman but he’ll tell you, “Cooking is my true calling.”

We can tell from this excerpt that Paul
A    is friends with many cooks.
B    is a professionally trained chef.
C    often dreams about new recipes.
D    is talented when it comes to cooking.

8    The narrator says that they created the greatest snack ever. He or she supports this idea by saying that
A    even the firefighters enjoyed the snack.
B    the snack made the microwave explode.
C    the snack had a thick coating and swirly designs.
D    Paul thought it was better than the snacks in New Orleans.

9    Which of the following characteristics makes this passage a short story?
A    its arguments about a certain subject
B    its rhyme and stanzas
C    its narration of a single event
D    its interesting characters
Under the Chanhassen Tree

1 The old man, who had just moved from South Dakota to live with Charlotte and her parents, was believed to be about 102 years old. Charlotte had met her great-grandfather only a few times before her family moved to the open spaces of the western prairie where the world seemed so different, but she was fascinated by him and loved to spend time with him.

2 Charlotte had warned Angela, her best friend, to expect the old man to be a bit unusual. All day long Angela thought about Charlotte’s great-grandfather. Charlotte said his name was Gordon, but as a young man he was called *Big Man Afraid of His Dogs*. What a strange name, thought Angela. She knew that Charlotte was a Native American, a Sioux. However, her family preferred to be called Lakota. Charlotte also said that the old man enjoyed telling stories of the days when the plants and animals could speak the Lakota language.

3 “Mostly he sits beneath the sugar maple tree,” Charlotte said as they sat in the kitchen, eating snacks. “And the birds and squirrels aren’t frightened of him at all. He befriends them and gives them food to eat. They even eat from his hand!”

4 “Let’s go say hello.” Charlotte jumped up from the stool, grabbed Angela’s arm and pulled her through the screen door into the backyard.

5 “Grandfather, this is my best friend, Angela. Angela, this is my grandfather,” Charlotte said as she kissed her grandfather’s papery cheek. Angela shook Charlotte’s great-grandfather’s spotted hand and smiled shyly at him. His face was lined and weathered, but it was friendly and his eyes were still clear and sharp. “Hello, girls!” he said. “Come sit with me under the *chanhassen* tree.”

6 Angela was startled when the old man spoke English and sounded just like she did; then she was embarrassed to even think that. She sat right next to Charlotte while her best friend asked great-grandfather to tell them tales, and he obliged them.

7 As they sat there under the *chanhassen* tree, the old man told them of prairie fires, corn, eagles, and the vanishing buffalo. They fed the squirrels and mimicked bird calls until car horns beyond the garden fence drowned them out. Angela grabbed a fallen piece of bark from the maple tree, or *chanhassen* tree as she decided she would call all sugar maple trees. It was almost as white as the skin on her forearm, and Angela knew it was precious.
10 What is the main theme of this passage?
A learning about talking animals  
B respecting individual differences  
C finding hope in unexpected places  
D valuing family history and traditions

11 The author wants to inspire the reader to think about which question?
A How can you speak to birds and squirrels?  
B How can we show respect for the cultures of others?  
C How can we grow more sugar maple trees?  
D How did Charlotte’s grandfather get his name?

12 Read this sentence from the passage.
All day long Angela thought about Charlotte’s great-grandfather.

Which word best replaces the underlined word to make the meaning of the sentence more precise?
A worried  
B planned  
C believed  
D wondered

13 What caused Angela to realize that the old man was different from what she expected?
A He just sat beneath the sugar maple tree.  
B He spoke English and sounded like she did.  
C When he was a young man, he was called Big Man Afraid of His Dogs.  
D He told her of prairie fires, corn, eagles, and the vanishing buffalo.
Enter the Sewing Machine

When did people start sewing? Archaeologists have found bone needles dating from the last Ice Age 20,000 years ago. Yet it was not until the nineteenth century that technology turned its attention to sewing. When it did, it transformed society.

1830: Thimonnier Patents a Practical Sewing Machine

Barthelemy Thimonnier, a French tailor, decided to invent a machine to make sewing easier. It took him four years, during which time he neglected his business. He was successful. He patented his machine in 1830. It had a hooked needle and could sew 200 stitches a minute, whereas a fast tailor could sew about 30 stitches a minute. Thimonnier convinced the French authorities that his machine was very useful, and they gave him a contract to sew French army uniforms. Thimonnier built 80 machines and set up a clothing factory in Paris.

Tailors Attack Thimonnier’s Machines

The tailors of Paris felt threatened by Thimonnier’s sewing machine. Fear of being unemployed made them desperate. One night, a group of tailors attacked the factory. They destroyed the machines and threw them out the windows. Thimonnier escaped with his life and one sewing machine. He later went to England, where he died penniless.

Sewing Machines Change Society

In America, Isaac Merrit Singer made improvements to the home sewing machine. Singer made a fortune by selling machines on the installment plan. The sewing machine was said to be a labor-saving device. When sewing machines entered the industry, small shops closed. Tailors and seamstresses went out of work. Large factories took their place. Harsh working conditions and fear of unemployment caused much unrest.
14. The tailors of Paris attacked the factory because they
   A. felt threatened by the machines.
   B. did not like the machine designs.
   C. thought Thimonnier was a bad man.
   D. wanted to own the sewing machines.

15. This article would most likely be found in a
   A. local newspaper.
   B. lifestyle magazine.
   C. book on important inventions.
   D. sewing machine advertisement.

16. The author supports the argument that sewing machines have had some negative effects by saying that
   A. Thimonnier died penniless.
   B. bone needles can be used instead.
   C. a fast tailor can do only 30 stitches a minute.
   D. shops closed and many went out of work.

17. This passage is meant to
   A. persuade readers to like Thimonnier.
   B. get readers interested in sewing.
   C. inform readers about the origins of the sewing machine.
   D. tell readers what life was like in Paris in the 1800s.
Feeling tired? Do your muscles ache? Want to sleep better? Try the SNOOZE PAL Pillow Massager and relax after a long day! You will surely sleep well and loosen up your tightening muscles.

You can choose among the following SNOOZE PAL varieties:

- Head Massager
- Neck and Shoulder Destressor
- Arm Hugger
- Back Relaxer
- Leg Revitalizer

It even comes in Fiery Red, Royal Blue, and Sea Green.

_I work for 16 hours a day, typing away in front of my computer. You might think my job is easy, but it tightens my muscles pretty bad. Every day, I wake up with a sore back and shoulders. Since I started using SNOOZE PAL, I sleep better at night and wake up feeling refreshed and ready for another long day at the office._ —Peggy, CA

So hurry! Available now! The first 50 buyers get a generous 70 percent discount!

Your purchase comes with a money-back guarantee.

Now available at leading home furnishing shops nationwide. For inquiries, call 777-SNOOZE.
18. The italicized paragraph in the selection is a
A. warning.
B. news excerpt.
C. scientific finding.
D. product testimonial.

19. Which of the following people could get the SNOOZE PAL at a 70 percent discount?
A. the forty-ninth customer
B. a man who uses computers
C. the inventor of SNOOZE PAL
D. a mother whose shoulders ache

20. The primary intent of this document is to
A. share Peggy’s story.
B. advertise home furnishing shops.
C. warn people about working too much.
D. encourage people to buy the product.

21. The argument that the SNOOZE PAL works is best supported by
A. listing the available colors of the SNOOZE PAL.
B. providing the testimonial of a satisfied customer.
C. offering a discount for the first 50 buyers.
D. naming all of the varieties of SNOOZE PAL.
The following questions are not based on a passage. Read and answer each item.

22 Read the sentence.

After she finished her college degree Cecelia wrote her first book.

What is the correct punctuation for the underlined part of the sentence?
A degree, Cecelia
B degree: Cecelia
C degree; Cecelia
D degree. Cecelia

23 Read the sentence.

Mr. Hunter politely asked Amanda to hand him the blue pen while she was quietly fixing her notes.

Which words from this sentence are adverbs?
A pen, notes
B politely, quietly
C asked, fixing
D Mr. Hunter, Amanda

24 Read this sentence.

Graham’s script deserves to win the contest this year; ______, the judges feel that is it the best piece they have ever seen from him.

Which word or phrase could best provide an effective transition between the two parts of the sentence?
A in fact
B even so
C however
D despite this

25 Read this sentence.

Jamie needs to create a Web site in order to present her group report.

What is the part of speech of the underlined word in this sentence?
A noun
B preposition
C adjective
D adverb
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1 Which word comes from the Latin root meaning see?
   A visitor  
   B vertical  
   C memory  
   D transport

2 Which word uses a Greek word part meaning distant?
   A bicycle  
   B telecast  
   C democracy  
   D microscope

3 Read this sentence.
   He is, perhaps, the world’s best musician on the kora, an upright, stringed instrument from Mali that produces beautiful melodies as he moves his fingers across it.

   A kora is most similar to a
   A harp  
   B guitar  
   C accordian  
   D harmonica

4 Which of the following pairs of words are synonyms?
   A fair, kind  
   B instruct, learn  
   C useless, cheap  
   D stylish, fashionable

5 Which word uses a prefix meaning down?
   A descend  
   B discolor  
   C promotion  
   D enclosure

6 Read this sentence.
   She gave me a disdainful look, making it very clear that she considered me completely inferior and not worth her time.

   What does the word disdainful mean?
   A fearful  
   B careful  
   C scornful  
   D merciful
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

7. **his habitual response**
   - A. rude
   - B. usual
   - C. strange
   - D. careful

8. **searching through the debris**
   - A. crowds
   - B. records
   - C. supplies
   - D. wreckage

9. **their futile effort**
   - A. constant
   - B. careless
   - C. impressive
   - D. unsuccessful

10. **to be moderately helpful**
    - A. very
    - B. somewhat
    - C. reluctantly
    - D. surprisingly

11. **to react passionately**
    - A. strongly
    - B. strangely
    - C. slightly
    - D. viciously

12. **the same vicinity**
    - A. source
    - B. team
    - C. method
    - D. neighborhood

13. **a pragmatic plan**
    - A. new
    - B. unusual
    - C. practical
    - D. ridiculous

14. **a woman of great integrity**
    - A. wealth
    - B. honesty
    - C. influence
    - D. popularity

15. **maneuvered the boat**
    - A. guided
    - B. boarded
    - C. destroyed
    - D. constructed

16. **some lapses in the conversation**
    - A. jokes
    - B. pauses
    - C. insults
    - D. secrets
Unit 2 Test  Vocabulary

Academic Vocabulary

17 and, consequently, we left
A instead
B later
C therefore
D furthermore

18 to laugh dramatically
A softly
B suddenly
C continuously
D exaggeratedly

19 that he distributed
A brought in
B dropped
C gave out
D expected

20 make a commitment
A vow
B plan
C mistake
D strong effort
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   Angie **offered** to help me by **editing** my paper, and she found that I had **omitted** some important information.

   Which underlined word is spelled incorrectly?
   A. offered  C. omitted
   B. editing    D. information

2. Read this sentence.
   The **gardenner** had **forgotten** to bring any **equipment**, but his **assistant** had what was needed.

   Which underlined word is spelled incorrectly?
   A. gardenner  C. equipment
   B. forgotten   D. assistant

3. Read this sentence.
   I felt **regrettful** about what had **happened** when Yoshi and I **quarreled**, so I apologized for what I **regretted**.

   Which underlined word is spelled incorrectly?
   A. regretful  C. quarreled
   B. happened   D. regretted

4. Read this sentence.
   An **inventor** has submitted a plan for a new kind of **transmitter** that should be **profitable**.

   Which underlined word is spelled incorrectly?
   A. inventor  C. transmitter
   B. submitted D. profitable

5. Read this sentence.
   Devon was **compelled** to land the plane he was **piloting** when a **propeller** fell off and an important **metallic** piece broke.

   Which underlined word is spelled incorrectly?
   A. compelled  C. propeller
   B. piloting   D. metallic
6. Read this sentence.
   How would our existence and that of our descendants be different if the colonies’ rebellion had not been successful?

Which underlined word is spelled incorrectly?
A. existence  C. different
B. descendants  D. rebellion

7. Read this sentence.
   She referred to a mistake I had already admitted making, but I controlled my temper remarkably well.

Which underlined word is spelled incorrectly?
A. referred  C. controled
B. admitted  D. remarkably

8. Read this sentence.
   Rachel suffered through a boring and forgetable movie until it occurred to her to pretend she had developed a headache and needed to leave.

Which underlined word is spelled incorrectly?
A. suffered  C. occurred
B. forgetable  D. developed

9. Read this sentence.
   We are all forbidden to throw trash on the ground, but littering seems unstoppable without a real commitment on everyone’s part.

Which underlined word is spelled incorrectly?
A. forbiden  C. unstoppable
B. littering  D. commitment

10. Read this sentence.
    Mom and Dad were informed about my grades at a parent-teacher conference they attended, and they inferred that I don’t study hard enough.

Which underlined word is spelled incorrectly?
A. informed  C. attended
B. conference  D. inferred
The following is a rough draft of a student’s report. It contains errors.

John Hancock: A Great American

1 Born in Braintree, Massachusetts, on January 23, 1737, John Hancock became a leader in the American Revolution and a signer of the Declaration of Independence. He was a wealthy merchant and led a comfortable life, but he became involved in the dangerous world of revolutionary politics. In 1774, he was chosen to be the president of the Massachusetts Provincial Congress. In this position, he became a spokesman for the cause of American independence. In 1775 Hancock became one of the leaders of the Massachusetts patriots. His brave protests against the British forced him to escape from Boston just as the Revolutionary War was beginning, because British troops were searching for him.

2 Hancock became a member of the second continental congress, which adopted the Declaration of Independence. The way he signed his name on that famous document was so impressive that “John Hancock” has taken on the same meaning as signature. Hancock served as the president of Congress from 1775 to 1777; ______ his disappointment over not being chosen as commander-in-chief of the Continental Army lessened his enthusiasm for his new position. He retired from Congress in 1780, but remained active in politics. He served as the governor of Massachusetts for nine terms.

3 Although he was vain and overly ambitious, Hancock remained a popular political figure until his death in 1793. Many remember him as a great patriot and one of the most memorable signers of the Declaration of Independence.
1. Read this sentence from paragraph 1 of the report.

Born in Braintree, Massachusetts, on January 23, 1737, John Hancock became a leader in the American Revolution and a signer of the Declaration of Independence.

What word introduces a participial phrase?
A. Born
B. became
C. leader
D. signer

2. Read this sentence from paragraph 1 of the report.

His brave protests against the British forced him to escape from Boston just as the Revolutionary War was beginning, because British troops were searching for him.

What type of sentence is this?
A. compound
B. complex
C. simple
D. compound-complex

3. What is the correct way to write the underlined words in paragraph 2?
A. Second Continental Congress
B. Second Continental congress
C. Second continental congress
D. second continental Congress

4. Read this sentence from paragraph 2 of the report.

The way he signed his name on that famous document was so impressive that “John Hancock” has taken on the same meaning as signature.

What form of words best replaces the underlined passage?
A. is sometimes used instead of people saying signature
B. means the same as signature to many people
C. has become synonymous with signature
D. means that you have signed your name

5. Which word or phrase should be placed in the blank in paragraph 2 to provide an effective transition between the two parts of the sentence?
A. moreover
B. however
C. nonetheless
D. in addition
Read this set of notes written for paragraph 2.

- member of SCC
- signed Declaration
- president of Congress, 1775–7
- wanted to command army
- left Congress in 1780
- nine-time governor of Mass.

Which information should be added to these notes?
A remembered for grand signature
B fled from British troops
C vain and ambitious
D president of Mass. Provincial Congress

Read this sentence from paragraph 2 of the report.

He retired from Congress in 1780, but remained active in politics.

Which revision of this sentence makes use of a participial phrase?
A He retired from Congress in 1780, but remained active in politics.
B After he retired from Congress in 1780, he remained active in politics.
C Retiring from Congress in 1780, he remained active in politics.
D Although he retired from Congress in 1780, he remained active in politics.

Read this sentence from paragraph 3 of the report.

Although he was vain and overly ambitious, Hancock remained a popular political figure until his death in 1793.

Which word or phrase represents the simple subject of this sentence?
A he
B vain and overly ambitious
C Hancock
D figure

Which question does this report most completely address?
A Why would a wealthy merchant have risked his position in life to join a revolution?
B Who was John Hancock and why is he remembered today?
C What qualities made John Hancock a leader during the colonial period?
D What character flaws kept John Hancock from living up to his great potential?

The writer of this report relies primarily upon which type of evidence in describing the career of John Hancock?
A anecdotes by contemporaries who knew Hancock
B examples of decisions Hancock made and actions he took
C the opinion of modern historians
D verifiable historical facts
The following is a rough draft of a student’s report. It contains errors.

A Cure For The Winter Blahs!

(1) When winter never seems to end. (2) When the snow keeps on falling and the days never get any longer. (3) When food all tastes the same, I know it’s time to plant tomatoes!

(4) Some time around the end of February, I plant my tomato seeds in little plastic pots. (5) I put two or three in each container. (6) Then I sprinkle soil over them and water them well. (7) I cover the pots in black plastic and place them in a warm place. (8) Five or six days later, I remove the plastic and take a peek. (9) Sure enough, tiny white sprouts are curling up through the soil. (10) Indoors at least, spring has finally begun!

(11) Now I put my seedlings by a sunny window. (12) There they become green and leafy, even though it still looks like winter outside. (13) Soon I have to make a decision: Which plants shall I keep? (14) I “thin” my seedlings by distinguishing the big plants from the little plants and throwing them away. (15) One healthy plant remains in each pot.

(16) At last the weather is warming up. (17) The days are long and sunny, and at night the temperature never dips below freezing.

(18) Tomatoes love rich, dark soil. (19) I loosen the earth with a garden fork. (20) Then I dig in a bag of manure from the garden center. (21) Each tomato plant needs plenty of room to grow. (22) I make holes three feet apart and put a plant in each one.

(23) For the next two months, all I have to do is wait and water, wait and water. (24) Tomatoes love the heat, but they get very thirsty. (25) After a while, I notice yellow flowers appearing on little stems. (26) Then tiny green tomatoes emerge from under the flowers. (27) Still I wait and water, wait and water.

(28) The plants have now become so big that they are bending under their own weight. (29) By “staking” my tomatoes, I prevent them from toppling over. (30) All the time, those green fruit are swelling and darkening.

(31) Finally it happens: Nearly five months after I planted my first seed, I pick my first tomato. (32) As I hold the tomato in my hand, I think back to those last cold days of February. (33) It was worth the wait!
11 Read the title of this report.
A Cure For The Winter Blahs!

What is the correct way to write this title?
A a Cure for the Winter Blahs!
B A Cure For the Winter Blahs!
C A Cure for the Winter Blahs!
D A cure for the Winter Blahs!

12 Read these sentences.
(1) When winter never seems to end.
(2) When the snow keeps on falling and the days never get any longer.

What type of sentences are these?
A simple sentences
B sentence fragments
C complex sentences
D compound sentences

13 Read this sentence.
(12) There they become green and leafy, even though it still looks like winter outside.

As it is used in the sentence, what part of speech is the word like?
A verb
B preposition
C conjunction
D adverb

14 Read this sentence.
In fact, the tomatoes are becoming too crowded in their pots.

Where should this sentence be placed to add support to one of the writer’s ideas?
A after sentence 9
B after sentence 11
C after sentence 12
D after sentence 14

15 Which word or phrase should be used to replace the underlined pronoun in sentence 14?
A the weaklings
B the strong ones
C the plants
D it

16 To help link ideas between paragraphs 4 and 5, what transitional sentence should be added to the end of paragraph 4?
A I must put the young tomatoes into bigger pots.
B It’s time to put the young tomatoes into their permanent home outside.
C I have visions of ripe tomatoes hanging from big green vines.
D Now, at night, I sleep with the window open.
17 How should sentence 29 be written so that the ideas are most precisely stated?

A Some tomato plants need “staking” to avoid falling over.

B “Staking” your tomato plants with bamboo poles can prevent them from falling over.

C I prevent my tomatoes from toppling over by “staking” them: driving a bamboo pole into the earth beside each plant and tying the stem to the stake.

D “Staking” is best done when the plants are young to avoid damaging the roots.

18 Which revision of sentence 32 makes use of a present participle?

A I hold the tomato in my hand and think back to those last cold days of February.

B Holding the tomato in my hand, I think back to those last cold days of February.

C I hold that tomato in my hand; I think back to those last cold days of February.

D I think back to those last cold days of February because I am holding the tomato in my hand.

19 Before writing his rough draft, the student made these notes.

- planting seeds indoors
- thinning young plants
- preparing the soil
- transplanting outdoors
- watering

What important step does he not mention here that he later decided to include in his report?

A adding manure

B placing seeds in warm place

C pulling out the smaller plants

D staking the plants

20 Which source would most likely provide further information on the activity described in this report?

A a book: A Brief History of Gardening

B a magazine article: “Tomato Pests and Diseases”

C a TV program: “Cooking with Tomatoes”

D a website: “Making Things Grow”
Summary
Writing Task

Directions:

❑ Read the following informational article.
❑ As you read, you may mark the article or make notes. Marks and notes will not be scored.
❑ After reading the article, write a summary of what you have read. You have 60 minutes to read the article and to plan, write, and proofread your essay.
❑ You may reread or go back to the article at any time during the test.
❑ You may use only a No. 2 pencil to write your response.

Scoring:
Your writing will be scored on how well you

❑ state the main ideas of the article;
❑ identify the most important details that support the main ideas;
❑ write your summary in your own words, except for quotations; and
❑ express the underlying meaning of the article, not just the surface details.

Read the following article.

Petroleum Products and the Environment

Products from oil (petroleum products) help us do many things. We use them to fuel our airplanes, cars, and trucks, and to heat our homes. We can also make products like medicines and plastics out of petroleum. Petroleum products make life easier. But finding, producing, moving, and using them can cause problems for our environment like air and water pollution. Over the years, new technologies and laws have helped to reduce problems related to petroleum products. The government monitors how oil is produced, refined, stored, and sent to market to reduce the impact on the environment. Since 1990, fuels like gasoline and diesel fuel have also been improved so that they produce less pollution when we use them.
Exploring and drilling for oil may disturb land and ocean habitats. New technologies have greatly reduced the number and size of areas disturbed by drilling, sometimes called “footprints.” Satellites, global positioning systems, remote sensing devices, and 3-D and 4-D seismic technologies make it possible to discover oil reserves while drilling fewer wells. Plus, the use of horizontal and directional drilling makes it possible for a single well to produce oil from much bigger areas. Today’s production footprints are only about one-fourth the size of those 30 years ago. This is due to the development of movable drilling rigs and smaller “slimhole” drilling rigs. When the oil in a well is gone, the well must be plugged below ground. This makes it hard to tell that it was ever there. As part of the “rig-to-reefs” program, some old offshore rigs are topped and left on the sea floor. These rigs will become artificial reefs that attract fish and other marine life. Within six months to a year after a rig is topped, it becomes covered with barnacles, coral, sponges, clams, and other sea creatures.

If oil is spilled into rivers or oceans, it can harm wildlife. When we talk about “oil spills,” people usually think about oil that leaks from ships when they crash. This type of spill can cause the biggest shock to wildlife because so much oil is released at one time. However, only 2 percent of all oil in the sea comes from ship or barge spills. The amount of oil spilled from ships dropped significantly during the 1990s partly because new ships were required to have a “double-hull” lining to protect against spills. While oil spills from ships are the most well-known problem with oil, more oil actually gets into water from natural oil seeps coming from the ocean floor or from leaks that happen when we use petroleum products on land. For example, gasoline sometimes drips onto the ground when people are filling their gas tanks. Motor oil also gets thrown away after an oil change. At times, fuel escapes from a leaky storage tank. When it rains, the spilled products get washed into the gutter. Eventually the oil goes to rivers and the ocean. Another way that oil sometimes gets into water is when fuel is leaked from motorboats and jet skis.

A refinery is a factory where crude oil is processed into petroleum products. Many different pollutants can escape from refineries into the air. As a result, the government monitors refineries and other factories. The government makes sure that they meet environmental standards.
When a leak in a storage tank or pipeline occurs, petroleum products can also get into the ground, and the ground must be cleaned up. To prevent leaks from underground storage tanks, all buried tanks are supposed to be replaced by tanks with a double-lining. This hasn’t happened everywhere yet. In some places where gasoline leaked from storage tanks, one of the gasoline ingredients called methyl tertiary butyl ether (MTBE) made its way into local water supplies. Since MTBE made water taste bad and many people were worried about drinking it, a number of states banned the use of MTBE in gasoline. In addition, the refining industry voluntarily moved away from using MTBE when blending reformulated gasoline.

When petroleum products are burned as fuel, they give off carbon dioxide. This is a greenhouse gas that is linked to global warming. The use of petroleum products also gives off pollutants. Some of these are carbon monoxide, nitrogen oxides, particulate matter, and unburned hydrocarbons. These produce air pollution. A lot of air pollution comes from cars and trucks. This has resulted in many environmental laws. Most of these laws aim to change the make-up of gasoline and diesel fuel so that they produce fewer emissions. These “reformulated fuels” are much cleaner-burning than gasoline and diesel fuel were in 1990. In the next few years, the amount of sulfur contained in gasoline and diesel fuel will be reduced dramatically. Reformulated fuels can be used with new, less-polluting engine technology.

Writing a Summary

Write a summary of the article. Your writing will be scored on how well you

- state the main ideas of the article;
- identify the most important details that support the main ideas;
- write your summary in your own words, except for quotations; and
- express the underlying meaning of the article, not just the surface details.
Unit 3/Semester Assessments
Reading/Literature Vocabulary
Spelling
Writing Strategies/
Conventions
Writing Applications
Time Van

Miguel’s father, Dr. Marco Sanchez, was a professor, a scientist, an inventor, and a little strange. He spent most of his free time in the garage, tinkering with an old, rusty, red van. Whenever Miguel’s friends came over to their house at Breakwater Street, they wanted to peek in the garage because exciting things always seemed to be happening—funny smells, strange sounds, and sometimes loud explosions accompanied by silver, red, and orange sparks.

One day when Miguel’s best friend, Felipe Santiago, was visiting, he and Miguel peered into the garage. Miguel’s father was nowhere to be seen, and the van sat in the middle of the garage, rusty, missing most of its wheels, and as inviting as ice cream on a hot day. “Let’s check it out.” Felipe whispered, nudging Miguel closer to the van.

“We’ll be careful,” Felipe promised, opening the driver’s door. He lifted an inquiring eyebrow at Miguel. Still feeling uncertain, Miguel expelled a breath and walked to the van and climbed in with Felipe. The dashboard was really unusual because Miguel’s dad had made a lot of changes to it including adding all sorts of complicated levers and dials that made it look like the cockpit of a jet. The biggest dial read “1.1.3000” in big, red figures.

“What does this do?” Felipe asked, pulling down the longest lever even before Miguel could tell him to stop. The van began to vibrate; then it started to whirl. The boys yelled in alarm but they could only cling to the van’s doors and close their eyes while they were assailed with nausea. The world spun and tilted and swiveled, and when the spinning stopped, they didn’t know which side was up.

Miguel groaned and opened one eye only to find his vision still blurry and spots dancing before his eyes. He waited for the dizziness to pass and for the world to stop spinning on its axis before he looked outside the window and gawked. The messy, disorganized old garage was no more. This time, the place was so incredibly clean that it gleamed and shone, and the walls were made of silver so shiny you could use them as mirrors. The tables looked like they were constructed from thick, sturdy steel and Miguel’s dad’s tools were nowhere to be found. What was more
peculiar, there were tall, funny-looking people moving about who wore black tuxedos and shiny, metallic silver make-up on their hands and faces. Miguel was peering through the window when one tapped on the glass with a silver knuckle, startling him. He owlishly stared at a silver face before he rolled the window down.

“Excuse me, sir,” said an oddly flat, metallic voice, “are you guests for the party?”

Miguel stared blankly, too taken aback to respond. He knew it was impolite to stare, but he couldn’t keep his eyes from the silver man. It was Felipe who answered quickly, “Yes, um . . . sorry we’re late.”

“No need to apologize. Just leave your space pod with us. We’ll park it,” the metal man responded with a smile.

Miguel studied the man closely and realized the man was actually a robot! He looked at the levers and dials of the van once more. “1.1.3000?” he muttered.

Suddenly, everything fell into place. “That’s the date! Felipe, it’s January 1, 3000! We’ve gone forward in time! The van is a time machine!”
1 Which excerpt from the passage best illustrates the fact that Felipe is more curious than Miguel?
   A  Miguel stared blankly, too taken aback to respond. . . . It was Felipe who answered quickly, “Yes, um . . . sorry we’re late.”
   B  One day when Miguel’s best friend, Felipe Santiago, was visiting, he and Miguel peered into the garage.
   C  “What does this do?” Felipe asked, pulling down the longest lever even before Miguel could tell him to stop.
   D  Still feeling uncertain, Miguel expelled a breath and walked to the van and climbed in with Felipe.

2 Which excerpt from paragraph 2 contains an example of a simile?
   A  Miguel’s father was nowhere to be seen . . .
   B  . . . as inviting as ice cream on a hot day.
   C  . . . he and Miguel peered into the garage.
   D  . . . nudging Miguel closer to the van.

3 The author supports the idea that Miguel’s father is a good inventor by
   A  relating an incident in which one of his inventions is shown to work.
   B  showing him hard at work building a new invention.
   C  citing statistics about how many of his inventions have been successful.
   D  describing the steps he follows in the creation of an invention.
4 What is the main purpose of this passage?
   A to teach readers how to make a time-traveling machine
   B to persuade readers to invent a time machine
   C to entertain readers with an interesting story about time travel
   D to inform students about the perils of time travel

5 This passage is an example of science fiction because it
   A informs readers about the latest inventions.
   B relates important events in a famous person’s life.
   C contains human characters in an ordinary setting.
   D has fantastic elements based on amazing technologies.
Measuring in Light Years

1 How long is your foot? To find out, you need to measure in inches or centimeters. For the length of a room, you might use a tape measure to count feet, yards, or meters. But what would you use to measure truly astronomical distances?

Where Long Is Really Long

2 Space is so large that it is tough to imagine it. Earth’s moon orbits about 238,856 miles from our planet’s surface. Earth revolves around the sun at an average distance of 93 million miles. The nearest star to our sun, Proxima Centauri, is around 25 trillion miles away! Written out, that is 25,000,000,000,000 miles—a very large number indeed.

3 Calculations and comparisons of distances in space are difficult to make because of the long-form numbers. In the 1800s, scientists turned to the fastest speed known, the speed of light, to invent a large unit of measure. This unit of measure is known as a light year, the largest unit of measure for distance.

How Long Is a Light Year?

4 A light year is actually a very simple concept. It is the distance light travels in a solar year—365 of our days. Light travels at a speed of about 186,000 miles per second. That is incredibly fast, but the distances in space are so great that not even light can cover them quickly. For example, if the sun went out right now, we wouldn’t know for about 8 minutes. That’s how long it takes sunlight to reach us.

5 A light year is the number of seconds in 365 days, multiplied by 186,000 miles. That works out to approximately 5.865 trillion miles. In this unit of measurement, Proxima Centauri is 4.24 light years away. That figure is a lot easier to write and use, isn’t it?
6. There is enough information in the passage to show that space
   A. is very easy for scientists to measure.
   B. is so large that light cannot travel through it.
   C. has always been measured in light years.
   D. is so vast that it’s hard to measure distances.

7. This passage would most likely be found in a
   A. science textbook.
   B. health and wellness magazine.
   C. book on the history of astrology.
   D. newspaper’s local news section.

8. Read this sentence.
   Earth revolves around the sun at an average distance of 93 million miles.

   What part of speech is the underlined word in this sentence?
   A. noun
   B. verb
   C. preposition
   D. conjunction

9. Read this sentence.
   Space is so large that it is tough to imagine it.

   How should this sentence be rewritten for precision of word choice?
   A. Space is very large. It is tough to imagine it.
   B. Space is bigger than our imaginations.
   C. Space is so huge that it is tough for people to think about.
   D. It is difficult to imagine the vastness of space.

10. Read the sentence.
    Calculations and comparisons of distances in space are difficult to make because of the long-form numbers.

    You can tell from this sentence that calculations means
    A. differences.
    B. computations.
    C. explorations.
    D. difficulties.
Read this rough draft of a student’s editorial. It may contain errors.

Gilmore Academy or Gilmore Online School?

(1) Gilmore Academy has launched the Gilmore Online School. (2) A question is probably forming in your mind. (3) Should I go for online schooling or stick with traditional schooling? (4) Personally, I think studying the old-fashioned way is still the best way to be successful. (5) Regular schools give students more benefits than online schooling does, such as social interaction, a motivation to study, and affordability.

(6) Traditional schools offer social interaction inside and outside the classroom. (7) Teachers can instruct you in a more personal way. (8) You need this for difficult subjects. (9) The teachers, the school is also full of people your age who can become your friends. (10) To survive in the real world, meeting new people and making friends hone the social skills that you will need. (11) This is not what you get in online schooling. (12) All you interact with is the computer screen. (13) A traditional school might expose us to bullying or peer pressure, but you can use these experiences to build character. (14) Thus, we, the students from traditional schools, become better prepared for the ups and downs of life.
11. Which transitional word or words should be placed in the blank at the beginning of sentence 9 to unify ideas within the editorial?
A. Despite  
B. Aside from  
C. Moreover  
D. However

12. Which excerpt from the passage is an example of an idiom?
A. . . better prepared for the ups and downs of life.  
B. . . has launched the Gilmore Online School.  
C. . . offer social interaction inside and outside the classroom.  
D. . . social interaction, a motivation to study, and affordability.

13. Read the following sentence from paragraph 2.
(10) To survive in the real world, meeting new people and making friends hone the social skills that you will need.

Which is the best revision of the sentence?
A. To survive in the real world, you will need to meet new people and make friends to hone social skills.  
B. Meet new people and make friends in order to survive in the real world by honing social skills.  
C. You can hone the social skills that you will need to survive in the real world by meeting new people and making friends.  
D. Honing social skills by meeting new people and making friends are what you will need to survive in the real world.
Final Shot

1 As Nathaniel sped up the basketball court with the rest of the Ruskin Cardinals, the final eight seconds seemed to tick off the game clock in slow motion. He positioned himself in front of the opposing team’s forward as Aidan McGee drove toward the basket and two of the other team’s players jumped into the air to try to stop his shot. The entire season came down to the next few seconds. The Cardinals would either be the middle-school conference champions or they would go home. And Nathaniel was determined that they would win!

2 Just twenty seconds earlier, the opposing center had put his team ahead by one point by sinking a three-point shot. His teammates had all run to congratulate him, certain they were going to be champions. Ruskin Coach Jonathan Gibbs wasn’t worried, however. Confident and enthusiastic, he immediately called for a timeout, huddled the team together, and outlined a play. Nathaniel had been sure that the play would be finished off by Aidan, their best player by far—Aidan had already scored more than half of the Cardinals’ 52 points. Nathaniel had wiped his face with a towel and guzzled water from a bottle, barely paying attention to the coach’s rambling, confident that the burden of winning or losing would rest on Aidan’s capable shoulders.

3 Except that it didn’t.

4 “Listen up,” Coach Gibbs had said, drawing a diagram of the play he wanted to run on the small white board he seemed to be always carrying. “They’re going to smother Aidan,” he said, eyeing each and every one of his five starters. “We’ll let them believe they’re right. Aidan takes the pass and drives toward the basket as Will, Shawn, and Rasheed set up picks around him”—Coach drew curved lines on the white board to illustrate his instructions—“but Aidan, I want you to pass the ball back to Nathaniel,” he pointed at Nathaniel with his marker. “He’ll be open.” Then the coach turned to Nathaniel. “Be ready, Nathaniel, and sink the shot.”

5 Everyone stared at Nathaniel, and he blinked back at them with wide-eyed nervousness. It took him a few tense moments, but he finally nodded.

6 His teammates whooped. They had as much confidence in Nathaniel as Coach Gibbs had. “Let’s do it!” Aidan shouted, thumping him on the back before the starters ran back to the court and took up their positions.

7 The seconds crawled by for Nathaniel as he watched the play unfolding perfectly. He saw Aidan spin and fire the ball to him from under the outstretched arm of the opposing team’s center. He felt the leather slap into his palms. He saw the basket clearly as he jumped, and time was an eternity as the ball sailed from his fingertips.
14. The theme of this story is the value of
   A teamwork.
   B humility.
   C determination.
   D obedience.

15. This passage is an example of
   A a novella.
   B an article.
   C a short story.
   D an essay.

16. Based on the passage, we can tell that Coach Gibbs
   A cares for Nathaniel more than Aidan.
   B does not believe Nathaniel can make a shot.
   C is afraid that the opposing team will win.
   D thinks all of his players are capable of winning.

18. Read this sentence from the passage.

   Just twenty seconds earlier, the opposing center had put his team ahead by one point by sinking a three-point shot.

   The underlined words represent which grammatical part of the sentence?
   A subject
   B indirect object
   C direct object
   D prepositional phrase

19. What causes Coach Gibbs to tell Aidan to pass the ball to Nathaniel?
   A Nathaniel is the most talented player.
   B Nathaniel’s teammates believe in Nathaniel’s skills.
   C Nathaniel volunteers to shoot the last basket.
   D Nathaniel is more likely to be open.

17. From what point of view is the story narrated?
   A first person, Aidan
   B third person omniscient
   C third person, Aidan
   D first person omniscient
The following is a student’s article for a school newspaper.

Missions to Mars

1. Many of NASA’s most exciting exploration missions have been directed at Mars, the planet closest to Earth. Mars is the only other planet in our solar system where something might have lived. Today, Mars appears to be lifeless, frozen, and dusty. Some clues say that in the past it may have had water. This means that some sort of life form may have lived there and may still be hidden on the planet.

2. In 1964, NASA scientists and engineers launched the Mariner series of spacecraft. They flew past Mars and sent back pictures to Earth for scientists to study. These pictures showed craters and frost.

3. In 1971, NASA began putting out spacecraft that would encircle Mars. They took pictures from different angles and showed the planet’s surface. Through these missions, we learned about Martian moons, canyons, dry riverbeds, and volcanoes.

4. During the period 1975–2006, the Viking missions landed on Mars. They conducted experiments. Later missions landed rovers or small independent robots on Mars. These rovers took close-up pictures and conducted further experiments. They also gathered more information about the Martian surface.

5. NASA scientists and engineers continue to dream of future Mars exploration. Someday they hope to send craft to take pictures from the Martian sky. They would also like to look under the surface of Mars with machines that dig underground. Finally, they dream of being able to bring samples of Martian rocks back to Earth for scientists to study. The more we learn from these missions, the better we may understand the Red Planet, our neighbor in space.
20 The student writes that NASA's most exciting explorations are directed at Mars. The student supports this idea by
A  hoping that Mars might still be supporting life.
B  describing the other planets that have also been explored.
C  listing NASA's missions to Mars and their discoveries.
D  stating that scientists and engineers dream of future Mars explorations.

21 This article would most likely be found in the newspaper's
A  science and technology section.
B  classified advertisements section.
C  front page.
D  opinions and editorials page.

The following questions are not about a passage. Read and answer the questions.

22 Read this sentence.

Amy liked to writing to her friends from camp, but she often had trouble remembering where she put their addresses.

What is the correct way to write the underlined word?
A  wrote
B  write
C  written
D  Leave as is.
23 Read this sentence.

The post-Revolutionary period marked the beginning of America’s westward expansion, which would create many opportunities—and problems—for the new nation.

What is the best way to write the underlined words?
A create many opportunities and—problems—for the new nation
B create—many opportunities and problems—for the new nation
C create many opportunities and problems for the—new—nation
D Leave as is.

24 Read this sentence.

Not only did she skillfully create wonderful stories with complex plots and intriguing characters, she was able to do so consistently for many years.

Which words from this sentence are adverbs?
A skillfully, consistently
B plots, characters
C create, do
D with, to
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
Huge machines and six workers were needed to level the house to make room for a new road.

In this sentence, the word level means
A to aim.
B to knock down.
C to make smooth.
D to be honest with.

2. Read this sentence.
His green pants and light purple sweater were not, I thought, a good match.

In this sentence, the word match means
A a marriage.
B a competition.
C a suitable combination.
D an equal in a struggle or contest.

3. Which word uses a Greek root meaning to write?
A paragraph
B prediction
C admittance
D democratic

4. Read this sentence.
If she has a basketball game that evening, Karen has only a light meal at dinnertime.

Without changing the meaning of the sentence, which word or words can best be used to replace the underlined word?
A pale
B graceful
C not serious
D small in amount

5. Read this sentence.
“You act as if these facts are trivial,” said Erika, “but they actually matter a lot.”

What does the word trivial mean?
A false
B obvious
C unimportant
D unknown

6. Which of the following pairs of words are antonyms?
A reason, excuse
B compliment, insult
C strong, courageous
D difficult, enjoyable
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

Selection Vocabulary

7 an improbable result
   A unlikely   C expected
   B amusing    D unfortunate

8 to prolong the meeting
   A plan       C shorten
   B finish     D lengthen

9 embarked for the island
   A prepared   C packed
   B set out    D looked ahead

10 to enjoy solitude
   A silence    C being alone
   B relaxation D open spaces

11 a whimsical person
   A playful    C confident
   B youthful   D generous

12 to agree wholeheartedly
   A quickly    C politely
   B reluctantly D enthusiastically

13 illuminated the room
   A used       C lighted
   B filled     D decorated

14 much speculation
   A planning   C scolding
   B guessing   D lecturing

15 the excess space
   A extra      C large
   B empty      D necessary

16 too many disruptions
   A accidents  C interruptions
   B explosions D failures

Academic Vocabulary

17 while altering the plan
   A writing    C supporting
   B changing   D considering

18 to retain their freedom
   A fight for  C lose
   B value      D hold onto

19 the ultimate triumph
   A greatest   C most likely
   B unexpected D well-deserved

20 a contemporary poet
   A famous     C present-day
   B respected D old-fashioned
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   The mayor’s residence is one of the fanciest homes in town.
   What is the correct way to spell the underlined word?
   A. resedence  C. residence
   B. resadence  D. Leave as is.

2. Read this sentence.
   Matt has a composition due in English class tomorrow.
   What is the correct way to spell the underlined word?
   A. comopisition  C. composition
   B. comasition  D. Leave as is.

3. Read this sentence.
   The team has a great deal of admiration for Coach Montoya.
   What is the correct way to spell the underlined word?
   A. admiration  C. admuration
   B. admeration  D. Leave as is.

4. Read this sentence.
   Hilary’s dog is very demonstrative; he practically knocks her down to show her how much he’s missed her.
   What is the correct way to spell the underlined word?
   A. demonstritive  C. demonstrutive
   B. demonstrtive  D. Leave as is.

5. Read this sentence.
   The slide show and speech we heard filled our whole class with inspiration.
   What is the correct way to spell the underlined word?
   A. insperation  C. insparation
   B. inspiration  D. Leave as is.
6 Read this sentence.

My roommate at baseball camp was a know-it-all who could talk forever.

Which underlined compound word is spelled incorrectly?
A roommate C know-it-all
B baseball D forever

7 Read this sentence.

The cashier gave Darnell a receipt for the eight handkerchiefs he bought.

Which underlined word is spelled incorrectly?
A cashier C eight
B receipt D handkerchiefs

8 Read this sentence.

The sleigh raced across the field, even with the weight of my six friends and me in it.

Which underlined word is spelled incorrectly?
A sleigh C weight
B field D friends

9 Read this sentence.

Deceit will rarely help you achieve your goals, but patience and a belief in yourself will.

Which underlined word is spelled incorrectly?
A Deceit C patience
B achieve D belief

10 Read this sentence.

“If you will be permitted to use reference books while correcting your papers,” said the teacher as he exited the room.

Which underlined word is spelled incorrectly?
A permitted C correcting
B reference D exited
Inventing the Telephone

(1) Alexander Graham Bell’s laboratory in Salem, Massachusetts, had lots of wires and tubes on the floor. (2) It was March 10, 1876, and Bell was working late in his lab. (3) He sent his assistant, Thomas Watson, into another room with a receiver. (4) This was connected by wires to a mouthpiece that Bell held. (5) Bell listened and was excited to hear sounds coming over the wire. (6) “Mr. Watson, come here. I want you,” he shouted into the mouthpiece. (7) Seconds later, Watson raced into the room. (8) He had clearly heard Bell’s voice through the receiver. (9) Bell had just sent the first telephone message!

(10) Three months later Bell demonstrated his amazing invention at the centennial exposition in Philadelphia. (11) But was the telephone more than just an amusing toy? (12) In the fall of 1876, Bell and Watson ran telephone wires between Boston and Cambridge, two cities in Massachusetts. (13) Using Bell’s telephones, they talked over a distance of two miles—a great feat at the time.

(14) If the telephone could work over two miles, what about 200 miles? (15) In the spring of 1877 just one year after the first test Bell used his phone to connect Boston and New York City. (16) It was the first long-distance call ever made.

(17) People were accustomed to communicating by telegram. (18) Bell and Watson were not to be discouraged, however. (19) They spent months on the road, explaining to the American public how to operate the telephone. (20) Some people did not trust Bell, they worried that the telephone line might carry diseases. (21) But Bell was a fine salesperson as well as a great inventor. (22) Within just a few years, news of his invention spread across the country. (23) Thousands of people purchased telephones.

(24) Although Alexander Graham Bell invented many other things, the telephone is his best-known achievement. (25) Without the telephone, our lives today would be quite different.
1 Read this sentence.

(1) Alexander Graham Bell’s laboratory in Salem, Massachusetts, had lots of wires and tubes on the floor.

Which form of words best replaces the underlined passage to make the image more precise?
A consisted of piles of wires and tubes
B looked extremely messy with wires and tubes all over the place
C was littered with wires and tubes
D had on the floor a jumble of wires and tubes

2 Read this sentence.

(4) This was connected by wires to a mouthpiece that Bell held.

What type of sentence is this?
A simple
B compound
C complex
D compound-complex

3 What is the correct way to capitalize these words from sentence 10?
A the Centennial Exposition
B The Centennial Exposition
C the centennial Exposition
D the Centennial exposition

4 Read this sentence.

(15) In the spring of 1877 just one year after the first test Bell used his phone to connect Boston and New York City.

What is the best way to write the underlined words?
A of 1877 just one year after the first test; Bell used his phone
B of 1877—just one year after—the first test Bell used his phone
C of 1877—just one year after the first test Bell used—his phone
D of 1877—just one year after the first test—Bell used his phone

5 To help link ideas between paragraphs 3 and 4, what transitional sentence should be added to the beginning of paragraph 4?
A At first the public doubted this new technology.
B Today, we take long-distance calling for granted.
C Communicating between Boston and New York was certainly a great achievement.
D In those days, however, the public used Morse code for long-distance communication.
Which research question might help a reader learn more about the topic of paragraph 4?

A. How did Bell’s early telephone work?
B. What improvements did Bell make to his telephone that enabled it to be effective over long distances?
C. How did people run wires and lay cables for the new telephone system?
D. What advantages did the telephone have over the telegraph?

6

Read this sentence.

(19) They spent months on the road, explaining to the American public how to operate the telephone.

Which phrase from this sentence is an infinitive phrase?

A. spent months
B. on the road
C. to the American public
D. to operate

7

How does the writer support her description of Bell’s first telephone communication?

A. with a description of the device and how it worked
B. with a contemporary newspaper report
C. with an anecdote
D. with a statement of personal opinion

9

The writer wants to extend this report into a longer paper. Here is her outline of the main topics that she intends to investigate further.

I. Introduction: The first telephone call
II. The first public demonstrations
III. Long-distance calling
V. Conclusion: The telephone’s impact today

Which main topic has she omitted from this outline?

A. The rise of the telegram
B. A demonstration in Philadelphia
C. Thomas Watson, Bell’s assistant
D. Selling the telephone to the public

10

What is the correct punctuation for the underlined part of sentence 20?

A. did not trust Bell. They worried that
B. did not trust Bell they worried that
C. did not trust Bell: they worried that
D. did not trust. Bell, they worried, that

8
The following is a rough draft of a student’s open letter to the local school committee. It contains errors.

To the Members of the School Committee:

(1) School is really quiet this September! (2) Last year, as soon as I walked in the front door on Tuesdays and Wednesdays, I could hear the band practicing in the gym. (3) In fact, the band played so loudly, I could hear them just about anywhere in the school. (4) The kids didn’t always play together, and they didn’t always play in tune, but they had fun, and they really woke us up in the morning.

(5) The afternoons are quieter too. (6) That’s because the orchestra doesn’t rehearse during sixth period every Monday and Thursday the way it used to. (7) All those violins and cellos could make a terrible noise. (8) But it was amazing how that orchestra improved over the course of the year. (9) In September the screeching strings sounded like a bunch of cats at recess in June they played for the awards ceremony, and people stood up and cheered.

(10) Oh, yes, we don’t have live entertainment on Fridays now_____. (11) That’s when the chorus would practice last year. (12) And on the day before school vacations, groups of singers came around to every classroom and serenaded us with funny songs. (13) The chorus was really large because a lot of people like to sing, and everyone loved Mr. Hammond, the music teacher.

(14) We often wonder where Mr. Hammond went. (15) When you cut all funding for the Franklin Middle School music program last June, we knew that he would have to find a job somewhere else. (16) I hope he did because he was a great teacher and really got kids working together to make music. (17) We had a going-away party for him. (18) Did you know that?

(19) Anyway, you should come around to visit us some day. (20) We study a lot, and most of the teachers are pretty good. (21) You’d probably be impressed.

Samuel Bui, Grade 7
Before composing this letter, Samuel wrote a statement summarizing his ideas. Which statement might he have written?

A  Mr. Hammond was a great teacher and deserves a good job in some other school system.
B  Even the worst student musicians will improve with regular practice.
C  As a result of cuts to the music program, our school is a lot quieter—and a little sadder as well.
D  Cuts in funding for subjects such as music are an unfortunate necessity of modern life.

What is the correct punctuation for the underlined part of sentence 9?

A  at recess: in
B  at recess; in
C  at recess—in
D  at recess, in

Read this sentence from the letter.

(3) In fact, the band played so loudly, I could hear them just about anywhere in the school.

Which word or words should be used to match the underlined pronoun to its antecedent?

A  it
B  him
C  us
D  you

Read this sentence.

You'd see kids laughing and holding their ears as they walked down the hall.

Where in the letter would be the best place for Samuel to add this sentence?

A  after sentence 4
B  after sentence 7
C  after sentence 8
D  after sentence 12

How many independent clauses are contained in sentence 4?

A  one
B  two
C  three
D  four
17 What is the correct way to capitalize these words from sentence 15?
   A Franklin Middle School music program
   B Franklin middle school music program
   C Franklin middle School Music Program
   D Franklin Middle School Music program

18 Read this sentence from the letter.
   (19) Oh, yes, we don’t have live entertainment on Fridays now______.

Which word or phrase could best provide a transition in this sentence that would unify its ideas with the previous paragraph?
   A also
   B in the same way
   C as a result
   D either

19 Which sentence represents the strongest conclusion for this letter?
   A I hope that you will reconsider your decision.
   B In fact, we’re doing all right without a music program.
   C I’d be happy to show you around.
   D But you wouldn’t believe how quiet it is!

20 Which phrase best describes the evidence that the writer uses to support his statements?
   A mainly personal observations
   B a mixture of fact and rumor
   C the opinions of fellow students
   D information supplied by the school committee
Response to Literature

Writing Task

Directions:

❑ Read the following poem.
❑ You may make notes or mark up the poem, but only what is written on the lined pages will be scored.
❑ Directions for writing an essay will follow the poem. You will be given time to read the poem, plan your essay, and write a rough draft.
❑ You may look at the poem again at any point during the assignment.
❑ You may use only a No. 2 pencil to write your response.

Scoring:

Your score will be based on how well you

❑ show your understanding of the poem;
❑ organize your essay around several clear ideas;
❑ use examples and evidence from the poem; and
❑ use correct grammar, spelling, punctuation, and capitalization.

Read the following poem.

Primer Lesson

By Carl Sandburg

Look out how you use proud words.

When you let proud words go, it is not easy to call them back.

They wear long boots, hard boots; they walk off proud; they can’t hear you calling—

Look out how you use proud words.
Writing a Response to Literature

A primer is a book used to teach someone to read. It is also a type of book used to introduce someone to a new subject. How is the poem’s title, “Primer Lesson,” connected to its theme? How do the literary devices in the poem help express this theme? Support your answer with details from the poem.

When you write the essay, remember to

- show your understanding of the poem;
- use organization to make ideas clear;
- use textual evidence or examples from the poem; and
- use correct grammar, spelling, punctuation, and capitalization.
Unit 4 Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/
Conventions
Writing Applications
The following questions are not based on a passage. Read and answer each question.

1. Read this sentence.
   Regina angrily walked out of the old and decrepit room and stormed loudly down the hallway.
   Which words from this sentence are adjectives?
   A. angrily, loudly
   B. walked, stormed
   C. room, hallway
   D. old, decrepit

2. Read this paragraph.
   I have always wanted to become a ballerina. The frothy tulle and the smoothness of a ballet slipper’s satin send a secret pleasant thrill up my spine. When I was five years old, I sat in front of the television, entranced by the graceful figures of ballerinas dancing in Swan Lake.

   This excerpt most likely comes from an autobiography because it
   A. has a simple plot with few characters.
   B. is about a person’s life written in the first-person point of view.
   C. contains highly unusual characters and settings.
   D. is about another person’s life written in the third-person point of view.
3 Read this sentence.

The princess had hidden herself inside an antique jar.

What part of speech is the underlined word in the sentence?
A verb
B adverb
C adjective
D conjunction

4 Read this paragraph.

Charging Your Arden C341 Cell Phone

Thank you for buying the new Arden C341 cell phone. The battery that comes with this unit is not fully charged. Attach the charger to the Arden C341 cell phone mini-USB port and then plug the charger into an electrical outlet. A battery sign will light up in your cell phone. After the battery is fully charged, the battery sign will flash a green light. Next, turn on your cell phone by pressing the Power/End key for a few seconds. The display screen will turn on. You are now ready to use your Arden C341 cell phone. Enjoy!

According to this passage, the battery sign will flash a green light after
A you press the Power/End key for a few seconds.
B you attach the charger to the mini-USB port.
C the battery is completely charged.
D the charger is plugged into an electrical outlet.
Passage A

Birdfoot’s Grampa

By Joseph Bruchac

The old man
must have stopped our car
two dozen times to climb out
and gather into his hands
the small toads blinded
by our lights and leaping,
live drops of rain.

The rain was falling,
a mist about his white hair
and I kept saying
you can’t save them all,
accept it, get back in
we’ve got places to go.

But, leathery hands full
of wet brown life,
knee deep in the summer
roadside grass,
he just smiled and said
they have places to go to
too.
Passage B

**Bums in the Attic**  
*By Sandra Cisneros*

1. I want a house on a hill like the ones with the gardens where Papa works. We go on Sundays, Papa’s day off. I used to go. I don’t anymore. You don’t like to go out with us, Papa says. Getting too old? Getting too stuck-up, says Nenny. I don’t tell them I am ashamed—all of us staring out the window like the hungry. I am tired of looking at what we can’t have. When we win the lottery . . . Mama begins, and then I stop listening.

2. People who live on hills sleep so close to the stars they forget those of us who live too much on earth. They don’t look down at all except to be content to live on hills. They have nothing to do with last week’s garbage or fear of rats. Night comes. Nothing wakes them but the wind.

3. One day, I’ll own my own house, but I won’t forget who I am or where I came from. Passing bums will ask, Can I come in? I’ll offer them the attic, ask them to stay, because I know how it is to be without a house.

4. Some days after dinner, guests and I will sit in front of a fire. Floorboards will squeak upstairs. The attic grumble.

5. Rats? they’ll ask.

6. Bums, I’ll say, and I’ll be happy.
5  Themes in both selections deal with
A  caring for animals.
B  showing compassion.
C  feeling hopeless.
D  respecting nature.

6  Read these lines from Passage A.

The old man / must have stopped our car

The underlined word represents which grammatical part of the sentence?
A  subject
B  simple predicate
C  direct object
D  indirect object

7  Which excerpt from Passage B is an example of a simile?
A  staring out the window like the hungry.
B  guests and I will sit in front of a fire.
C  Nothing wakes them but the wind.
D  I don’t tell them I am ashamed

8  Read these lines from Passage A.

and I kept saying / you can’t save them all, / accept it, get back in / we’ve got places to go.

This excerpt implies that the grandson
A  loves to go places.
B  likes repeating his sentences.
C  is sorry that they could not save all the toads.
D  does not care about toads as much as the old man does.
From what point of view is Passage B narrated?
A  first person, Papa
B  first person, young person
C  third person, omniscient
D  third person, Mama
For IMMEDIATE RELEASE

Atlantic salmon are about to face extinction in the Maine River. The officials at the U.S. Fish and Wildlife Service have announced that they are listing the species as endangered under the Endangered Species Act. This means that it is now illegal to fish for salmon in the rivers of Maine. The law, however, cannot protect the fish from certain dangers, including diseases, which could further lessen their numbers.

Concerned people in the area say that the local fishermen have been regularly using illegal fishing methods since 1980. However, despite many complaints, no individuals have been put on trial. Fishing businesses are also at fault. Recently, a local nature group named Blue Water has filed several cases against the fishing businesses of Baylight Inc. and Townsend Fisheries. The company heads did not give any comment about the issue.

The head of Blue Water, Jane Tyler, had this to say: “We are not against these companies. We are against their denying that they are at fault. These companies have been ruining the waters of Maine for more than two decades. It is a pity this issue has only been dealt with now.” Tyler also extended an invitation to volunteers from Maine to help in weekend cleanup drives along the Maine River.
Document B

SAVE THE ATLANTIC SALMON!
Be a MAINE RIVER VOLUNTEER!

Blue Water, a nature advocacy group, needs your help in cleaning up the coastlines of the Maine River. We need people who are determined to save the Atlantic salmon from extinction and are willing to dedicate part of their weekends to join us.

If you want to save the Atlantic salmon, please fill out the form below.

Mail to:

Jane Tyler
29 Meadowbrook Lane
Kennebunk, Maine 34556

YES! I want to save the Atlantic salmon and become a Maine River volunteer.

Name __________________________________________________________
Address _________________________________________________________
City ______________ State _________________ ZIP____________________
Phone __________________________________________________________
E-mail Address: _________________________________________________

I will clean up the Maine River on:
• Saturday, ______________
• Sunday, ______________

________________________________________
Signature
The main purpose of Document A is to
A describe a place.
B defend a position.
C compare two opinions.
D make an announcement.

Read this sentence from Document A.

Atlantic salmon are about to face extinction in the Maine River.

Which of the following words from this sentence is a proper noun?
A Maine River
B Atlantic
C extinction
D salmon

There is enough information in Document A to show that the author believes that the
A local officials of Maine are to blame for the near extinction of Atlantic salmon.
B pollution in the Maine River is the cause of the near extinction of the Atlantic salmon.
C fishing corporations Baylight and Townsend are the sole cause of the Atlantic salmon’s near extinction.
D nature group Blue Water is helping save the Atlantic salmon from near extinction.

In Document A, the author’s attitude toward the Atlantic salmon is best described as
A awed
B enraged.
C concerned.
D annoyed.
14 Which statement in Document A should be supported with facts and details?

A. The officials at the U.S. Fish and Wildlife Service have announced that they are listing the species as endangered under the Endangered Species Act.

B. However, despite many complaints, no individuals have been put on trial. Fishing businesses are also at fault.

C. Recently, a local nature group named Blue Water has filed several cases against the fishing businesses of Baylight Inc. and Townsend Fisheries.

D. Tyler also extended an invitation to volunteers from Maine to help in weekend cleanup drives along the Maine River.

15 The primary intent of Document B is to

A. prove that the Atlantic salmon is facing extinction.

B. document the activities of Blue Water, a nature group.

C. collect signatures for a campaign against fishing corporations.

D. persuade readers to volunteer to clean up the Maine River.

16 Which information from Document A could most likely be included in Document B?

A. The head of Blue Water, Jane Tyler, had this to say: “We are not against these companies. We are against their denying that they are at fault.”

B. Concerned people in the area say that the local fishermen have been regularly using illegal fishing methods since 1980.

C. Recently, a local nature group named Blue Water has filed several cases against the fishing businesses of Baylight Inc. and Townsend Fisheries.

D. The officials at the U.S. Fish and Wildlife Service have announced that they are listing the species as endangered under the Endangered Species Act.
The following is an excerpt from a short story.

An Unlikely Friendship

“I’m sure you’ll all have a lot of fun while working on your oral reports!” Mr. Barg said brightly as we exited the classroom.

“Well, I guess some people will have fun,” I thought. But I was pretty sure I wouldn’t. First of all, my topic was “the history of dentistry.” Second of all, my partner was Lidia Elk, the most conceited girl I’d ever met. She never played soccer during recess with the rest of us, never came to any parties, and hardly ever spoke to anyone. We both did well in school, so I don’t know why she thought she was better than I was. She always looked like she thought she was too good for the rest of us. Now I had to work with her.

I called Lidia that weekend and invited her to come over to my house to work on the report. She just said, “Okay,” and nothing else. She didn’t seem too concerned about our report. I was a little bit nervous that I’d end up doing most of the work.

When Lidia got to my house on Monday, I was astonished by how much work she’d already done! She had note cards, copies of articles, and pictures of teeth.

“Wow! Where did you find all this?” I asked as I looked at the pictures.

“At the library,” she said.

“But you did it so fast,” I said. She really had. We’d only been assigned the project on Friday. She must have spent all weekend at the library. I’d gone over to Tracey’s house and spent the night on Saturday, then hung around all Sunday afternoon. “I feel bad,” I said meekly. “I haven’t even started researching yet.”

“It’s okay,” she said, barely looking at me.

I began looking through the materials. I suggested some possible ways to organize our report and make it interesting. Lidia just nodded the whole time, saying nothing.

“Do you have any ideas?” I asked.
“I found this . . .” Lidia began, but her voice trailed off.

“What?” I asked. It looked like she was trying to say something, but nothing was coming out.

“This b-b-b-book,” she finally said, after a minute.


Her face grew red with embarrassment, and she mumbled something about a book of old medical equipment that had some dental information in it. She said she’d get it tonight and make copies of the pictures for tomorrow. Then she said she had to go. She packed up quickly and left.

Was that why Lidia hardly spoke at all? I wondered. Because she stuttered? I wanted to ask her about it, but at school the next day, she avoided me until I cornered her to ask when she wanted to get together next. She agreed to meet at the library the following day.
17. A major theme in this part of the story is the importance of
   A. having fun while working on school projects.
   B. making friends with a lot of different people.
   C. getting to know people before judging them.
   D. renewing one’s library card every year.

18. Which is a not a characteristic of “An Unlikely Friendship”?
   A. It has a simple plot.
   B. It is divided into chapters.
   C. It contains few characters.
   D. It focuses on a major event.

19. What causes the narrator to rethink his or her view of Lidia?
   A. Lidia stutters while they are talking.
   B. Lidia researches the whole weekend.
   C. Lidia avoids the narrator all day.
   D. Lidia goes to the narrator’s house.

20. We can tell from events described in the story that Lidia most likely feels
   A. proud of her study habits.
   B. superior to the narrator.
   C. ashamed of her stutter.
   D. taken advantage of.
21 What is the purpose of this short story?

A to entertain readers with an interesting story
B to persuade readers to study harder for their classes
C to teach readers about stuttering and its effects
D to show readers that stuttering is very common
The following is a rough draft of a student’s essay. It contains errors.

Papayas: Delicious and Nutritious

1 What tropical fruit grows from a tiny seed to a twenty-foot tree in less than two years? If your answer is the papaya, you are correct! This fruit grows in tropical regions all around the world.

2 For centuries, medicines have been developed from the papaya’s seeds and leaves. Some people have a special name for the papaya tree. They call it “the medicinal tree.” Papain, an enzyme found in papaya leaves and in unripe papaya fruit, is also a good meat tenderizer. Chefs use papain to prepare beef, lamb, chicken, and other meat dishes.

3 Papaya is a nutritious fruit. One serving of papaya contains more than the FDA’s recommended daily allowance of vitamin C. Papaya is a good supply of dietary fiber. Fiber helps clean toxins from our bodies. Papaya is also a source of folate. All these nutrients from a single fruit are enough to convince people of its nutritional value. Folate is a B vitamin that helps our bodies form healthy red blood cells.

4 There are two varieties of papaya. The Solo papaya is the type most commonly found in grocery stores in the United States. It has a pear shape and is about six inches long. When ripe, a Solo papaya has green-yellow skin. The other variety of papaya, the Mexican papaya, can grow up to two feet. It can weigh over ten pounds, too. Mexican papayas usually have a green skin and salmon-colored fruit. But it is less sweet than the Solo papaya.

5 With its many uses and many nutritional benefits, the papaya is certainly one of the world’s most versatile and valuable fruits. Have a sweet and delicious papaya today!
22. What evidence might the author have included to support the claim that the papaya is considered by some cultures to have medicinal properties?
   A. example of ailments treated with papaya
   B. locations throughout the world where papain is used
   C. a general description of the papaya’s seed and leaves
   D. information about the climate in regions where papaya trees grow

23. The author could best strengthen the argument that papaya is “a nutritious fruit” by
   A. describing the properties of folate in more detail.
   B. comparing its nutritional value to that of several other fruits.
   C. pointing out that a mango does not contain as much vitamin C as a papaya.
   D. including comments from fruit lovers who agree that papayas are nutritious.

24. Which of the following sentences from paragraph 3 would make the most logical concluding sentence for that paragraph?
   A. One serving of papaya contains more than the FDA’s recommended daily allowance of vitamin C.
   B. Papaya is a good supply of dietary fiber.
   C. All these nutrients from a single fruit are enough to convince people of its nutritional value.
   D. Folate is a B vitamin that helps our bodies form healthy red blood cells.

25. This article would most likely be found in
   A. a health magazine.
   B. an FDA annual report.
   C. a travel brochure.
   D. a scientific journal.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   After years of working at her office, Aunt Tracy was put in charge of the whole company, and she says she enjoys calling the shots.

   In this sentence, what is the meaning of the underlined phrase?
   A) being the boss  
   B) coaching a team  
   C) earning a salary  
   D) providing medical care

2. Read this sentence.
   Juanita had planned to sing in the talent show but, when she saw how huge the audience was, she got cold feet and didn’t perform.

   In this sentence, what is the meaning of the underlined phrase?
   A) started over  
   B) lost courage  
   C) became sick  
   D) realized the truth

3. Which of the following synonyms for flowing best communicates the idea of flowing in a forceful but uneven way?
   A) leaking  
   B) running  
   C) spurting  
   D) streaming

4. Read this sentence.
   I had almost finished organizing all my note cards when the cat knocked them off the table, so it was back to square one.

   In this sentence, what is the meaning of the underlined phrase?
   A) time to give up  
   B) time to start over  
   C) time to change plans  
   D) time to be more careful

5. Read this sentence.
   Dad said we couldn’t afford a trip to the mountains and, when he found out how much a cabin would cost, he really dug his heels in.

   In this sentence, what is the meaning of the underlined phrase?
   A) made progress  
   B) lost his temper  
   C) changed his mind  
   D) stubbornly resisted

6. Which of the following descriptions contains an example of a metaphor?
   A) clouds that streaked the sky  
   B) the papers reached my chin  
   C) silent and deadly as a snake  
   D) down the sidewalk chugged the little steamboat we knew as Mr. Jackson
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

7. which **provoked** my laughter
   - A. caused
   - B. explained
   - C. quieted
   - D. strengthened

8. such **vile** behavior
   - A. polite
   - B. strange
   - C. formal
   - D. distasteful

9. rules that they **specified**
   - A. hated
   - B. made clear
   - C. disobeyed
   - D. wrote down

10. a **strange** aroma
    - A. taste
    - B. event
    - C. smell
    - D. feeling

11. **predominantly** wooded land
    - A. once
    - B. mainly
    - C. somewhat
    - D. beautifully

12. when they **merge**
    - A. collide
    - B. appear
    - C. compete
    - D. combine

13. our **obligation** to attend
    - A. duty
    - B. reason
    - C. invitation
    - D. unwillingness

**Academic Vocabulary**

14. **a crucial** safety device
    - A. simple
    - B. costly
    - C. useless
    - D. necessary

15. to **meet by coincidence**
    - A. plan
    - B. choice
    - C. chance
    - D. mistake

16. to **forfeit an opportunity**
    - A. hope for
    - B. deserve
    - C. give up
    - D. receive

17. **to clarify the matter**
    - A. argue
    - B. clear up
    - C. approve
    - D. look into

18. **a distinctive way of speaking**
    - A. special
    - B. normal
    - C. powerful
    - D. pleasant

19. **some variations among them**
    - A. problems
    - B. characteristics
    - C. differences
    - D. achievements

20. **part of her identity**
    - A. life style
    - B. ambition
    - C. confidence
    - D. individuality
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1 Read this sentence.
Dad is dissatisfied with me and says I behaved irresponsibly, but I think he's mistaken, and I disagree with him.

Which underlined word is spelled incorrectly?
A dissatisfied  C mistaken
B irresponsibly  D disagree

2 Read this sentence.
Some spelling seems irregular and even unnatural to me, so I learn whatever rules I can in order not to disgrace myself by misspelling ordinary words.

Which underlined word is spelled incorrectly?
A irregular  C disgrace
B unnatural  D misspelling

3 Read this sentence.
This is the nicest beach, with the purest sand and waves gently washing ashore under an intensely blue sky.

Which underlined word is spelled incorrectly?
A nicest  C gently
B purest  D intensely

4 Read this sentence.
Luckily for me, I could sit around idly, doing only what I chose for my own amusement and emptying my mind.

Which underlined word is spelled incorrectly?
A Luckily  C amusement
B idly  D emptying

5 Read this sentence.
No matter how carefully Luther worked on arranging his room, keeping it tidy was simply hopeless.

Which underlined word is spelled incorrectly?
A carefully  C simply
B arranging  D hopeless
6. Read this sentence.
At first, I thought Kevin was just annoying, but to my amazement, he turned out to be the funniest kid in the class and to have a plentiful supply of jokes.

Which underlined word is spelled incorrectly?
A annoying C funniest
B amazement D plentiful

7. Read this sentence.
We were busily carrying equipment onto the field when it started raining horribly, and we barely got back to the car before the lightning began.

Which underlined word is spelled incorrectly?
A busily C horribly
B carrying D barely

8. Read this sentence.
There is growing awareness of the need for taking sensible precautions and applying common sense to avoid destroying our environment.

Which underlined word is spelled incorrectly?
A awareness C applying
B sensible D destroying

9. Read this sentence.
At my new school, I was permitted to take the classes I preferred, and there were fewer occurrences of my getting in trouble for fidgetting.

Which underlined word is spelled incorrectly?
A permitted C occurrences
B preferred D fidgetting

10. Read this sentence.
Even though we're both dimwitted when it comes to machines, the new parts were labelled, and directions for installing them were clear, so I suggested we get started.

Which underlined word is spelled incorrectly?
A dimwitted C installing
B labelled D suggested
The following is a rough draft of a student’s report. It contains errors.

The Civil War Submarine

1 During the American Civil War, the Confederate Navy designed and built a submarine called *H. L. Hunley*. This little submarine had a brief and tragic history. During its maiden voyage, *H. L. Hunley* was swamped, and only the commander escaped. It sank again on a training mission. In its last dramatic trip, the submarine and its entire crew were lost in South Carolina’s Charleston Harbor.

2 *H. L. Hunley* was a small vessel. It held only a nine-man crew. As a result, conditions were cramped and otherwise uncomfortable in the craft. Nonetheless, nine men, well aware of the dangers they faced, climbed into the submarine on February 17, 1864. Union ships had been cutting off access to the docks of Charleston Harbor. *H. L. Hunley*’s mission was to help break that blockade.

3 With an explosive device, just outside the harbor, the Union ship *Housatonic* was rammed and blown up by *H. L. Hunley*. Minutes later, the submarine itself sank, taking all hands with it.

4 Historians were long eager to retrieve *H. L. Hunley*. However, all efforts to find it had failed. Then *H. L. Hunley* was raised from the ocean floor off the coast of South Carolina. Experts immediately began to examine the submarine to learn more about its last moments.

5 There is no doubt that the loss of *H. L. Hunley* forced the Confederates to abandon submarine warfare. Submarines were not used again in armed conflict until World War I broke out in 1914.
1. Read this sentence from paragraph 1 of the report.

In its last dramatic trip, the submarine and its entire crew were lost in South Carolina’s Charleston Harbor.

Which two words form the compound subject of this sentence?
A. dramatic trip  
B. submarine, crew  
C. trip, crew  
D. Charleston Harbor

2. Read this sentence from paragraph 2 of the report.

It held only a nine-man crew.

Which word is the direct object of this sentence?
A. It  
B. nine-man  
C. crew  
D. held

3. Read this sentence from paragraph 2 of the report.

As a result, conditions were cramped and otherwise uncomfortable in the craft.

What of the following are adjectives in this sentence?
A. As, result  
B. cramped, uncomfortable  
C. cramped, craft  
D. result, cramped, craft

4. Read this sentence from paragraph 3 of the report.

With an explosive device, just outside the harbor, the Union ship Housatonic was rammed and blown up by H. L. Hunley.

How should this sentence be rewritten so that the ideas are most clearly stated?
A. Just outside the harbor, H. L. Hunley rammed and blew up the Union ship Housatonic with an explosive device.  
B. H. L. Hunley rammed the Union ship Housatonic, and it blew up with an explosive device just outside the harbor.  
C. Rammed and blown up by an explosive device was the Union ship Housatonic by H. L. Hunley.  
D. H. L. Hunley rammed the Union ship Housatonic with an explosive device and blew up just outside the harbor.

5. What information should the writer include to make the organization of paragraph 4 more logical?
A. The author should tell how the H. L. Hunley got its name.  
B. The author should tell who the experts were who examined the ship.  
C. The author should tell when H. L. Hunley was finally discovered.  
D. The author should tell which historians had studied H. L. Hunley.
6 Which sentence from the report is a complex sentence?
A  It held only a nine-man crew.
B  During its maiden voyage, *H. L. Hunley* was swamped, and only the commander escaped.
C  This little submarine had a brief and tragic history.
D  Submarines were not used again in armed conflict until World War I broke out in 1914.

7 Read this sentence.

The submarine’s lighting was dim; the air temperature was often frigid.

This sentence would best support the main idea of which paragraph?
A  paragraph 1
B  paragraph 2
C  paragraph 4
D  paragraph 5

8 Before writing the student organized his paper by using an outline.

I. Introduction
   A. Tragic history
II. *H. L. Hunley*
   A. Conditions on board
   B.

What subject belongs under II. B.?
A  Submarine warfare
B  Tragedy strikes
C  Submarine’s mission
D  *Housatonic*

9 Which sentence would best be added to the end of paragraph 5?
A  They have remained important vessels ever since.
B  In that war the German U-boat became an important part of naval combat.
C  The Northern Navy never developed a submarine for use in combat.
D  By then the airplane became another important weapon for the military.

10 How should the following Works Cited list be revised?

Works Cited

A  Put the book title *The Civil War at Sea* in quotation marks.
B  Include page references for *The Civil War at Sea*.
C  Identify the publisher of the periodical *This Month in History*.
D  Specify a date for the issue of *This Month in History* that was used.
Food for Thought

(1) “You’re a vegetarian? (2) How come?”

(3) Anyone who has given up eating meat will recognize that question.
(4) Most vegetarians don’t bother replying. (5) Sometimes they simply say,
“Because I don’t want to eat meat.” (6) The person who asked the question
probably isn’t interested in an answer anyway. (7) But there is a good answer,
and it’s worth repeating.

(8) First of all, meat doesn’t come from Grandma’s farm anymore. (9) All
those picture books of sheep and pigs and cows in green fields just aren’t true.
(10) Most farm animals are kept indoors. (11) They get very little exercise, and
they eat food that isn’t good for them. (12) If they were people, they would be
in jail (Semple).

(13) Secondly, all that corn a farm animal eats grows on good farmland.
(14) People could be eating the corn, or the land could be used for growing
vegetables and fruit. (15) Raising animals for meat is simply a waste of space
(Billings).

(16) And what about human health? (17) Doctors are always advising
people to eat less meat. (18) Eating too much meat can cause obesity and may
lead to cancer and heart attacks. (19) And meat that isn’t carefully prepared or
stored can poison you.

(20) Next time someone asks why you’re a vegetarian, try this reply: “Why
would anyone eat meat?”

Works Cited

<http://www.veggiesforall/factoryfarms.org>

11 Before composing her rough draft, the student sketched out her editorial with these notes.

Reasons for being a vegetarian:
1. Farm animals aren't treated well.
3. Poor countries suffer.
4. A lot of meat isn't good for us.

Which idea did she later decide to drop?
A 1
B 2
C 3
D 4

12 Read these sentences.

(9) All those picture books of sheep and pigs and cows in green fields just aren’t true.

What are the prepositions in this sentence?
A of, and, in, just
B of, in, just
C those, of, in
D of, in

13 The underlined words in sentence 11 represent which grammatical parts of the sentence?
A direct objects
B compound subjects
C simple predicates
D indirect objects

14 Read this sentence.

(17) Doctors are always advising people to eat less meat.

What part of speech is the underlined word in the sentence?
A adjective
B adverb
C helping verb
D conjunction

15 Read this sentence.

(18) Eating too much meat can cause obesity and may lead to cancer and heart attacks.

What is the simple subject of this sentence?
A Eating
B meat
C obesity
D cancer and heart attacks

16 Read this sentence.

(19) And meat that isn’t carefully prepared or stored can poison you.

What is the complete subject of this sentence?
A And meat
B meat can poison you
C meat that isn’t carefully prepared or stored
D meat that isn’t
17. Read this sentence.

The human body was not designed for hamburgers and hot dogs.

Where would be the logical place to put this sentence?
A. after sentence 4  
B. after sentence 8  
C. after sentence 14  
D. after sentence 17

18. Which sentence from the editorial is a simple sentence?
A. But there is a good answer, and it’s worth repeating.
B. All those picture books of sheep and pigs and cows in green fields just aren’t true.
C. If they were people, they would be in jail.
D. And meat that isn’t carefully prepared or stored can poison you.

19. Which example does the writer include to support the idea that meat is bad for human health?
A. Eating a lot of meat can cause obesity and may lead to cancer and heart attacks.
B. Meat doesn’t taste good.
C. Farm animals get little exercise.
D. Meat is over processed.

20. How should the editorial’s Works Cited list be revised?
A. The periodical should include a web address.
B. The entries should be arranged alphabetically by author’s last name.
C. The Web site address should be underlined.
D. The print and Internet sources should have separate lists.
Persuasive Letter

Writing Task

Directions:

☐ In this writing test, you will write a persuasive letter in response to the writing prompt on this page.
☐ You will have time to plan, write, and proofread.
☐ Only what you write on the lined pages in this booklet will be scored.
☐ You may use only a No. 2 pencil to write your response.

Scoring:

Your score will be based on how well you

☐ state your position on the topic;
☐ describe the points in support of your position, including examples and other evidence;
☐ anticipate and address readers’ concerns and arguments against your position; and
☐ use correct grammar, spelling, punctuation, and capitalization.

You may include a salutation and closing, but the format of the letter will not count as part of your score.

Writing a Persuasive Letter

Your school is considering introducing a dress code that requires girls to wear dresses and boys to wear dress pants. Think about how this dress code would affect you and your classmates. Now write a letter to the school board expressing your position either for or against the proposed dress code.

Remember that your writing will be scored on how well you

☐ state your position on the topic;
☐ describe the points in support of your position, including examples and other evidence;
☐ anticipate and address readers’ concerns and arguments against your position; and
☐ use correct grammar, spelling, punctuation, and capitalization.
Unit 5 Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/
Conventions
Writing Applications
The following is a rough draft of a student’s report. It contains errors.

My Favorite People

Many of my friends do not get along with their parents. I do not know if it comes from being a teenager going through crazy experiences or from the fact that parents have forgotten what it was like to be teenagers themselves. All I know is that I, despite belonging to a different generation, am fortunate to have a healthy relationship with my parents.

I think my mom and dad are the coolest people on earth. By **cool**, I do not mean that they belong to a rock band and party all night long. By **cool**, I do not mean that their getup looks similar to my wardrobe. By **cool**, I do not mean that they share my taste in movies, books, or music. My dad still does his embarrassing funky dance and keeps confusing the names of famous actors. My mom can be quite clumsy, and she cries easily over TV dramas I do not get the point of.

__________, I find Mom and Dad cool because they are individuals who have mastered the art of respect. They respect my opinion, my taste, my personality, and my space. They have never imposed their ambitions on me, but have always encouraged me to be the best that I can be. They have never told me that I should be this or that. They just always remind me to be kind and considerate to other people, and to learn how to discern right from wrong.

How do you know right from wrong, a person might ask. Well, I am not perfect. But there are many times when I believe I have made the right choices simply because I was following my parents’ example. They are not perfect either, and they committed their own mistakes in the past. But this did not stop them from changing for the better.

Some experiences of mine are similar to what they went through when they were younger. However, there are also many situations I find myself in that they are not familiar with. Yet, somehow, Mom and Dad always find a way to help me. It could be a piece of advice, a hug, pat on the back, a warm and delicious dinner, or the space they give me when all I want to do is lock myself in my room.
Do not get me wrong. I get scolded too on occasion. There are also times when I have had a misunderstanding with Mom or an argument with Dad. We are ordinary people, after all. But what is important is that we always get back on track.

I am fifteen, a regular teenage guy with interests similar to those of my peers. But I go to the mall with my mom and dad when we find the time. I gladly come home to Mom’s minestrone soup and Dad’s “game night,” as he would call the evenings when he watches basketball. I do not despise having to spend time with people who are more than two decades older than me.

Overall, I am very fortunate. My parents may not be perfect, but neither am I. My parents may not understand me all the time, and vice-versa. Nonetheless, we have learned how to love each other for who we are.

My mom and dad are my role models. My greatest dream is to have the same kind of healthy relationship with my kids in the future.

The student wrote that his mom and dad “have mastered the art of respect.” He supports this idea by

A sharing his mom’s lecture on respect.
B talking about his friends and the relationships they have with their parents.
C mentioning that his mom and dad give him space when he needs it.
D recounting an argument he had with his dad one time.

The author wants to inspire the reader to think about which question?
A How should kids argue with their parents?
B What kind of child should parents try to raise?
C When should parents give advice to their children?
D How can parents and kids maintain a good relationship?
3. Read this sentence from paragraph 1 of the draft.

All I know is that I, despite belonging to a different generation, am fortunate to have a healthy relationship with my parents.

Which is the best revision of the sentence?
A. My parents and I belong to a different generation, which means we are fortunate for having a healthy relationship.
B. All I know is that I have a healthy and fortunate relationship with my parents despite belonging to a different generation.
C. All I know is that I am fortunate to have a healthy relationship with my parents, despite belonging to a different generation.
D. I am fortunate for having a healthy relationship with my parents despite belonging to separate generations. That is what I know.

4. The author’s purpose for writing this essay is to
A. define favorite people.
B. describe two of his favorite people.
C. tell a story about his parents.
D. argue that teenagers should respect their parents.

5. Which transitional word should be placed at the beginning of paragraph 3 to connect it with paragraph 2?
A. Similarly
B. Moreover
C. Nevertheless
D. Unfortunately

6. Read this sentence.

How do you know right from wrong, a person might ask.

What is the correct way to write this sentence?
A. “How do you know right from wrong,” a person might ask.
B. “How do you know right from wrong? a person might ask.”
C. “How do you know right from wrong, a person might ask.”
D. “How do you know right from wrong?” a person might ask.
The following items are not based on a passage. Read and answer each question.

7 Which sentence contains an example of an idiom?
A We had pancakes for breakfast.
B The roller-coaster ride was very scary!
C The celebrities arrived at the awards show.
D I had butterflies in my stomach before my recital.

8 Read this sentence.
The band played all night at Gwen’s wedding.
Which part of this sentence is a collective noun?
A band
B night
C Gwen’s
D played

9 Read the following sentence.
Gina was planning to go away for a while, so she asked her boss if she could get some time off work.
How should this sentence be rewritten so that the ideas are most precisely stated?
A Gina asked her boss if she could get some time off so she could go on a trip.
B In order to go on her vacation to Italy, Gina asked her supervisor for a week’s leave of absence.
C Gina wanted to take a few days off work to go on vacation, so she asked her supervisor if it was okay.
D Since she wanted to go away, Gina decided to request some time off from her boss.

10 Read this sentence.
“Bridget, this is the perfect dress for you!” Nina shouted.
What is the correct punctuation for the underlined part of the sentence?
A for you! Nina shouted.
B for you” Nina shouted.
C for you!” Nina shouted.
To Whom It May Concern

1  Don’t ask me why I did it this way, but when I first wrote in a diary, I didn’t write “Dear Diary.” Instead, I wrote “To Whom It May Concern:”

2  I don’t know whom I thought it might concern, either. It just sounded so official at that time; now, it sounds kind of silly. I know that people use it when writing formal letters intended for anyone the message might be important to. So I guess it was okay because I really did not know exactly whom it was for.

3  It was the year when Mom and I first moved here. I bought a blue leather-bound diary on the day before we left. My plan was to record everything that happened during my first year in the new school, and I kept it up all year long. You can imagine what a thrill it was when I found the little book again the other day! I could hardly wait to start reading. What secrets had I written there? What memorable experiences would I be reminded of again? Would I laugh in remembrance of some stories? Or cringe, maybe.

4  When I started reading the entries, I found that most of my notes were about school or our house—not very exciting stuff. Dullsville, in fact. But each page began with the words “To Whom It May Concern:” and included a couple of notes about what happened that day. I wrote about the most difficult assignments my science teacher gave and about the time when I slipped on the school steps because it had been raining. There was also an entry when I was called by our math teacher to solve a problem on the board. Let’s just say I did more head-scratching than problem-solving. I also had a few entries on the neighbor’s grumpy cat that always had a scowl on its face whenever it looked my way. I also recorded each poster I placed on my wall and why I thought it deserved a spot in my room. Some were pictures of celebrities, while others were nice pictures that I came across in books that I bought. Each day, though uneventful, was faithfully recorded.

5  As I read, I realized I had learned a little more each week. My notes gained confidence. I became less fearful about the new place and our new lives. As I read, I began to remember how sad I had been all that year, how afraid I was that I would never make new friends. It was hard not to be accepted right away. Some pages were wrinkled because of tears that fell when I wrote those really
sad entries. It had been a hard year for Mom and me. My notes on my birthday didn’t mention any presents. It almost made me cry to read it again.

Then, on the last page, I found a surprise that just made me glow inside. I had written my usual salutation at the top, but for some reason I had never written anything on that day. It was probably the time when I was embarrassed by some kids at school when they played a practical joke on me. But even if I did not write anything on that page, Mom had filled it in. She wrote, “It will always concern me!” Then she wrote, “Love, Mom.”

I set my little diary down with a smile and left the room. Mom always had a way of making me feel better.

11 The passage is clearly a narrative because of its
A meter and rhyme.
B powerful arguments.
C account of someone’s experiences.
D convincing customer testimonial.

12 How did writing in a diary help the narrator?
A She appreciated her mom more.
B She received a lot of birthday presents.
C She made more friends at her new school.
D She became less afraid of her new home.

13 We can tell from events described in the story that the narrator
A is popular.
B is a foreigner.
C has a challenging life.
D has brothers and sisters.

14 Which words from the passage show that it is written in the first person?
A I, my
B and, but
C Mom, Diary
D secrets, experiences
Read this excerpt from the story.

She wrote, “It will always concern me!” Then she wrote, “Love, Mom.”

This excerpt shows that the narrator’s mom
A loves to write in her daughter’s diary.
B is excited about something.
C is worried about something.
D cares about what her daughter is going through.

The narrator reveals that she was having a hard time with her studies by stating that she
A moved to a new school.
B had difficulty solving math problems.
C made new friends who did not want to study.
D was embarrassed by a practical joke.
Read this excerpt from the poem “Mother’s Love” by Thomas Burbidge.

A little in the doorway sitting,
The mother plied her busy knitting,
And her cheek so softly smil’d,
You might be sure, although her gaze
Was on the meshes of the lace,
Yet her thoughts were with her child.
But when the boy had heard her voice,
As o’er her work she did rejoice,
His became silent altogether,
And slily creeping by the wall,
He seiz’d a single plume, let fall
By some wild bird of longest feather;
And all a-tremble with his freak,
He touch’d her lightly on the cheek.
Oh, what a loveliness her eyes
Gather in that one moment’s space,
While peeping round the post she spies
Her darling’s laughing face!
Oh, mother’s love is glorifying,
On the cheek like sunset lying;
In the eyes a moisten’d light,
Softer than the moon at night!

A theme of both “To Whom It May Concern” and “Mother’s Love” is the relationship between

A  old and young people.
B  one’s outer and inner selves.
C  parents and their children.
D  teachers and students.
Country Road
By Marie Louise Hersey

I can’t forget a gaunt grey barn
Like a face without an eye
That kept recurring by field and tarn
Under a Cape Cod sky.

I can’t forget a woman’s hand,
Roughened and scarred by toil
That beckoned clear-eyed children tanned
By sun and wind and soil.

Beauty and hardship, bent and bound
Under the selfsame yoke;
Babies with bare knees plump and round
And stooping women folk.
18. The theme of this poem deals with the
A. insensitivity of people toward nature.
B. beauty found in ordinary situations.
C. virtue of being patient.
D. growth of children into adulthood.

19. In the first line of the poem, what part of the sentence is barn?
A. direct object
B. subject
C. indirect object
D. verb

20. Which line from the poem is an example of a simile?
A. Like a face without an eye
B. I can’t forget a woman’s hand,
C. By sun and wind and soil.
D. Babies with bare knees plump and round
Winning the Battle

1 When Helen Keller first applied to Radcliffe College, she was rejected. The dean of the school did not believe that she would be able to keep up with the other students. But Helen Keller would not take “no” for an answer. She wrote the dean a letter. “Dear sir,” she wrote, “a true soldier does not acknowledge defeat before the battle.” When Keller was finally accepted at Radcliffe, she proved everyone wrong. She graduated cum laude, which is a high honor. She also mastered several languages, including Latin and Greek. She was an accomplished horse rider, and she enjoyed swimming, sailing, and flying. These would be extraordinary accomplishments for anyone. However, they were especially extraordinary for Helen Keller. She had to conquer the challenges of blindness and deafness as well.

2 Helen Keller was not born blind and deaf. She lost her sight and hearing when she was a year and a half old, after a bout with scarlet fever. If she had lived today, doctors would probably have been able to prevent her loss of sight and hearing. Unfortunately, when Keller was born in 1880, medicine was less developed than it is today. Keller’s early years were not promising. Her parents had no idea how to enter their daughter’s dark and silent world. She became a wild and unruly child.

3 Luckily, Mr. and Mrs. Keller were wise and determined people. They hired a specially trained teacher, Anne Sullivan, to live with the family and to educate their daughter. It was with the help of Anne Sullivan that Helen Keller first discovered the key to communicating and traded a solitary existence for a world of new experiences.
21. This article would most likely be found in a
   A. front page of a newspaper.
   B. book on famous achievers.
   C. Radcliffe College yearbook.
   D. professional journal for eye doctors.

22. The author’s purpose for writing this article is to
   A. inspire readers with Helen Keller’s story.
   B. advertise Anne Sullivan as an excellent teacher.
   C. persuade readers to be as wise and determined as the Kellers.
   D. criticize Radcliffe College for turning Helen Keller down at first.

23. The author wants to encourage the reader to think about which question?
   A. What are the causes of scarlet fever?
   B. How can one overcome life’s obstacles?
   C. How can one get accepted at Radcliffe College?
   D. What are the greatest achievements of Helen Keller?

24. Read this sentence from the passage.
   These would be extraordinary accomplishments for anyone. However, they were especially extraordinary for Helen Keller.

   What part of speech is the underlined word in the sentence?
   A. noun
   B. verb
   C. adverb
   D. adjective
25 Which excerpt from paragraph 1 is an example of an analogy?

A She lost her sight and hearing when she was a year and a half old, . . .

B When Keller was finally accepted at Radcliffe, she proved everyone wrong.

C But Helen Keller would not take “no” for an answer.

D “. . . a true soldier does not acknowledge defeat before the battle.”
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   
   After doing their homework in the kitchen, the children left the table covered with a litter of note cards, pens, scratch paper, and books.

   Which meaning of litter, from the dictionary, is used in this sentence?
   A. scattered trash or garbage
   B. a messy collection of objects
   C. material used as bedding for animals
   D. a cot for carrying a sick person

2. Read this sentence.

   In the final fifty meters of the race, Rachel gathered her remaining strength in order to forge into the lead.

   Which meaning of forge, from the dictionary, is used in this sentence?
   A. to create or form through effort
   B. to imitate falsely
   C. to move forward slowly
   D. to move with sudden speed

3. Which of the following pairs of words are synonyms?
   A. natural, common
   B. generous, general
   C. forsaken, abandoned
   D. permanent, stubborn

4. Read this sentence.

   Meili liked creating chalk drawings and painting with watercolors, but she really wanted to learn to work in the medium of oil paints.

   Which meaning of medium, from the dictionary, is used in this sentence?
   A. something in a middle position
   B. a means of mass communication
   C. a particular kind of artistic technique
   D. an environment in which something functions or does well

5. Which of the following pairs of words are antonyms?
   A. partial, complete
   B. probable, certain
   C. ordinary, popular
   D. mischievous, playful

6. Read this sentence.

   Boiling the broth allows water to evaporate, which will concentrate the flavor of the soup.

   Which meaning of concentrate, from the dictionary, is used in this sentence?
   A. to make shorter
   B. to focus attention
   C. to gather or collect
   D. to make stronger or purer
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

Selection Vocabulary

7 a clever deception
A plan
B trick
C action
D solution

8 to replenish our supplies
A reduce
B save
C restock
D organize

9 painstaking labor
A well paid
B necessary
C very careful
D exhausting

10 such grievous results
A rapid
B terrible
C expected
D surprising

11 in this arid area
A huge
B ugly
C lonely
D waterless

12 a feeling of melancholy
A sadness
B jealousy
C regret
D laziness

13 such balmy weather
A stormy
B cloudy
C mild
D changeable

14 his ecstatic response
A loud
B joyful
C sudden
D furious

15 problems that seemed infinite
A small
B serious
C clear
D endless

16 as they bartered with us
A fought
B worked
C swapped
D communicated
Academic Vocabulary

17 what they anticipate
A avoid
B expect
C dread
D want

18 some significant changes
A overdue
B harmful
C pointless
D important

19 a few restrictions
A limits
B results
C responses
D pieces

20 efforts that show economy
A hard work
B intelligence
C lack of waste
D determination
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1 Read this sentence.
My mom is a bookeeper who oversees the work of other people, and she tries not to overreact when mistakes are made or act like a know-it-all.

Which underlined word is spelled incorrectly?
A bookeeper C overreact
B oversees D know-it-all

2 Read this sentence.
The weather-beaten old storehouse was filled with cardbored boxes full of underwear.

Which underlined word is spelled incorrectly?
A weather-beaten C cardbored
B storehouse D underwear

3 Read this sentence.
The counselor at the school I visitted said I had been accepted and would be credited with having finished summer school.

Which underlined word is spelled incorrectly?
A counselor C accepted
B visitted D credited

4 Read this sentence.
Uncle Jon regreted how limited his time with us was because, as he said, the depth of his affection for us is bottomless.

Which underlined word is spelled incorrectly?
A regreted C affection
B limited D bottomless

5 Read this sentence.
It’s unnecessary to throw away the lumpy and mishapen cookies because I find all cookies irresistible and they will quickly disappear!

Which underlined word is spelled incorrectly?
A unnecessary C irresistible
B mishapen D disappear

6 Read this sentence.
It was a relief to finally retrieve the fright that had been briefly lost.

Which underlined word is spelled incorrectly?
A relief C fright
B retrieve D briefly
7. Read this sentence.

No motorist can afford to start forgetting that driving can be dangerous and that there’s a connection between speed and accidents.

Which underlined word is spelled incorrectly?

A. motorist  C. dangerous
B. forgetting  D. connection

8. Read this sentence.

After emptying out the house, its roominess made Andy feel lonely, so he sent out invitations to a “Moving Away” party.

Which underlined word is spelled incorrectly?

A. emptying  C. lonely
B. roominess  D. invitations

9. Read this sentence.

Sandy was surprised by the realization that her little sister looked up to her.

What is the correct way to spell the underlined word?

A. realuzation  C. realezation
B. realazation  D. Leave as is.

10. Read this sentence.

I think that adding pickles to tuna salad is a strange combination.

What is the correct way to spell the underlined word?

A. combination  C. combanation
B. combenation  D. Leave as is.
The following is a rough draft of a student’s report. It contains errors.

Frederick Douglass

1  Frederick Douglass was born Frederick Augustus Washington Bailey on February 7, 1817. His parents were slaves, and Frederick was separated from his mother at an early age. He was raised by his grandmother on a plantation in Maryland. At age six, Frederick was sent to a new owner in Baltimore. Bravely defying state law, young Frederick was taught how to read by Sophie Auld, the wife of his new owner.

2  Following the death of Auld in 1833, Frederick returned to the Maryland plantation. Five years later, Frederick escaped from slavery and began life as a freedman in the North. There he met William Lloyd Garrison, famous for his opposition to slavery.

3  Garrison encouraged Douglass to become a lecturer for the American Anti-Slavery Society. Douglass took the position and began making a series of powerful speeches against slavery throughout the East. In 1845, Douglass published his autobiography, The Narrative of the Life of Frederick Douglass.

4  , Douglass realized that he was in danger of being discovered by his former owner because he had revealed his name in the book. Douglass fled to Britain, where he continued to lecture about slavery. When he returned to the United States, he started his own newspaper, the North Star. The North Star brought information about the antislavery movement to thousands of new people and won the movement many new supporters.

5  With the beginning of the Civil War, Douglass fought to get President Abraham Lincoln to allow black soldiers into the Union Army. After the war, Douglass continued to make eloquent speeches about civil rights and voting rights for women. He died in Washington, D.C., on February 29, 1895.
1. Read this sentence from paragraph 1 of the report.

He was raised by his grandmother on a plantation in Maryland.

How many prepositional phrases are in this sentence?
A. one
B. two
C. three
D. four

2. Read this sentence from paragraph 1 of the report.

Bravely defying state law, young Frederick was taught how to read by Sophie Auld, the wife of his new owner.

Which is the best revision of this sentence?
A. Defied by state law, the wife of his new owner, Sophie Auld, bravely taught young Frederick how to read.
B. Sophie Auld, the wife of his new owner, bravely defied state law and taught young Frederick how to read.
C. Teaching young Frederick how to read in defiance of state law, Sophie Auld, the brave wife of his new owner.
D. In defiance of state law, Frederick taught Sophie Auld, the wife of his new owner, how to read.

3. Read this sentence from paragraph 2 of the report.

Following the death of Auld in 1833, Frederick returned to the Maryland plantation.

What part of speech is the underlined word, as it is used in the sentence?
A. adjective
B. noun
C. adverb
D. preposition

4. Read this sentence from paragraph 2 of the report.

Five years later, Frederick escaped from slavery and began life as a freedman in the North.

What type of sentence is this?
A. simple
B. compound
C. complex
D. compound-complex

5. Which opening phrase would provide an effective transition between paragraphs 3 and 4?
A. Since slavery was still legal
B. Fearful of returning to Baltimore
C. Following the publication of his autobiography
D. A brilliant speaker and writer
6 What sentence part is the underlined passage in paragraph 4?
   A complete predicate
   B complete subject
   C main, or independent, clause
   D dependent clause

7 Read this sentence from paragraph 5 of the report.
   With the beginning of the Civil War, Douglass fought to get President Abraham Lincoln to allow black soldiers into the Union Army.
   What is the simple predicate of this sentence?
   A beginning
   B fought
   C get
   D allow

8 Which would be the most likely topic to research after reading paragraph 5?
   A Did black soldiers ever serve in the Union Army?
   B What were the long-term effects of the Civil War?
   C Could President Lincoln’s assassination have been prevented?
   D How long was President Lincoln’s term in office?

9 Read this sentence.
   Douglass personally persuaded the president to make the abolition of slavery one of the major points of the Civil War.
   In which paragraph would the writer most likely include this information?
   A paragraph 2
   B paragraph 3
   C paragraph 4
   D paragraph 5

10 In his report, the writer listed the following reference.
    What additional information should he have included?
    A the book’s Web site address
    B the city where the book’s publisher is based
    C the book pages he referred to
    D the book’s publication date
The following is a rough draft of a student’s journal. It contains errors.

My Journal

Sunday, January 5

(1) Nicaragua is amazing! (2) On the drive from the airport, we saw everything from horse-drawn carts to fancy Jeeps. (3) The country is gorgeous. (4) Tomorrow we’re going to the market. (5) We will buy food for our host families in the village—beans, rice, sugar, oil, coffee, and onions. (6) I’m excited and scared.

Tuesday, January 7

(7) When we arrived in the village of Somotillo, a large group was there to welcome us. (8) After singing to us, they introduced us to our host families. (9) I have a host mother named Consuelo and a host brother named Ricardo, who was happy to discover that I wanted to play catch with him. (10) He thought that only boys would do that. (11) His father is working in Honduras. (12) There are three rooms in the house—a front room with four chairs, a small bedroom with one mattress where the family sleeps, and a kitchen. (13) The kitchen stove is really just a clay cube with one side missing (where you put the firewood) and a hole on the top to put a pan over. (14) The house has one light bulb. (15) You have to unscrew the bulb to turn it off because there’s no switch. (16) I will sleep on a hammock hung up in the front room. (17) I will definitely lead a simple life this next week!

Friday, January 10

(18) This morning I taught Ricardo and his friends to play “Monkey in the Middle.” (20) I had to show more than tell, so it was pretty funny. (21) Then we met with three teachers who told us about education in the countryside. (22) Teachers there are paid very little, and there are very few of them. (23) The schools seldom have more than a roof and a dirt floor. (24) Students have to carry chairs to school if they want something to sit on. (25) There are few books and almost no supplies—no globes, maps, or blackboards. (26) How do they teach?

Wednesday, January 15

(27) I had a farewell breakfast with my family. (28) ____, we met with people from the village. (29) We told them what we had learned about their country and how we had come to feel about it. (30) Because my Spanish is so poor, I read from a book to express my feelings. (31) This is a translation of what I read: “Ay Nicaragua, your struggles break my heart, but your courage and your humanity make me want never to leave you.”
11 Read this sentence.

(5) We will buy food for our host families in the village—beans, rice, sugar, oil, coffee, and onions.

What is the direct object of this sentence?
A food  
B families  
C village  
D beans, rice, sugar, oil, coffee, and onions

12 Read this sentence.

(8) After singing to us, they introduced us to our host families.

What is the simple subject of this sentence?
A singing  
B us  
C families  
D they

13 Which word best replaces the underlined word in sentence 9 to make the meaning more precise?
A thrilled  
B content  
C fortunate  
D glad

14 Which sentence from the journal is a compound sentence?
A Because my Spanish is so poor, I read from a book to express my feelings.  
B On the drive from the airport, we saw everything from horse-drawn carts to fancy Jeeps.  
C I had to show more than tell, so it was pretty funny.  
D We told them what we had learned about their country and how we had come to feel about it.

15 Read this sentence.

(10) He thought that only boys would do that.

What is the complete predicate of this sentence?
A thought  
B thought that only boys  
C would do that  
D thought that only boys would do that
16. Read this sentence.

(23) The schools seldom have more than a roof and a dirt floor.

What part of speech is the underlined word?
A. adjective
B. adverb
C. conjunction
D. verb

17. Read this sentence.

(28) ______, we met with people from the village.

Which word or phrase would best provide a transition to this sentence from sentence 27?
A. Moreover
B. Afterwards
C. Because
D. However

18. Which method does the writer not use to support her statements?
A. official statistics
B. personal observations
C. anecdotes
D. descriptions

19. In preparing to write a report based on this journal, the writer composed a summary statement. Which statement gives the best summary of her experiences?
A. Schools in Nicaragua are poorly funded and lack the most basic educational equipment.
B. Nicaraguans live in poverty and eat a simple diet consisting mostly of rice and beans.
C. Nicaragua is a poor country with many physical and social needs, but the people are generous and welcoming.
D. It is always possible to communicate with people in other countries if you are friendly and try to speak their language.

20. Which reference source would best provide further information on the life described in this journal?
A. a travel book on where to stay in Central America
B. an article about the physical geography of Nicaragua
C. a history of Nicaragua in the twentieth century
D. a blog by a Peace Corps volunteer in a farming community in Nicaragua
Response to Literature

Writing Task

Directions:

☐ Read the following narrative.
☐ You may make notes or mark up the narrative, but only what is written on the lined pages will be scored.
☐ Directions for writing an essay will follow the narrative. You will be given time to read the narrative, plan your essay, and write a rough draft.
☐ You may look at the narrative again at any point during the assignment.
☐ You may use only a No. 2 pencil to write your response.

Scoring:
Your score will be based on how well you

☐ show your understanding of the narrative;
☐ organize your essay around several clear ideas;
☐ use examples and evidence from the narrative; and
☐ use correct grammar, spelling, punctuation, and capitalization.

Read the following short story.

From The Salamanna Grapes

By Italo Calvino

There was once a king who had a very beautiful daughter of marriageable age. A neighboring king had three grown sons, who all fell in love with the princess. The princess’s father said, “As far as I am concerned, you are all three equal, and I couldn’t for the life of me give any one of you preference over the other two. But I wouldn’t want to be the cause of any strife among you, so why not travel about the world for six months, and the one who returns with the finest present will be my son-in-law.”

The three brothers set out together, and when the road branched off in three different directions each went his separate way. They all went on to purchase magical gifts: a carpet that takes the owner anywhere he wishes, a telescope that can see for hundreds of miles and even through walls, and Salamanna grapes that can cure a dying person.
After six long months, the three princes met at an inn and asked each other what they had bought.

“Me? Oh, just a little carpet. . . .” said the oldest boy.

“Well, I picked up a little telescope. . . .” replied the middle boy.

“Only a little fruit, nothing more,” said the third.

“I wonder what’s going on at home right now. And at the princess’s palace,” one of the boys said.

The middle boy casually pointed his telescope toward their capital city. Everything was as usual. Then he looked toward the neighboring kingdom, where their beloved’s palace was, and let out a cry.

“What’s the matter?” asked the brothers.

“I see our beloved’s palace, a stream of carriages, people weeping and tearing their hats. And inside . . . inside I see a doctor and a priest at somebody’s bedside, yes, the princess’s bedside. She lies there as still and pale as a dead girl. Quick, brothers, let’s hurry to her before it’s too late. . . . She’s dying!”

“We’ll never make it. That’s more than fifty miles away.”

“Don’t worry,” said the oldest brother, “we’ll get there in time. Quick, everybody step onto my carpet.”

The carpet flew straight to the princess’s room . . . and landed by the bed, where it lay like the most ordinary bedside rug, with the three brothers standing on it.

The youngest brother had already taken the cotton from around the three Salamanna grapes, and he put one into the princess’s pale mouth. She swallowed it and immediately opened her eyes. Right away the prince put another grape into her mouth, which regained color at once. He gave her the last grape, and she breathed and raised her arms.

She was well. . . . Everybody was rejoicing, when all of a sudden the youngest brother said, “So I’m the winner, and the princess will be my bride. Without the Salamanna grapes she’d now be dead.”

“No, brother,” objected the middle boy, “if I had not had the telescope and told you the princess was dying, your grapes would have done no good. For that reason I will marry the princess myself.”
“I’m sorry, brother,” put in the oldest boy. “The princess is mine, and nobody will take her away from me. Your contributions are nothing compared with mine. Only my carpet brought us here in time.”

So the quarrel the king had wanted to avoid became even more heated, and the king decided to put an end to it by marrying his daughter to a fourth suitor who had come to her empty-handed.

**Writing a Response to Literature**

In the short story “The Salamanna Grapes,” not one of the three brothers was chosen to marry the princess. Write an essay in which you present your understanding of the overall theme of the short story.

Remember that your essay will be scored based on how well it

- shows your understanding of the author’s message and your insight into the characters and ideas presented in the short story;
- is organized around several clear ideas and/or images from the short story;
- clarifies your interpretation by giving examples and citing evidence for support from the text; and
- uses proper grammar, spelling, punctuation, and capitalization.
Unit 6/Semester Assessments
Reading/Literature Vocabulary
Spelling Writing Strategies/
Conventions Writing Applications
The following is an excerpt from a tale about the Otoe indigenous people.

The Chief’s Daughters

1. In the evening, in summer, upon a hot night two young girls, chief’s daughters, lay on the ground outside their tents gazing at the sky. As the stars came out one of them said—

   “I wish I were away up there. Do you see where that dim star is? That is where I wish I might be.” And she fixed her eyes upon the twinkling star that seemed to be vanishing behind the clouds.

2. The other girl said: “It is too dim. I wish I were up by that bright one, that large brilliant star,” and pointed to where a steady light glowed red.

3. Soon they were asleep and the brilliant lights in the blue above kept watch. In the morning when they awoke, each young girl found herself where she had wished to be. The one in the dim star was in the home of a brave young chief, and she became his bride and was happy. The beautiful star had appeared dim to her while she was yet upon the earth because it was so far, far away that she could not see its glorious light.

4. The girl in the bright star found herself in a servant’s home, and was obliged to do all manner of work and to become the servant’s wife. This star had been nearer the earth, and so it had seemed to be the larger and brighter star. When this girl found that her friend had gone to a beautiful star and became the wife of a chief, with plenty of servants to wait upon her, and that she was never permitted to do any work, she cried and cried because the change in her own condition seemed more cruel, and she was even obliged to live with a servant.
1. What caused the second girl to wish to live on a different star than the first girl?
   A. The star the first girl wanted to live on was too dim for the second girl.
   B. The star the first girl wanted to live on was too bright for the second girl.
   C. The second girl wanted to have many servants waiting on her.
   D. The second girl wanted to be the wife of a chief.

2. Which excerpt from “The Chief’s Daughters” best illustrates that the second girl becomes jealous of the first girl?
   A. In the evening, in summer, upon a hot night two young girls . . . lay on the ground outside their tents gazing at the sky.
   B. “I wish I were away up there. Do you see where that dim star is? That is where I wish I might be.”
   C. The one in the dim star was in the home of a brave young chief, and she became his bride and was happy.
   D. When this girl found that her friend had gone to a beautiful star and became the wife of a chief, . . . she cried and cried . . .

3. Which excerpt from the tale best explains why the second girl ends up unhappy?
   A. And she fixed her eyes upon the twinkling star that seemed to be vanishing behind the clouds.
   B. The beautiful star had appeared dim to her . . . because it was so far, far away that she could not see its glorious light.
   C. . . . the change in her own condition seemed more cruel, and she was even obliged to live with a servant.
   D. In the morning when they awoke, each young girl found herself where she had wished to be.

4. From what point of view is the passage narrated?
   A. first person
   B. second person
   C. third person, limited
   D. third person, omniscient
You can tell that “The Chief’s Daughters” is a folktale because it
A ends with a moral lesson.
B has a short and simple plot.
C tells a story about a culture’s beliefs.
D has unrealistic characters and settings.
6 Read this adaptation of the Greek myth “Daedalus and Icarus.”

After Daedalus crafted wings out of goose feathers and wax, he waited for a chance to escape from prison. When the chance came, he fastened a pair of wings to his son’s back. “Icarus, keep close to me, and don’t fly too high,” Daedalus said. Icarus nodded and watched his father fasten a pair of cream-colored wings to his own shoulders. “Come on, Icarus. Let’s fly!” Daedalus said. Together, father and son flew over the ocean and away from the prison’s despair. Icarus, marveling at the height, looked at the sun and thought, “Why, I think I am strong enough to reach the heavens.” He started flying higher, away from his father. “Icarus, don’t fly too high!” Daedalus cried, afraid for his son’s safety. Icarus didn’t hear his father’s cries. Instead he soared higher and higher. “This is marvelous!” Icarus laughed. It seemed like he was part of the clouds, but he was unaware that the sun’s warm rays were starting to melt the wax that held his wings together. His melting wax wings could no longer support him, and he plunged downward into the deathly cold sea.

7 Both “Daedalus and Icarus” and “The Chief’s Daughters” have themes that deal with the
A equality of people.
B love of nature.
C failures of parents.
D dangers of pride.

Read the following sentence from “Daedalus and Icarus.”

His melting wax wings could no longer support him, and he plunged downward into the deathly cold sea.

Which word in this sentence comes from the Latin root meaning “to carry”?
A melting
B support
C plunged
D deathly
The following is a rough draft of a student report. It may contain errors.

Wild Animals Belong in the Wild!

1 In recent years more and more people have added exotic pets to their pet collections. Among these animals are monkeys, big cats, bears, lizards, and snakes. It is easy to understand why people want to own these creatures because exotic animals are beautiful, exciting, and different. But nobody should bring them into their homes.

2 First, exotic animals are dangerous. Unlike dogs (which can be trained) or domestic cats (which are relatively tame), exotic animals are wild. They may seem tame at first, but they are ticking time bombs. Many of these so-called pets have attacked their owners, neighbors, and police and fire officials. Even a small monkey is strong enough and fast enough to get at a human being. Big cats and snakes can—and have—killed human beings. Having these pets is like bringing a stranger into your home. One can never be sure of what they will do.

3 Exotic animals may also carry diseases that are difficult to treat. Many of these diseases, such as salmonella and Herpes B, can be caught by humans. The Centers for Disease Control estimates that contact with exotic reptiles causes more than ninety thousand cases of salmonella each year.

4 Finally, exotic animals do not fare well in confinement. Most animals fear humans. A lot of them cannot cope with their new living conditions. Keeping an exotic animal, therefore, is not only dangerous but also cruel.
8. You can tell that this is a persuasive essay because it
   A. contains the author’s opinions on a subject.
   B. gives supporting details, such as statistics.
   C. uses a cause-and-effect pattern.
   D. discusses a controversial topic.

9. People want to own exotic animals because they
   A. carry many diseases.
   B. are tame and can be trained.
   C. are interesting and pretty to look at.
   D. can protect their homes from intruders.

10. The author supports the argument that exotic animals could become violent by
    A. giving statistical information about salmonella.
    B. stating that animals may carry diseases that are difficult to treat.
    C. telling a true-to-life story of a person who was attacked by a gorilla.
    D. listing some wild animals that have harmed or killed humans.

11. Which information could best be added to the passage to support the assertion made by paragraph 4?
    A. descriptions of how exotic pet owners care for their pets
    B. anecdotes that illustrate the ways exotic animals can suffer in cages
    C. statistics that detail the number of exotic animals kept as pets
    D. reports that describe the living conditions of animals in the wild
12. **Read this sentence from paragraph 2.**

Even a small monkey is strong enough and fast enough to get at a human being.

**How should this sentence be written for precision of word choice?**

A. Even a small monkey is strong enough and fast enough to injure a human being.

B. Even a small monkey is strong enough and fast enough to get away from a human being.

C. Even a small monkey is strong enough and fast enough to get a person.

D. Even a small monkey is strong enough and fast enough to get a young human being.

13. **This passage would most likely be found in**

A. a book about conserving nature.

B. an article on the front page of a newspaper.

C. a textbook for a general science class.

D. a leaflet about animal rights.

14. **Which of the following does the author use to support the point that exotic animals can carry diseases?**

A. testimony from scientists about the spread of Herpes B

B. facts about the types of exotic reptiles that are living in captivity

C. examples of people who have been infected by salmonella because of contact with lizards

D. statistics on the number of cases of salmonella transmitted to humans by exotic animals

15. **Before writing this passage, the author organized her ideas by writing an outline. Here is the beginning of the outline:**

I. Introduction of topic

II. Reasons why no one should have exotic animals as pets

   A. Exotic animals are dangerous.

   B. Exotic animals carry diseases.

   C. Wild animals do not fare well in confinement.

**Which subject belongs under part B of the outline?**

A. Exotic animals are wild.

B. Exotic animals carry diseases.

C. Exotic animals can suffer in captivity.

D. Many cases of salmonella are caused by wild animals.
In the second paragraph of the essay, which sentence contains an example of a metaphor?

A  First, exotic animals are dangerous.
B  One can never be sure of what they will do.
C  Having these pets is like bringing a stranger into your home.
D  They may seem tame at first, but they are ticking time bombs.

The primary intent of this article is to

A  encourage people to get cats and dogs as pets.
B  inform people that exotic animals are being kept as pets.
C  convince people that exotic animals should not be kept as pets.
D  encourage people to get monkeys as pets instead of snakes or big cats.
This is a rough draft of a student essay. It contains errors.

Sharks

1 Sharks have always been thought of as mindless killing machines. Many horror movies have helped shape this image of sharks as blood-thirsty monsters. As a result, many people have become afraid of sharks, but the truth is that sharks are a totally misunderstood species.

2 It is true that sharks have been known to attack people. ______, this is only because they mistake humans for wounded fish or sea animals. People who are swimming tend to splash around in the water. As a result, a shark might think that a swimmer is a wounded seal.

3 Another thing that should be considered is that shark attacks are not as common as people might think. In fact, there is a greater chance of a person being struck by lightning than of being bitten by a shark. To be safe, swimmers should respect the sharks' habitat, which ranges from the warm, shallow waters of the oceans to the sea beds.

4 Sharks should not be categorized as merely dangerous animals. In fact, they serve a very important function in the ecosystem. They are the natural cleaners of the ocean. They eat dying fish and jellyfish. Without sharks, the population of jellyfish would increase exponentially. The sea would indeed be swamped by jellyfish and this would affect the lives of other creatures.
18. The author most wants to inspire the reader to think about which question?
   A. Are sharks really just mindless killing machines?
   B. How can people avoid the dangers of shark attacks?
   C. Do people think of sharks as mindless killing machines?
   D. How did movies mislead people about sharks and shark attacks?

19. Which transitional word should be placed in the blank in paragraph 2 to unify ideas within the essay?
   A. moreover
   B. however
   C. originally
   D. therefore

20. Read this sentence from the essay.

   Without sharks, the population of jellyfish would increase exponentially.

   What is the correct way to spell the underlined word?
   A. populateion
   B. populasion
   C. population
   D. Leave as is.

21. Read this sentence from the passage.

   To be safe, swimmers should respect the sharks’ habitat, which ranges from the warm, shallow waters of the oceans to the sea beds.

   You can tell from the sentence that habitat means
   A. the species of the shark.
   B. the dorsal or topmost fin of a shark.
   C. the place in which an animal lives.
   D. the overall community of animals.
Potato Battery Experiment

Objectives:

This experiment should help students understand how batteries work. It should also help them understand how electric energy is produced.

Materials:

Potato, small light-emitting diode or small flashlight bulb, alligator clips, electrical wiring, small zinc metal strips, and small copper strips.

Preparations:

You may need to solder the wires to the alligator clips. Also, clean the potato thoroughly before using it. Fresh potatoes work best for this experiment.

Procedures:

1. Stick a zinc strip and a copper strip in the opposite ends of the potato. The metal strips should be about 3 to 4 cm deep.

2. Connect the zinc and copper strips to the lightbulb using the alligator clips and the electrical wiring.

3. The lightbulb should glow after the wires are connected. Observe your lightbulb and write down your observations.
22. If you want to find out if you have all the things you need for the experiment, under which heading in the passage would you look?
A “Objectives”
B “Materials”
C “Preparations”
D “Procedures”

23. Read this sentence from the “Preparations” section of the passage.
Also, clean the potato thoroughly before using it.

What part of speech is the underlined word in the sentence?
A adverb
B pronoun
C adjective
D preposition

24. According to the passage, you will see the lightbulb glow
A when the potato is cleaned.
B after it is connected to the wires.
C before it is connected to the wires.
D as soon as the strips are stuck into the potato.

25. The following question is not based on a passage. Read and answer the question.

Read this sentence.
There is a problem during our presentation last week.

What is the correct way to write the underlined words?
A There will have been
B There was
C There were
D There will be
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   In Roman mythology, Mars was the god of war.
   If a country is run by martial law, the government is controlled by
   A  the police.
   B  military forces.
   C  elected officials.
   D  a king or queen.

2. Read this sentence.
   In Greek mythology, the Titans were the huge and very powerful children of Gaia and Uranus and the ancestors of the later Greek gods and goddesses.
   Which of the following animals is best described as titanic?
   A  lion
   B  gorilla
   C  elephant
   D  rattlesnake

3. Read this sentence.
   Don't let Charlie anywhere near the good dishes; he is all thumbs.
   In this sentence, what is the meaning of the underlined phrase?
   A  hungry
   B  clumsy
   C  disobedient
   D  not very clever

4. Read this sentence.
   The storm created waves that made the boat pitch wildly.
   Without changing the meaning of the sentence, which word or words can best be used to replace the underlined word?
   A  rock
   B  throw
   C  set up
   D  discard

5. Read this sentence.
   In contrast to the eager enthusiasm and excitement she had expected, the new coach found only apathy among the students.
   What does the word apathy mean?
   A  a lack of interest or concern
   B  a deep worry about the future
   C  a sense of great helpfulness
   D  an awareness of shared problems

6. Which of the following pairs of words are synonyms?
   A  chase, pursue
   B  wealthy, happy
   C  forgive, forget
   D  smart, successful
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

### Selection Vocabulary

7. a cause of great woe
   - A joy
   - B surprise
   - C nervousness
   - D unhappiness

8. explicit instructions
   - A clear
   - B lengthy
   - C important
   - D unnecessary

9. in her frenzy
   - A laziness
   - B exhaustion
   - C uncertainty
   - D excitement

10. perpetual motion
    - A temporary
    - B everlasting
    - C irregular
    - D automatic

11. an increase in revenue
    - A work
    - B fame
    - C earnings
    - D popularity

12. the charred remains
    - A burned
    - B broken
    - C useless
    - D unwanted

13. a reflective moment
    - A happy
    - B thoughtful
    - C gloomy
    - D suspenseful

### Academic Vocabulary

14. an important obligation
    - A task
    - B reason
    - C instruction
    - D responsibility

15. a legitimate excuse
    - A likely
    - B humorous
    - C true
    - D lengthy

16. shriveled vegetables
    - A tasty
    - B withered
    - C cooked
    - D chopped

17. only by coincidence
    - A force
    - B chance
    - C suggestion
    - D arrangement

18. her objective response
    - A fair
    - B angry
    - C hesitant
    - D quarrelsome

19. that he perceived
    - A took
    - B issued
    - C noticed
    - D completed

20. this random assortment
    - A tidy
    - B large
    - C interesting
    - D unplanned
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   Just beginning a task isn’t enough, as any grown-up will tell you, for nobody should underrate the importance of follow-threw.

   Which underlined word is spelled incorrectly?
   A grown-up  C underrate
   B nobody  D follow-threw

2. Read this sentence.
   “Such a lovely home you have,” the visitor murmured as she exited through the front door.

   Which underlined word is spelled incorrectly?
   A lovely  C murmurred
   B visitor  D exited

3. Read this sentence.
   I was outwitted by a player when I misinterpreted what he was going to do, and I was powerless to stop him as he rocketed past me to the goal.

   Which underlined word is spelled incorrectly?
   A outwitted  C powerless
   B misinterpreted  D rocketed

4. Read this sentence.
   Aisha definitely liked the attractiveness of the town, but it was the neighborliness of the people that made her feel completely at home.

   Which underlined word is spelled incorrectly?
   A definitely  C neighborliness
   B attractiveness  D completely

5. Read this sentence.
   After emptying out the house, its roominess made Andy feel lonely, so he sent out invitations to a “Moving Away” party.

   Which underlined word is spelled incorrectly?
   A emptying  C lonely
   B roominess  D invitations
6 Read this sentence.

It’s not always illegal to be dishonest, but people will be disappointed in you if you lie—and it won’t go unnoticed.

Which underlined word is spelled incorrectly?
A illegal C disappointed
B dishonest D unnoticed

7 Read this sentence.

Don’t grieve over losing the seive because I believe I can make a new one by piercing holes in a wooden bowl.

Which underlined word is spelled incorrectly?
A grieve C believe
B seive D piercing

8 Read this sentence.

While he was listening to the championship game, Rollo committed a driving offense and got ticketted for driving the wrong direction on a one-way street.

Which underlined word is spelled incorrectly?
A listening C ticketted
B committed D direction

9 Read this sentence.

One way our bodies keep from overheating is through persperation.

What is the correct way to spell the underlined word?
A perspiration C persputation
B persparation D Leave as is.

10 Read this sentence.

The law will pass because there is almost no opposition to it.

What is the correct way to spell the underlined word?
A oppisition C oppestion
B oppasition D Leave as is.
The following is a rough draft of a student’s report. It contains errors.

Caves and Caving

1 Most people think of caves as holes in rocky hills or mountainsides. Yet many caves are more than just large holes. They are like huge underground buildings with passages and chambers that sometimes stretch for miles. Some of the largest caves are found where a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, creating hollows and passageways. The layer of hard rock prevents the soil above from filling in the caves. When these hollows and passageways become large enough, they are called caves (Hurley 117).

2 Caves exist all over the world. One interesting feature of caves is their relation to the temperature of the air above them. For example, in Kentucky, the air in the cave remains at around 54 degrees Fahrenheit all year, even when it is freezing cold or burning hot outside the cave.

3 Caves can be dangerous. Even skilled cave explorers, called “spelunkers,” never enter a cave without at least one other person and lots of special equipment. Without wearing hard hats, rocks can cause serious head injuries to spelunkers. Spelunkers also carry plenty of light sources because caves are some of the darkest places in the world.

4 Because caves are dangerous places, the entrances to some are kept locked. However, many caves are open to the public. Large caves, like Mammoth Cave in Kentucky, are often explored by the public during guided tours. Some tours are easy enough for everyone. On other tours, people wear protective gear and headlamps as they crawl and squeeze through narrow passages. There are even “cave clubs” that spelunkers have established to encourage people to learn about caves and safe cave exploration.

5 Animals sometimes use caves for shelter. Most of these animals, including bats, stay fairly close to the entrance so that they can easily leave the caves to look for food. A few animals, however, make the wet areas deep in the caves its permanent home.

Works Cited

1. Read this sentence from paragraph 1.

When these hollows and passageways become large enough, they are called caves (Hurley 117).

What is the correct way to punctuate the in-text citation?
A. caves. (Hurley 117)
B. caves (Hurley, 117).
C. caves. (Hurley, 117).
D. correct as is

2. Which is the best revision of the underlined sentence in paragraph 3?
A. Wearing hard hats, spelunkers can cause serious head injuries.
B. By wearing hard hats, spelunkers can avoid serious head injuries caused by the rocks.
C. Without wearing hard hats, spelunkers can prevent serious head injuries.
D. Causing serious head injuries from the rocks, spelunkers wear hard hats.

3. Which type of support does the author provide to explain why large caves often occur where hard rock lies above soft rock?
A. specific examples of caves formed by this process
B. statistics about the rate at which rock dissolves
C. description of a geological process
D. testimony from geologists about cave formation

4. Read this sentence from paragraph 4.

Large caves, like Mammoth Cave in Kentucky, are often explored by the public during guided tours.

What is the best way to write this sentence using the active voice?
A. Like Mammoth Cave in Kentucky, large caves are often explored by the public during guided tours.
B. During guided tours, large caves—like Mammoth Cave in Kentucky—are often explored by the public.
C. Large caves, like Mammoth Cave in Kentucky, are often explored during guided tours by the public.
D. The public can often explore large caves, like Mammoth Cave in Kentucky, during guided tours.

5. Read this sentence from paragraph 4.

However, many caves are open to the public.

What are the simple subject and the simple predicate of this sentence?
A. many and open
B. caves and are
C. many caves and are open to the public
D. caves and are open to the public
6. What transition would best be added to the beginning of paragraph 5?
   A. Humans are not the only creatures who enjoy caves.
   B. Even some of the most experienced spelunkers are terrified of bats.
   C. In spite of all their precautions, spelunkers sometimes have accidents in caves.
   D. Have you ever heard of cave fish or cave insects?

7. Read this sentence from paragraph 5.

   Most of these animals, including bats, stay fairly close to the entrance so that they can easily leave the caves to look for food.

Which phrase is an infinitive?
   A. including bats
   B. to the entrance
   C. to look
   D. for food

8. Read this sentence from paragraph 5.

   A few animals, however, make the wet areas deep in the caves its permanent home.

Which word should replace the underlined pronoun to maintain pronoun-antecedent agreement?
   A. it's
   B. his
   C. their
   D. they're

9. What research question might arise from the information contained in paragraph 5?
   A. Is there a vampire bat, and how is it related to the legend of the human vampire?
   B. How do animals that live permanently in caves differ from other animals?
   C. Do plants grow in caves?
   D. What do spelunkers do if they get lost?

10. Which sentence from the report is a complex sentence?
    A. Because caves are dangerous places, the entrances to some are kept locked.
    B. One interesting feature of caves is their relation to the temperature of the air above them.
    C. Animals sometimes use caves for shelter.
    D. Even skilled cave explorers, called “spelunkers,” never enter a cave without at least one other person and lots of special equipment.
The Ship of Gold

(1) The sinking of the ship SS Central America was one of the worst sea disasters in American history. (2) The Central America left Panama in 1857 with 477 passengers, 101 crew members, and twenty-one tons of gold on board. (3) The passengers were returning from the California Gold Rush. (4) The ship’s cargo—thousands of gold coins and hundreds of gold bars—was headed to America’s banking capital, New York City.

(5) Off the coast of South Carolina, a huge storm approached quickly and broke the ship’s sails. (6) Gigantic waves washed aboard for two days. (7) Water leaked into the engine boiler, and its fire went out. (8) The automatic water pumps were unable to continue working. (9) Everyone helped bail the water out of the boat, but the Central America had begun to sink.

(10) Someone spotted another ship, the Marine, sailing in the distance. (11) As the ocean churned, women and children were strapped to ropes and lowered into lifeboats.

(12) Just as the last woman and child were transferred, the storm pushed the Marine away from the sinking ship. (13) The men left behind emptied their pockets of heavy gold and tossed them into the sea. (14) Desperately grabbing anything that might float, they plunged into the waves, using them as rafts.

(15) Five hours passed before the next nearest ship, the Ellen, could arrive. (16) The Ellen’s captain scoured the sea but found only fifty-three survivors.

(17) Americans were heartbroken. (18) ______ the loss of many lives, the sinking of the Central America also meant the loss of over a million dollars in gold. (19) This lost gold spurred worries about American banks and caused a banking crisis.

(20) At the time, the gold seemed lost for good. (21) It lay on the bottom of the ocean under nearly eight thousand feet of water, neglected for more than a century. (22) In 1989, new technology helped predict where the ship had drifted. (23) Advances in underwater exploration made recovery of the gold possible.
11 In paragraph 1, what is the effect of listing the numbers of people on board the ship and the weight of the gold?

A It teaches readers about the Gold Rush.
B It helps readers understand how severe this disaster was.
C It establishes that this was the worst sea disaster in American history.
D It shows how wealthy all the passengers were.

12 Read this sentence.

(5) Off the coast of South Carolina, a huge storm approached quickly and broke the ship’s sails.

Which word best replaces the underlined word in sentence 5 to make the writing more vivid?

A injured
B damaged
C destroyed
D hurt

13 Read this sentence.

(7) Water leaked into the engine boiler, and its fire went out.

What type of sentence is this?

A simple
B compound
C complex
D compound-complex

14 The writer wrote this set of notes for paragraph 2 of the report. Which item should not be included in the report?

- off SC, storm hits, tears sail
- waves flood ship for 2 days; fire out
- pumps stop working; people bail
- ship starts sinking
- women and children leave first

A waves flood ship for 2 days; fire out
B pumps stop working; people bail
C ship starts sinking
D women and children leave first

15 Read this sentence from the letter.

(13) The men left behind emptied their pockets of heavy gold and tossed them into the sea.

Which word should replace the underlined pronoun to maintain pronoun-antecedent agreement?

A it
B themselves
C their
D these
16 Read this sentence.

(14) Desperately grabbing objects that might float, they plunged into the waves, using them as rafts.

Which revision of this sentence would correct a confusing reference between a pronoun and its antecedent?

A Desperately grabbing objects that might float, they used them as rafts in the plunging waves.
B Desperately grabbing objects that might float, the rafts plunged into the waves.
C Using the waves as rafts, they desperately grabbed anything that might float, and plunged.
D They desperately grabbed objects that might float, using them as rafts as they plunged into the waves.

17 Read this sentence.

(17) Americans were heartbroken.

What part of speech is the underlined word in the sentence?

A verb
B noun
C adjective
D adverb

18 Which word or phrase is the best transition to add to the beginning of sentence 18?

A In spite of
B Regarding
C In addition to
D Instead of

19 What are the simple subject and the simple predicate of sentence 21?

A It and lay
B bottom and nearly
C water and neglected
D ocean and neglected

20 The writer collected all the information for this report from one book. How should he list it in his bibliography?

Writing Prompt

Fictional Narrative

Writing Task

Directions:

- This page has a writing prompt for you to respond to.
- You will be given time to plan your response and write a rough draft.
- You will be scored only on what you write on the lined pages.
- You may use only a No. 2 pencil to write your response.

Scoring:
Your score will be based on how well you

- develop a plot with a beginning, conflict, rising action, climax, denouement, and point of view;
- create complex characters, both major and minor, and a clear setting;
- use dialogue, suspense, and the naming of narrative action including movement, gestures, and expressions; and
- use correct grammar, spelling, punctuation, and capitalization.

Read the following prompt, and then write a fictional narrative about the given topic.

Writing a Fictional Narrative

One day, you find an old, dusty book with no title in the deepest, darkest corner of your school library. When you open it, a flash of light blinds you and you fall unconscious. When you wake up, you are in a barn, dressed in medieval clothes. Write a narrative describing where you find yourself and what happens to you in that fantasy world.

When you write the story, remember to

- develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- develop complex major and minor characters and a definite setting.
- use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- make sure that your grammar, spelling, punctuation, and capitalization are correct.
Unit 6/Semester Assessments
Reading/Literature Vocabulary
Spelling Writing Strategies/
Conventions Writing Applications
LEARN IT: Figurative Language

Writers use **figurative language** to achieve vivid writing for artistic effect. Figurative language expresses a truth that goes beyond the literal level of meaning; often it compares seemingly unlike things in fresh and interesting ways to bring out underlying similarities. Figurative language includes **idioms**, **analogies**, **metaphors**, and **similes**.

**Idioms** are groups of words that, when taken together, create an expression with a unique or unexpected meaning. Idioms are common in most languages and are often taken for granted by people who know the language well, but they can be confusing to someone who only knows the literal meanings of the words.

**EXAMPLE**

1. **Read the passage.**

   Christine and Denise went into the yard to find Christine’s lost earring. “Oh, I hope we find it,” Christine said, her eyes still searching for her precious earring. “My grandmother from Baltimore gave me these ruby earrings,” she added. Denise, turning over a stone and finding nothing, looked at her friend and shook her head. “It’s not here,” Denise said. “I wish you’d lost it in the living room instead of here in the yard. Honestly, finding your earring in this grassy yard would be like finding a needle in a haystack.”

   Which sentence from the passage contains an example of an idiom?

   A  “My grandmother from Baltimore gave me these ruby earrings,” she added.
   B  I wish you’d lost it in the living room instead of here in the yard.
   C  Honestly, finding your earring in this grassy yard would be like finding a needle in a haystack.
   D  Denise, turning over a stone and finding nothing, looked at her friend and shook her head.

   **Step 1** Carefully read the passage. Which sentence contains an expression that means something unique or unexpected, something that goes beyond the literal level of meaning?

   The last sentence in the passage contains a phrase that means more than its literal meaning. Denise and Christine are not really looking for a needle in a haystack; they are searching in the yard for an earring. Denise’s expression means that the search is very hard, almost impossible.

   **Step 2** Read through each answer choice. Which of the answer choices contains the idiom you identified?

   Choices A, B, and C do not contain any idioms; the words in these sentences can be understood on the literal level of meaning. Choice D contains the idiom finding a needle in a haystack. **Choice D is the correct answer.**
Similes, metaphors, and analogies all compare seemingly unlike things to bring out underlying similarities. Similes make comparisons by using words such as like or as. Metaphors make a more direct comparison without the use of words such as like or as. Analogies also compare two seemingly unlike things. However, while similes and metaphors typically point out one similarity, an analogy may extend the comparison to include situations, states of mind, or patterns of behavior. All of them invite the reader to look at familiar things from a fresh perspective.

EXAMPLE

2 Read the passage.

Jonah thought, “There is no more time left. I have to make this last free throw. Everyone’s counting on me.” The crowd watched as Jonah shot the basketball. The gym was as quiet as a church.

Which sentence from the passage contains an example of a simile?

A The gym was as quiet as a church.
B “There is no more time left.”
C “Everyone’s counting on me.”
D The crowd watched as Jonah shot the basketball.

Step 1 Ask yourself, “Which sentence in the paragraph makes a comparison between two things? Does this sentence use like or as to signal a comparison?”

The sentence The gym was as quiet as a church contains the word as. The sentence compares the silence in the gym to the quietness of a church.

Step 2 Read through each answer choice to find the correct answer.

Choice A is the sentence that compares the gym to the church. Choices B, C, and D do not contain any comparisons between unlike things. Choice A is the correct answer.
PRACTICE IT: Figurative Language

Directions: Read the poems and then answer the questions that follow.

Leyenda
By Pat Mora

They say there was magic at Tula.
Seeds burst overnight
Plants danced out of the ground.
By dawn, green leaves swayed.

At Tula the Toltecs
picked giant ears of corn.
Mounds of soft cornsilk
became mattresses and pillows
for small, sleepy heads.

They say at Tula the Toltecs
picked green cotton, red cotton.
In fields that were ribbons of color,
Indians harvested rainbows.

They built palaces of jade, turquoise,
gold. They made a castle
of gleaming quetzal plumage,
and when the wind blew
small green and red feathers
landed on Indian heads.

1. In lines 3–4, plants are compared to
   A. musicians.
   B. dancers.
   C. magicians.
   D. farmers.

2. Which line contains an example of a metaphor?
   A. At Tula the Toltecs
   B. picked giant ears of corn
   C. In fields that were ribbons of color,
   D. small green and red feathers
Petals
By Amy Lowell

Life is a stream
On which we strew
Petal by petal the flower of our heart;
The end lost in dream,

5 They float past our view,
We only watch their glad, early start.
Freighted with hope,
Crimsoned with joy,
We scatter the leaves of our opening rose;

10 Their widening scope,
Their distant employ,
We never shall know. And the stream as it flows
Sweeps them away,
Each one is gone

15 Ever beyond into infinite ways.
We alone stay
While years hurry on,
The flower fared forth, though its fragrance still stays.

3 Which line contains an example of a metaphor?
A Life is a stream
B The end lost in dream,
C Their widening scope,
D While years hurry on,

4 The author makes an analogy between a flower and a person’s
A life.
B heart.
C dreams.
D childhood.
LEARN IT: Roots and Affixes

Words in the English language are usually made up of smaller word parts. **Roots** are the main parts of a word. **Affixes** are additional word parts that appear before or after the root and modify the root in order to give the word a more exact meaning. Many of the words in the English language are formed from Greek, Latin, or Anglo-Saxon roots and affixes. Here are some common word roots and affixes.

<table>
<thead>
<tr>
<th>Word Part</th>
<th>Origin</th>
<th>Meaning</th>
<th>Example Word</th>
<th>Definition of Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bio</td>
<td>Greek</td>
<td>life</td>
<td>biology</td>
<td>the study of life</td>
</tr>
<tr>
<td>demos</td>
<td>Greek</td>
<td>people</td>
<td>democracy</td>
<td>government by the people</td>
</tr>
<tr>
<td>hydro</td>
<td>Greek</td>
<td>water</td>
<td>dehydrate</td>
<td>to deprive of water</td>
</tr>
<tr>
<td>evolvere</td>
<td>Latin</td>
<td>turn</td>
<td>revolve</td>
<td>to turn in a circle</td>
</tr>
<tr>
<td>auto</td>
<td>Greek</td>
<td>self</td>
<td>automatic</td>
<td>able to start, move, or operate independently</td>
</tr>
<tr>
<td>scribere</td>
<td>Latin</td>
<td>write</td>
<td>scribe</td>
<td>in ancient civilizations, a person who could read and write</td>
</tr>
<tr>
<td>thermo</td>
<td>Greek</td>
<td>heat</td>
<td>thermos</td>
<td>a lined container that keeps liquids hot or cold</td>
</tr>
<tr>
<td>bene</td>
<td>Latin</td>
<td>good</td>
<td>benevolent</td>
<td>expressing goodwill or kindly feelings</td>
</tr>
<tr>
<td>-ish</td>
<td>Anglo-Saxon</td>
<td>like</td>
<td>childish</td>
<td>like a child</td>
</tr>
<tr>
<td>un-</td>
<td>Anglo-Saxon</td>
<td>not</td>
<td>unfair</td>
<td>not fair</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the passage.

At the station, Mr. Dunstan waited anxiously for the bus to arrive. He peered at each woman’s face, afraid that he might have missed the bus somehow despite being an hour early. Then, out of the corner of his eye, he saw a flash of red, Marie’s favorite color. He called out, but the woman did not respond. He heard another bus arrive. Wiping the sweat that was forming on his forehead, he stared at the black number stamped on the side of the bus. He saw a woman in a sleek red coat alight from the bus. Her demeanor was confident. It was Marie! Oh, how she had evolved from the scrawny girl of 13 into a sophisticated young woman! The moment Marie saw her father, she broke into a warm smile. She walked slowly toward her father, and noticing his admiration, she turned around for his benefit. “Do you still remember me, Papa?” she asked, smiling. “How could I forget my little girl?” Mr. Dunstan said, his eyes misting.

Which word in the passage comes from the Latin root meaning “to turn”?

A station
B respond
C evolved
D benefit

Step 1 Read the question carefully. Which Latin root means “to turn”?

I know that the Latin root that means “to turn” is evolvere.

Step 2 Read the answer choices. Which answer choice contains the word part that is similar to the Latin root evolvere?

Choice C, evolve, looks very similar to the Latin root evolvere.

Step 3 Read the sentence from the passage where the word evolved is used. Do the context clues in the sentence suggest evolved could mean “turned”?

The sentence that has the word evolved in it states that Marie has turned from a thirteen-year-old girl into a young woman. Choice C is the correct answer.
You can use what you know about these Greek, Latin, and Anglo-Saxon roots and affixes to determine the meanings of unfamiliar words. For example, the Greek root *hydro* can be used to determine what words like *hydraulics*, *hydroplane*, and *hydroelectric* mean. Because they all share the Greek root that means “water,” you know that the definitions of these words are related to water.

**EXAMPLE**

**2** Read these sentences.

My grandfather wants to write all about the trials and triumphs of his life in an autobiography. He knows that he can be a good writer.

A biography is a book about the life of a person. Based on your knowledge of roots and affixes, an autobiography must be

A a book about the life of a famous person
B a book about the life of the writer.
C a book about the life of a group of people.
D a book about the life of an automobile.

**Step 1** Review your knowledge of roots and affixes. What does *auto* mean?

Auto comes from the Greek word meaning “self.” An autobiography must have something to do with the self.

**Step 2** Read each answer choice. Which choice is closest in meaning to “a book about the self”?

A book is written by a writer, so a book about the self would seem to be a book about the life of the writer. Famous person does not seem to have much to do with the meaning of self, and group of people is too general to be correct. Automobiles don’t have selves, so D cannot be correct. Choice B is the correct answer.
PRACTICE IT: Roots and Affixes

Directions: Read the passage and then answer the questions that follow.

Get Well Soon, Dana

1. Dana has always been the most athletic girl in class. She is the captain of the girls’ basketball team, the co-captain of the swim team, and regularly plays badminton with her cousins. She loves to devote her energy to these sports.

2. But one day, Dana did not feel like attending basketball or swimming practice. She also didn’t think she’d be able to play a badminton game the next day. She looked and felt sick.

3. Her mom immediately placed a thermometer in her mouth and made her drink lots of fruit juices so she would stay hydrated. Her fever was so high you could fry an egg on her forehead. Dana got so bored staying in bed all day that she kept bouncing a ball off her wall; sometimes she dribbled it too. That night, she felt a lot worse.

4. Dana’s mom decided to take her to the doctor. Dr. Robinson prescribed pills for her fever, lots of water, and an adequate amount of sleep. “I know how active you are, but take it easy and slow down. It’s for your own benefit,” he told Dana.

5. After three days of rest, Dana went back to Dr. Robinson to ask for a medical certificate to explain to her absence to her teacher. She was ready to go back to school the next day. “Thanks, Doctor,” she said. “I promise to take it easy this time.”

1. Which word from the passage comes from the Greek root meaning “heat”?
   A. high
   B. fry
   C. badminton
   D. thermometer

2. Which word from the passage is formed from the Latin root meaning “to write”?
   A. prescribed
   B. decided
   C. explain
   D. ready

3. Read these sentences.
   “I know how active you are, but take it easy and slow down. It’s for your own benefit,” he told Dana.

   In this passage, the word benefit means
   A. fitness.
   B. good.
   C. success.
   D. life.

4. Which word from the passage comes from the Greek root meaning “water”?
   A. badminton
   B. hydrated
   C. certificate
   D. absent
LEARN IT: Context Clues

A word’s context is its meaning within a passage. Context clues in words or sentences that surround an unknown word can help you figure out the meaning of the unknown word. There are four different kinds of context clues: **definition, example, restatement,** and **contrast.**

**Definition Context Clues**

Sometimes, an unfamiliar word is defined in the same sentence or in a nearby sentence. This is an example of a **definition** context clue.

**EXAMPLE**

1. **Read the following sentence.**

   The *initial* step, the first one you take, is always the hardest.

   **You can tell from this sentence that *initial* means**
   
   A occurring last.
   
   B impressing someone.
   
   C occurring at the beginning.
   
   D abbreviating someone’s name.

   **Step 1** Read the example sentence carefully. Is there a definition that helps you understand what *initial* means?

   First *and* initial *seem to be two different words that mean the same thing. I know that first means “at the start.”*

   **Step 2** Read each answer choice. Which answer means “at the start”?

   *The only answer that means “at the start” is occurring at the beginning. Therefore, initial must mean “occurring at the beginning.”* Choice C is the correct answer.
Example Context Clues

**Examples** of a word or phrase you don’t know may be listed in the same sentence or in surrounding sentences. These examples can help you understand the meaning of the unknown word.

**EXAMPLE**

2 Read this sentence.

I bought a poster with pictures of dogs, cats, goldfish, parakeets, and other domesticated animals

The best definition for domesticated animals is

A animals that have a lot of fur.

B animals that walk on four legs.

C animals that people keep as pets.

D animals that live in herds or flocks.

**Step 1** Read the sentence carefully. Does it contain examples that help you understand the meaning of the phrase domesticated animals?

The domesticated animals poster has pictures of dogs, cats, goldfish, and parakeets. Why would these animals be on a poster together?

**Step 2** Read each answer choice. Which answer best explains why dogs, cats, goldfish, and parakeets are on a poster together?

Choices A, B, and D do not apply to all of the animals. The only answer that explains why these animals are grouped together is that domesticated animals are animals that people keep as pets. Choice C is the correct answer.
Restatement Context Clues

A **restatement** is another way of saying something. You can look for restatements to help you understand an unknown word’s meaning.

**EXAMPLE**

3 Read this sentence.

They wondered whether Tom would **persevere**. Would he keep trying despite his problems?

You can tell from the sentence that **persevere** means

A  give up.
B  continue.
C  grow angrier.
D  become tired.

**Step 1** Read the example sentence carefully. Is there a restatement that helps you understand what **persevere** means?

_The sentence tells me that to persevere is the same as “keep trying despite the problems.” I need to look for a word or phrase that means “keep trying.”_

**Step 2** Read each answer choice. Which word or words is another way of saying **keep trying** when describing what Tom would do?

Give up, grow angrier, and become tired *don’t say the same thing as* keep trying. **Continue** does mean “keep trying.” **Choice B is the correct answer.**
Contrast Context Clues

Contrasts, or opposites, can also help you understand the meaning of an unknown word.

EXAMPLE

4 Read the following sentence.

Tina’s house was tiny, but Amer’s house was mammoth.

In this sentence, the word mammoth means

A luxurious.
B large.
C comfortable.
D expensive.

Step 1 Read the example sentence carefully. Is there a word that contrasts with mammoth to help you understand its meaning?

Tiny and mammoth are contrasted in this sentence. I know that tiny means “very small.” Mammoth must be a word that means the opposite of tiny.

Step 2 Read each answer choice. Which answer means the opposite of tiny?

The only answer that means the opposite of tiny is large. Therefore, mammoth must mean “large.” Choice B is the correct answer.
PRACTICE IT: Context Clues

Directions: Read the passage and then answer the questions that follow.

Frederick Douglass

1. Frederick Douglass was one of the most important African American figures of the Civil War era. During these years, he was a leader of the antislavery movement. Today, Douglass is considered one of the great heroes in African American history.

2. Frederick Douglass was born Frederick Augustus Washington Bailey in February of 1818. Although his father may have been a white man, his mother was a slave, and Frederick was separated from her at an early age. He was raised by his grandmother on a plantation in Maryland. Around age eight, Frederick was sent to a new owner in Baltimore. The wife of his new owner, Sophia Auld, bravely broke state laws against slave literacy by teaching young Frederick how to read.

3. After the death of his owner in 1833, Frederick was returned to the Maryland plantation. Five years later, he escaped from his life of slavery and found a new home in New York City. A free man at last, he decided to drop his slave name, and he became Frederick Douglass. A short time later, Douglass met William Lloyd Garrison, one of the leaders of the American Anti-Slavery Society. Garrison encouraged Douglass to become a lecturer, and Douglass became one of the society’s main speakers.

4. After the Civil War began, Douglass voiced his opinion that black soldiers should be allowed to fight in the Union army. He also helped persuade the president to make the abolition of slavery one of the major goals of the war, even though many Americans still supported slavery. After the war, which was won by the Union, Douglass continued to give eloquent speeches about civil rights and about voting rights for women. He also published several books about his life. Douglass died in Washington, D.C., on February 20, 1895.
1 Read these sentences from the passage.

Frederick Douglass was one of the most important African American figures of the Civil War era. During these years, he was a leader of the antislavery movement.

The best definition for the word era is
A an important person.
B a terrible battle.
C a great idea.
D a period of time.

2 Read this sentence from the passage.

The wife of his new owner, Sophia Auld, bravely broke state laws against slave literacy by teaching young Frederick how to read.

In this sentence, literacy means
A freedom.
B ownership.
C ability to read.
D skill at farming.

3 Read this sentence from the passage.

Garrison encouraged Douglass to become a lecturer, and Douglass became one of the society’s main speakers.

You can tell from the sentence that lecturer means
A someone who gives speeches.
B someone who leads an organization.
C an important society.
D a person who is free.

4 Read this sentence from the passage.

He also helped persuade the president to make the abolition of slavery one of the major goals of the war, even though many Americans still supported slavery.

Abolition means
A victory.
B end.
C argument.
D continuing.
## LEARN IT: Informational Materials

Informational materials are documents that give facts and other useful information to readers. These materials are often structured in different ways in order to fulfill their specific purposes. Here are a few of the more common types of informational materials, along with their typical purposes and structures.

<table>
<thead>
<tr>
<th>Informational Material</th>
<th>Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook article</td>
<td>Teaches a specific topic or area of study</td>
<td>Details arranged by topic or category</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Reports on recent events and public concerns</td>
<td>Details arranged by order of importance</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Persuades readers to purchase a product</td>
<td>Details arranged by order of importance</td>
</tr>
<tr>
<td>Instructional manual</td>
<td>Instructs readers on how to assemble or use a certain product</td>
<td>Details arranged in step-by-step sequence</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the selection.

Service Dog to Be Awarded a Medal for Bravery

March 12, 2001: The Derrydale Police Department is awarding a service dog for its bravery in yesterday’s hostage-taking incident at a local shoe store. Hummer, a six-year-old Belgian Malinois, subdued the suspect after police surrounded Hamish Shoes at the corner of East Street and Marigold Street. Hummer’s bravery allowed police to arrest the suspect.

The award ceremony will be held at noon on March 14 on the steps of the Derrydale Police Department. Mayor Edgar Harris will attend the event.

This article would most likely be found in

A an advertisement for a new pet food.
B a newspaper’s local news section.
C a service dog training manual.
D an encyclopedia entry on Malinois.

Step 1  Read the passage carefully. What is it about? How is it organized?

The passage is about a service dog that will be awarded a medal of bravery. This is the most important information, and it comes first in the passage, followed by details that explain why this award is being given and when the ceremony will take place.

Step 2  Read each answer choice. Which type of informational material best matches the information and structure of the passage?

A newspaper would inform the public about an interesting event, such as a service dog being awarded a medal of bravery. An advertisement, manual, or encyclopedia would not have this type of information. Information in newspaper articles is also usually arranged in order of importance, just like this passage. Choice B is the correct answer.
To achieve its purpose, each type of informational material has certain **features** that help communicate the details in a document. For instance, textbook articles usually start with **definitions** to help readers understand key concepts and terms. A flyer about a yard sale might have a **notice**, or announcement of the event. A newspaper article about recent survey findings might contain an **anecdote**, or brief story, that illustrates the statistics in a more personal way. An advertisement might also use an anecdote to demonstrate the desirable qualities of a product, or it might quote a customer’s **opinion** of the product. Features are meant to attract the reader’s attention and clarify the document’s purpose.

**EXAMPLE**

1. Read this selection.

   Brad was twelve when he realized that he could use his summer vacation more profitably than by playing video games. He decided to turn his chores into a source of income. He offered to mow his neighbors’ lawns for a small fee. After several weeks of keeping the lawns in the neighborhood neat, Brad earned enough for a nice reward in a video game shop.

   Many young people are now coming up with ideas to earn money without asking their parents for it. Surveys say that kids as young as nine begin to think about how to earn money to buy things that support their hobbies.

   **The first paragraph of this article can best be described as**

   A  an anecdote.
   B  an opinion.
   C  a definition.
   D  a notice.

   **Step 1** Read the passage carefully. What is it about? What does the first paragraph talk about?

   *The passage is about kids thinking of ways to earn money to support their hobbies. The first paragraph provides an example. It tells us about Brad, a boy who mowed his neighbors’ lawns and saved up to buy a new video game.*

   **Step 2** Read each answer choice. Which choice accurately identifies the first paragraph?

   *The first paragraph can best be described as an anecdote, which is a brief story told to explain a point. The paragraph may hint at some of Brad’s opinions, but the paragraph does not consist mainly of opinions. It is also not a notice or a definition. Choice A is the correct answer.*
To compare and contrast informational materials, list the details or facts presented in each of the materials and consider how those details are structured and whether there are any notable features. Then, using your list, think about the purpose of each informational material.

**EXAMPLE**

3 Read the following passages.

**Passage A**

Raccoons are nocturnal, which means that they are usually active only at night. Throughout the night, they search for food such as fish, frogs, and plant material. Raccoons are also scavengers, which means that they eat garbage or whatever else they can find that is edible. Raccoons often wash their food before they eat it. During the day, these creatures sleep in rocky areas or in hollowed-out tree trunks.

**Passage B**

**Wildlife Advocates Open for Membership**

Do you love raccoons, squirrels, and other wild creatures? Then you can join us, the Wildlife Advocates! We hold weekly meetings and organize drives that promote a healthy environment for these wonderful animals. If you are interested, please contact Dina Marron at 456-555-3592, or please visit our office on the third floor of Copeland Place at 356 Baker Street.

Unlike Passage B, where would Passage A most likely be found?

A in a newspaper’s local news section  
B in an advertisement for an organization  
C in a training manual for veterinarians  
D in a textbook about animal behavior

**Step 1** Read both passages. Then list the details presented in each passage.

Passage A contains many facts about raccoons. I learned when they are active, what and how they eat, and where they sleep. Passage B mentions raccoons along with other wild animals. Mostly, however, it gives me information about a local group of people who love wild animals and encourages me to contact the group leader.

**Step 2** Read each answer choice. Which types of informational materials would contain these specific pieces of information?

The kind of information in Passage A would not be found in a newspaper’s local news section. Passage A also does not contain procedures or steps, so it would not be found in a training manual for veterinarians. Passage B is an advertisement. I think that a textbook about animal behavior would give me the general facts about raccoon habits found in Passage A, so choice D is the correct answer.
PRACTICE IT: Informational Materials

Directions: Read the passages and then answer the questions that follow.

Passage A

Are you ready to shine on stage? This is your chance. Come and audition for the spring musical, *Ragtime*. No acting experience is necessary. If you have never been on stage before, we will teach you everything you need to know.

Passage B

*Ragtime* is a rhythmic, syncopated music style that was first developed in the late 1800s. It is considered the forerunner of modern jazz. It is a distinctly American style of music that was very popular around the turn of the 20th century. The musical *Ragtime* is about how the music of ragtime coincided with a period of great change in America.

1. Unlike Passage A, where Passage B would most likely be found?
   A. in an advertisement
   B. in an encyclopedia entry
   C. in a public announcement
   D. in a news article

2. Unlike Passage B, where would Passage A most likely be found?
   A. in a history textbook
   B. in a reference book on singing
   C. in a school advertisement
   D. in an encyclopedia entry

3. The third sentence of Passage A can best be described as a (an)
   A. definition.
   B. anecdote.
   C. notice.
   D. opinion.

4. The first sentence of Passage B can best be described as a (an)
   A. anecdote.
   B. opinion.
   C. instruction.
   D. definition.
LEARN IT: Structural Features

Informational materials are useful documents that help readers in their everyday lives. Because these materials contain facts and information, they are good sources to use when clarifying or checking information from other sources. The following are some common types of informational documents and their definitions, along with examples of each.

<table>
<thead>
<tr>
<th>Informational Material</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer documents</td>
<td>Materials that contain information for consumers, often relating to the purchase of products</td>
<td>Warranties, contracts, product information pamphlets, user/instruction manuals</td>
</tr>
<tr>
<td>Workplace documents</td>
<td>Documents found in the workplace that are necessary to perform a job</td>
<td>Memos, company policies and procedures, training manuals, business letters</td>
</tr>
<tr>
<td>Public documents</td>
<td>Informational or persuasive documents that are prepared by the government for its citizens</td>
<td>Policy statements, political platforms, speeches, debates, public notices</td>
</tr>
</tbody>
</table>

Most consumer, workplace, and public documents are divided into sections with labeled headings to help readers locate information easily.
EXAMPLE

1. Read the following passage.

Mama Dita’s Homemade Salsa Kit

Introduction:
Thank you for purchasing the Mama Dita’s Homemade Salsa Kit. For every family that loves salsa, here is a classic recipe you won’t be able to resist!

Ingredients:
1 Mama Dita’s Tomato Paste pack
1 Mama Dita’s Ultra-hot Salsa Powder
2 pounds tomatoes
5 green bell peppers
2 large onions
2 cloves of garlic, minced

Procedure:
1. Boil the tomatoes until the skin breaks. Remove the skin and chop the tomatoes.
2. Chop the bell peppers and onions.
3. Combine all ingredients with Mama Dita’s Ultra-hot Salsa Powder. Bring to a boil.
4. Reduce the heat and simmer until mixture has thickened.
5. Stir in the Mama Dita’s Tomato Paste pack and simmer for another 10 minutes.
6. Pour into sterilized jars.

Customer Satisfaction Guarantee:
We guarantee that each Mama Dita’s Homemade Salsa Kit is made from the highest-quality spices and tomatoes. If you are not satisfied with Mama Dita’s Homemade Salsa Kit, please call our Customer Service Hotline at 1-800-555-DITA.

If you want to find out how many onions are needed, where in this recipe should you look?

A. Introduction
B. Ingredients
C. Procedure
D. Customer Satisfaction Guarantee

Step 1. Read the selection carefully. What are the different parts of this document? What are onions and where are they likely to be mentioned?

Onions are vegetables that go into salsa, so they are likely to be mentioned in both the Ingredients and Procedure sections.

Step 2. Read each answer choice. Which choice is correct?

Reviewing the recipe, I see that the Ingredients section tells me that I need “2 large onions.” Answer choice B is Ingredients. Choice B is correct.
EXAMPLE

2 Read the following company memo.

To: All Interns  
From: Marie Evers, Training Supervisor  
Subject: Performance Evaluations

Starting Monday, June 3, all interns will undergo monthly performance evaluations. Monthly performance evaluations will have two parts: self-evaluation and evaluation by supervisors. Interns are required to fill out a self-evaluation form, which is available at the receptionist’s desk. Please complete the self-evaluation form and submit it to your project supervisor no later than Friday, June 7. If you have any questions regarding the self-evaluation form, please see Stacy Kelly, Human Resources Manager.

Which of these company employees should complete a self-evaluation form?

A  Stacy Kelly, Human Resources Manager  
B  Andrew Garrett, Intern  
C  Desiree Smith, Receptionist  
D  Marie Evers, Training Supervisor

Step 1  Read the company memo and determine to whom this memo is addressed. Then locate the part of the passage that mentions the self-evaluation forms. Who is required to complete this form?

The company memo is addressed to “All Interns.” It also mentions that all interns are required to complete the self-evaluation form. Nothing is said about any other kind of employee needing to complete the form.

Step 2  Read each answer choice. Which of these people is an intern?

The human resources manager is the person interns should see if they are having problems with the self-evaluation form. The receptionist provides the self-evaluation form. The training supervisor is the person who wrote the memo. Choice B, Andrew Garrett, is an intern, so he is the person who should submit a self-evaluation form. Choice B is the correct answer.
**PRACTICE IT: Structural Features**

**Directions:** Read the following excerpt from a telephone book and then answer the questions that follow.

**SPICES – SPRINKLERS**

<table>
<thead>
<tr>
<th><strong>Spices – Retail (cont’d)</strong></th>
<th><strong>Sprinklers – Garden and Lawn</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spice Rack</strong></td>
<td><strong>Abco Sprinklers</strong></td>
</tr>
<tr>
<td>14 E. 53rd St..............555-2222</td>
<td>1243 W. Diesel Ave........555-0886</td>
</tr>
<tr>
<td><strong>Spice World</strong></td>
<td><strong>Gleeson and Sons Sprinkler Co.</strong></td>
</tr>
<tr>
<td>620 Shepard Av.............555-3628</td>
<td>4 S. Park Blvd...........555-7263</td>
</tr>
</tbody>
</table>

**Sporting Goods – Retail**

<table>
<thead>
<tr>
<th><strong>All Pro Sports Gear</strong></th>
<th><strong>560 Central Blvd........555-0967</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>32 Chester Ave...........555-3333</td>
<td><strong>Sports Plus</strong></td>
</tr>
<tr>
<td><strong>Andy’s Outdoor Sports</strong></td>
<td>390 Ave. B................555-7276</td>
</tr>
<tr>
<td>44 Carmine St............555-9736</td>
<td><strong>XYZ Sports</strong></td>
</tr>
<tr>
<td><strong>The Athlete Depot</strong></td>
<td>21 Smith St.............555-5353</td>
</tr>
<tr>
<td>338 62nd St..............555-5134</td>
<td><strong>Sports Arenas</strong></td>
</tr>
<tr>
<td><strong>Best Sports Equipment</strong></td>
<td>See “Stadiums, Arenas &amp; Athletic Fields”</td>
</tr>
<tr>
<td>11 Murray Pl.............555-0009</td>
<td><strong>Sportswear – Retail</strong></td>
</tr>
<tr>
<td><strong>Cambridge Athletics</strong></td>
<td><strong>Essex Sportswear</strong></td>
</tr>
<tr>
<td>415 Humbolt St...........555-9754</td>
<td>77 Kennedy St........555-4444</td>
</tr>
<tr>
<td><strong>One-Stop Sporting Goods</strong></td>
<td><strong>Field Fashions</strong></td>
</tr>
<tr>
<td>1313 Mockingbird Ln......555-6662</td>
<td>526 Ave J.............555-0167</td>
</tr>
</tbody>
</table>

**Sporting Goods – Whol. & Mfrs.**

<table>
<thead>
<tr>
<th><strong>Athlete’s Warehouse</strong></th>
<th><strong>Sprinklers – Garden and Lawn</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>560 Central Blvd.......555-0967</strong></td>
<td><strong>- Installation and Service</strong></td>
</tr>
<tr>
<td><strong>Sports Plus</strong></td>
<td><strong>Abco Sprinklers</strong></td>
</tr>
<tr>
<td>390 Ave. B................555-7276</td>
<td>1243 W. Diesel Ave........555-0886</td>
</tr>
<tr>
<td><strong>XYZ Sports</strong></td>
<td><strong>Gleeson and Sons Sprinkler Co.</strong></td>
</tr>
<tr>
<td>21 Smith St..............555-5353</td>
<td>4 S. Park Blvd...........555-7263</td>
</tr>
</tbody>
</table>
1. If you want to find out how much it would cost to get a new watering system for your garden, where on the telephone book page would you look?
   A. Spices – Retail
   B. Sporting Goods – Retail
   C. Sprinklers – Garden and Lawn
   D. Sports Arenas

2. Which of these people would not be able to find what he or she is looking for on the telephone book page?
   A. a boy who wants to buy a mountain bike
   B. a couple who wants to change the tiles in their house
   C. a golfer looking for a new set of clubs
   D. a chef who needs ingredients for her restaurant

3. According to the telephone book page, contact numbers for sports arenas can be found under
   A. Sportswear – Retail.
   B. Sporting Goods – Whol. and Mfrs.
   C. Sprinklers – Garden and Lawn.
   D. Stadiums, Arenas & Athletic Fields.

4. If you want to find the phone number for Spice World, where on the telephone book page would you look?
   A. Sporting Goods – Retail
   B. Field Fashions
   C. Sportswear – Retail
   D. Spices – Retail
LEARN IT: Cause and Effect

One way writers organize information is by using **cause and effect**. You will find cause and effect relationships in just about everything you read. In both fiction and nonfiction passages, writers may first state an event (the cause) and then show its consequence (the effect).

**Definition of Cause and Effect**

A **cause** is an action or event that makes something happen. An **effect** is the result of that action or event. A single cause (for example, a tornado) can produce multiple effects. Similarly, a single effect (for example, a war) may have several causes.

**EXAMPLE**

1 Read the following passage.

Joshua had been trying to think of the perfect way to conclude his report on bald eagles. He had researched the magnificent birds at the library. He knew that he had learned much, but Joshua could not come up with a brilliant way to end the report. One afternoon, Joshua's uncle took him to a park by the river. He showed Joshua three nests high up in the cottonwood trees. Joshua watched one eagle dive out of a nest toward the river. The bird came back to the nest carrying a fish. Joshua watched through binoculars as two baby birds fed on the fish. On his way home, he figured out how he would finish his report. He would describe his trip to the river and mention that witnessing the birds taught him more about bald eagles than any book could.

Which of the following is *not* a result of Joshua's trip to the river?

A. Joshua saw two baby birds eating a fish.
B. Joshua figured out how to finish his report.
C. Joshua went to the library to read about eagles.
D. Joshua learned about eagles nesting by the river.

**Step 1** Read the passage carefully. What is the passage about?

*This passage is about Joshua trying to come up with a good ending to his report on bald eagles. His uncle takes him to a park to watch some eagles. He learns a lot from the trip and comes up with a perfect ending for his report.*

**Step 2** Read each answer choice. Which answer is an event that is not caused by the trip to the river?

*Choices A, B, and D are all events that would not have happened if Joshua had not visited the river with his uncle. Choice C occurred before he went to watch the eagles, so it was not caused by the trip. C is the correct answer.*
Cause and Effect Flowchart

Identifying causes and effects in a passage can be difficult, especially when one cause may produce many effects. One way to analyze causes and effects is to create a graphic organizer, such as a flowchart. First draw a chart and list the main cause in the passage. Then create branches for each effect of this cause. Continue to create branches until you have included every cause and effect relationship, as shown below.

**Susan’s Herb Garden**

Susan wants to plant an herb garden.

- Susan does extra chores to earn money to buy seeds.
- Susan asks her grandmother to use a part of her yard.

- Susan earns enough money to buy seeds and fertilizer.
- Susan’s grandmother helps her dig up the soil and make it ready for planting.

- Susan’s herbs grow quickly and are very healthy.

- Susan gives her grandmother herbs to use while cooking.
EXAMPLE

Read the passage. Then, look at the flowchart showing the causes and effects in the story.

Sean wanted to do something special for his sister’s seventh birthday. He knew his parents were getting her a new bike, but he still wanted to give her something that was just from him. He made her a card but still wanted to do something else. Sean thought hard and remembered that his sister had a small charm with her initials on it. The chain for the necklace had broken, and she didn’t wear it anymore. Sean didn’t have the money to buy a new chain, so he braided some fine thread and made a new chain for the charm. On the day of the birthday, Sean was so excited he accidentally left the card and the present at school. His mom had to drive him back to school to get them out of his desk. When his sister opened the box with the new necklace inside, she ran to Sean and gave him a big hug.

Which of the following is not a direct effect of Sean’s sister having a birthday?

A  Sean left the card and gift at school.
B  Sean’s parents bought his sister a new bike.
C  Sean made a card to give his sister.
D  Sean wanted to give his sister a chain.

Step 1  Read the passage carefully. What is the passage about?

This passage is about Sean’s sister’s birthday. Sean wants to do something special for her. He makes her a card and a chain for her favorite charm.

Step 2  Read each answer choice. Which answer is not a direct effect of Sean’s sister’s having a birthday?

Choices B, C, and D are all events that happen because Sean’s sister is having a birthday. Choice A is not a direct result of the birthday; A is the correct answer.
Cause and Effect Signal Words

Writers may use **signal words** to indicate cause and effect relationships such as *because*, *so, so that, if... then, consequently, thus, since, for, as a result, therefore, due to, nevertheless, and accordingly*. The chart below provides examples of these signal words.

<table>
<thead>
<tr>
<th>Signal Word/Phrase</th>
<th>Example</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>Rachel missed school because she was sick.</td>
<td>Rachel was sick.</td>
<td>Rachel missed school.</td>
</tr>
<tr>
<td>therefore</td>
<td>I didn’t feed the dog; therefore, he was hungry.</td>
<td>I didn’t feed the dog.</td>
<td>He was hungry.</td>
</tr>
<tr>
<td>if . . . then</td>
<td>If we watch through a telescope, then we can see the meteor shower.</td>
<td>We watch through a telescope.</td>
<td>We see the meteor shower.</td>
</tr>
<tr>
<td>consequently</td>
<td>I wasn’t ready for school on time. Consequently, I was late.</td>
<td>I wasn’t ready for school on time.</td>
<td>I was late.</td>
</tr>
</tbody>
</table>

**EXAMPLE**

**3 Read these sentences.**

Carly cut her foot on a rock.

She needed a bandage.

What is *not* a correct way to combine these sentences to show a cause and effect relationship?

A  Carly cut her foot on a rock; therefore, she needed a bandage.
B  Carly needed a bandage and as a result, she cut her foot on a rock.
C  Carly needed a bandage since she had cut her foot on a rock.
D  Because Carly had cut her foot on a rock, she needed a bandage.

**Step 1**  Read the examples carefully. Is there a clear cause and effect relationship in these sentences?

Cutting her foot on a rock is *the cause*; needing a bandage is *the effect*.

**Step 2**  Read each answer choice. Which one does not show the correct cause and effect relationship?

Choices A, C, and D all use signal words to show that Carly needed a bandage because she cut her foot on a rock. Choice B says that the cause is that Carly needed a bandage and the effect is that she cut her foot, which actually reverses the true cause and effect relationship. *B is the correct answer.*
The Ship of Gold

1. The sinking of the SS Central America in 1857 was one of the worst sea disasters in American history. The Central America left Panama with 477 passengers, 101 crew members, and twenty-one tons of gold on board. The passengers were returning from the California gold rush. The ship’s cargo—thousands of gold coins and hundreds of gold bars—was headed to America’s banking capital, New York City.

2. Off the coast of South Carolina, a violent storm struck quickly and shredded the ship’s sails. Gigantic waves washed aboard for two days. Water leaked into the engine boiler, and its fire went out. The automatic pumps, which had been emptying water from the ship during the storm, were unable to continue working. Everyone helped bail the water off the boat, but the Central America began to sink.

3. Someone spotted another ship, the SS Marine, sailing in the distance. The crew of the Central America was the first to practice the order to “save the women and children first.” As the ocean churned, passengers were strapped to ropes and lowered into lifeboats.

4. Just as the last woman and child were transferred, the storm pushed the Marine away from the sinking ship. The men left behind emptied their pockets of heavy gold coins and tossed the loot into the sea. They grabbed desperately for wooden doors and chairs to use as rafts.

5. Five hours passed before the next nearest ship, the Ellen, could arrive. The Ellen’s captain scoured the sea, but found only fifty-three survivors.

6. Americans were heartbroken. In addition to the loss of many lives, the sinking of the Central America also meant the loss of over a million dollars in gold. This lost gold spurred worries about American banks and caused a banking crisis.

7. At the time, the gold seemed lost for good. It lay on the bottom of the ocean, under nearly eight thousand feet of water, for more than a century. In 1989 new technology helped predict where the ship had drifted. Advances in underwater exploration made recovery of the gold possible. Some of the recovered gold became part of an exhibit called The Ship of Gold. The exhibit includes a giant replica of the ship, where people can look through portholes to glimpse the gold.
1 Which is not a direct result of the California gold rush?
   A The Central America was headed to New York City, the banking capital.
   B The Central America’s cargo was full of gold coins and gold bars.
   C The Central America sank off the coast of South Carolina.
   D The Central America’s passengers were returning from California.

2 Which correctly shows a cause and effect relationship from paragraph 4?
   A Because the last woman and child were transferred, the storm pushed the Marine away from the sinking ship.
   B If the men emptied their pockets of heavy gold coins, then they could toss the loot into the sea.
   C Since they needed rafts, the men grabbed desperately for wooden doors and chairs.
   D The Marine was pushed away from the sinking ship; therefore, the men emptied their pockets.

3 Which of the following was not a result of the sinking of the Central America?
   A The Ellen was closest to the sinking ship.
   B Over a million dollars in gold was lost.
   C A banking crisis occurred.
   D Many lives were lost.

4 In 1989, one result of new technology was that
   A women and children were put into lifeboats first.
   B an exhibit with a replica of the sunken ship was created.
   C some gold from the wreckage site was recovered.
   D the ship arrived in New York City.
LEARN IT: Author’s Argument

An active reader should be able to identify the author’s argument—the evidence, logical reasoning, and examples the author provides in support of his or her thesis or main idea. As readers follow the author’s argument, they are able to grasp the author’s intent or purpose for writing.

EXAMPLE

1 Read the following announcement.

Valentine’s Day is right around the corner. What better way to celebrate the day of love than to audition for the lead roles in Romeo and Juliet? William Shakespeare’s most romantic play will be brought to life in the Eberman School’s Mini-Theater this February, and you can be a part of it. If you think you have what it takes to be one of the star-crossed lovers, please see Ms. Ellen Maple in Room 306. Auditions will be held this Monday and Tuesday from 1:00 p.m. until 4:00 p.m. See you there, Romeos and Juliets!

The main argument the writer gives to persuade people to audition for the play is that
A the Eberman School’s Mini-Theater is a great place to perform.
B the audition is the perfect way to celebrate Valentine’s Day.
C Ms. Ellen Maple is one of the best directors in the county.
D Romeo and Juliet is Shakespeare’s most romantic play.

Step 1 Read the passage carefully. What does the author say or suggest about the audition? Which of these statements is most persuasive?

The author notes that Valentine’s Day is approaching and auditioning would be a good way to celebrate. This is the only persuasive statement in the passage. The rest of the announcement simply gives details about when and where the play will be performed and when and where the audition will take place.

Step 2 Read each answer choice. Which of these states the author’s argument for auditioning?

The author never actually claims anything about the Eberman School’s Mini-Theater or Ms. Ellen Maple, so choices A and C cannot be correct. The author does claim that Romeo and Juliet is Shakespeare’s “most romantic play,” but this is not given as the reason that people should come to the auditions, so choice D cannot be correct. Only choice B states the author’s argument that the audition is a perfect way to celebrate Valentine’s Day. Choice B is correct.
LEARN IT: Author’s Perspective or Point of View

An author’s **perspective** or **point of view** is the author’s way of looking at a subject. It can include the author’s ideas, assumptions, and intentions. If you are unclear about an author’s perspective, a good place to look is in the conclusion to a selection. The conclusion will usually include a summary of the author’s main points. Sometimes, the author will state his or her perspective directly. At other times, the perspective must be inferred from the details that the author provides. Identifying the author’s perspective, whether directly stated or implied, helps to verify that the reader has understood the text.

**EXAMPLE**

2 Read the following passage.

---

**The Internet**

1 For over a decade now, the Internet has been a tool that has made the world smaller by connecting people even if they are far apart. Anybody can communicate with anyone as long as both have a computer and an Internet connection. This is called electronic mail, or e-mail. It has made sending letters easier, faster, and cheaper. But this is not the only benefit we get from the Internet.

2 Students, professionals, and anybody searching for information will find the Internet an extremely large bank of knowledge. It makes studying and doing research much easier. Business can also be conducted via the Internet. More and more people are buying and selling goods online. The selections are wider and sometimes less expensive, and products are delivered faster.

3 Probably one of the most popular reasons people frequent the Internet is the entertainment that is available to everyone. Music and movies are some of the media that can be downloaded and enjoyed for free or at a minimal cost.

4 The Internet has been changing the way we live, talk, earn, and learn. It will not be surprising if after another decade, the Internet takes us to a place we cannot even begin to imagine now.
The author of this passage intends to show that the Internet
A contains information on many topics.
B entertains people who enjoy music.
C continues to transform our lifestyles.
D allows people to communicate.

**Step 1** Read the passage carefully and list the details given. Is there a statement in the concluding paragraph that indicates the author’s ideas or intentions?

*The author lists the changes that the Internet has brought to people, such as how people communicate, how business is handled, and how people search for entertainment and knowledge. The concluding paragraph contains a statement that encompasses these ideas: “The Internet has been changing the way we live, talk, earn, and learn.”*

**Step 2** Read the answer choices. Which choice best summarizes the author’s perspective on the Internet as stated in the concluding paragraph?

*The idea that the Internet transforms our lifestyles most fully matches the author’s perspective as stated in the concluding paragraph. The other three statements are merely details that are provided to support the author’s conclusion. Choice C is the correct answer.*
The author’s point of view or perspective can also be determined by considering the author’s **attitude** toward his or her subject. Analyzing the words used and the emotions usually associated with those words is a good way to determine an author’s attitude toward what he or she is writing about.

**EXAMPLE**

3 **Read the following letter.**

Dear Mr. Burns,

Kindly talk to your kids about the volume of their music when they have their all-night parties. My two-year-old wakes up crying because of the blaring music and the rowdy guests. This is a simple request that will help keep harmony among the neighbors.

Mrs. Jackson

**The author’s attitude toward the parties can best be described as**

A  hostile.
B  indifferent.
C  apologetic.
D  supportive.

**Step 1** Read the letter carefully. What is the main idea? What words does Mrs. Jackson use to describe the parties?

*Mrs. Jackson is asking Mr. Burns to talk to his kids about the volume of the music during their parties. She used the phrases blaring music and rowdy guests and suggests there is a danger of losing “harmony among the neighbors.”*

**Step 2** Read each answer choice. Which choice best describes the words Mrs. Jackson uses?

*The reader can tell that Mrs. Jackson is irritated by the parties because she uses negative words such as rowdy and blaring to describe them. The only answer choice that clearly conveys a negative attitude is hostile. Choice A is the correct answer.*
PRACTICE IT: Author’s Argument, Point of View, or Perspective

Directions: Read the passage and then answer the questions that follow.

The Civil War Submarine

1. During the American Civil War, the Confederate Navy designed and built a submarine. The *Hunley*, as it is known, became part of the naval force. Although there had been previous attempts at designing underwater vessels, none had been used successfully in warfare. In the end, the *Hunley* proved to be woefully inadequate. While it was being tested, it sank several times, killing many crewmen. Then, for reasons still unknown, the *Hunley* and its entire crew went down for good in Charleston Harbor.

2. The *Hunley* was a small vessel. It held a nine-man crew and was moved by a hand-cranked propeller. Conditions must have been close and cramped in the belly of the craft as the men crouched to turn the crank. Yet on February 17, 1864, nine men climbed into the submarine, well aware of the danger. Their mission was to travel out into the waters of Charleston Harbor and help break the blockade of Northern ships that were cutting off access to the docks. The *Hunley* rammed the *Housatonic* just outside the harbor and then blew that ship up with an explosive device. Minutes later, the *Hunley* itself sank, taking all hands with it.

3. Historians have long been curious as to why the *Hunley* went down. The most probable reason is that the vessel, extremely basic in design, was not able to withstand the demands of underwater warfare. Until recently, there was no way of knowing.

4. However, on August 8, 2000, the *Hunley* was raised from the ocean floor off the coast of South Carolina by a salvage expedition that hoped to learn more about the submarine’s last moments. According to a press release describing the event, the vessel is considered one of the most significant marine archaeological finds ever to be recovered. The first priority among the salvagers was to respectfully remove the remains of the crewmen. A military funeral is planned for the fall of 2001, when the bodies of men who fought in a war 136 years ago will finally and formally be laid to rest. Plans call for the preservation of the submarine so it can be studied. Hopefully scientists will discover why it sank.

5. There is no doubt that the loss of the *Hunley* forced the Confederates to abandon submarine warfare. Submarines were not used again in armed conflict until World War I broke out in 1914. They have been important seagoing vessels ever since. The gallant little *Hunley* was, indeed, fifty years ahead of its time.
1 The author’s primary intent in this article is to
   A  discuss the Civil War.
   B  tell the history of a sunken submarine.
   C  honor the men who died.
   D  teach people how to build a submarine.

2 The author of this passage concludes that
   A  submarines are ideal seagoing vessels.
   B  the Hunley was a pioneer in submarine warfare.
   C  the Hunley was the best submarine in history.
   D  submarines are too unreliable to be used in warfare.

3 The author of this passage clearly believes that
   A  the Confederates did not use submarines again in the Civil War because of the sunken Hunley.
   B  a military funeral for the crewmen who died will distract from the research on the Hunley.
   C  scientists will never discover the reason behind the loss of the Hunley.
   D  the Hunley's recovery is not very significant to archaeologists.

4 The author’s attitude toward the Hunley is best described as
   A  annoyed.
   B  apologetic.
   C  hopeful.
   D  respectful.
LEARN IT: Technical Instructions

There are many reasons why people read. Sometimes people read for relaxation and enjoyment. At other times, they read in order to gather information and learn about the world. Novels, magazines, and newspapers are all types of reading materials that are used for these purposes.

**Technical instructions** are another type of reading. Technical instructions follow a sequence of numbered steps that guide the reader through the process of learning how to operate a new product. The only purpose of these directions is to instruct, so they are usually simple, direct, and clear.

**EXAMPLE**

1. **Read the passage.**

   **How to Use a DVD Player**

   1. Press the “Open/Close” button on your DVD player or on the remote control. The DVD tray will open.
   2. Insert a DVD in the tray and press the “Open/Close” button again. Wait for the DVD to load.
   3. Your television screen will show the Main Menu, where you will have several options. These usually include “Play Movie,” “Chapters,” “Special Features,” and “Setup.”
      a. The “Play Movie” option plays the movie.
      b. The “Chapters” option will show you scenes from the movie that you can choose from, in case you only want to view a specific scene.
      c. The “Special Features” option usually includes any trailers, deleted scenes, commentaries, or other extra features that the DVD contains.
      d. The “Setup” option takes you to another menu where you may pick the language, audio format, and subtitle language in which to watch the movie.
   4. Using your remote control, select the option you want. When you are ready to watch the movie, select “Play Movie.”
What is the main purpose of this passage?
A to persuade readers to buy a DVD player  
B to instruct readers how to watch a movie on a DVD player  
C to show readers the different options on a DVD’s main menu  
D to inform readers of the advantages of using a DVD player

**Step 1** Read the passage carefully. How is the passage organized? What is the author trying to say?

The author is giving step-by-step instructions on how to use a DVD player. A DVD player is a machine that plays movies.

**Step 2** Read each answer choice. Which of the choices is consistent with the author’s purpose in writing about the DVD player?

The reader would not be reading instructions on how to operate a DVD player if he or she still needed to be persuaded to buy one, so choice A cannot be right. The author also does not mention any advantages of using a DVD player, so choice D cannot be right. In step 3, the author does list the different options on the DVD’s main menu, but the passage contains three other steps that don’t mention the main menu, so choice C cannot be the answer. Taken together, all of these steps “instruct readers how to watch a movie using a DVD player.” Choice D is correct.
To make it simpler for readers to follow technical directions, instructions are often arranged in a sequence. This way, readers can easily follow the instructions in a step-by-step manner. Sometimes, signal words are also used to guide readers. Some examples of sequence signal words are first, before, then, next, after, while, and finally.

**EXAMPLE**

2 Read this passage.

---

**How to Use a Bench Vice**

A bench vice is a mechanical tool that is attached to a workbench. It holds your material firmly in place as you work on it. A bench vice typically has two jaws that are parallel to each other. One of the jaws does not move, while the other can be adjusted by turning a handle. As you turn the handle, the bench vice clamps the material firmly between its jaws.

1. First, loosen the vice by turning the handle counterclockwise. Then, hold the material on which you wish to work between the vice’s jaws. Turn the handle clockwise to secure the material in place.
2. Check to see if the material is firmly in place and positioned correctly. Adjust the position of the material as needed. Apply hand pressure only when tightening the vice. Do not pound on the handle to increase the grip.
3. After securing the material on the bench, you can start working on it. Here are some useful tips for working with your bench vice:
   a. When sawing something with the aid of the bench vice, work as close as possible to the jaws. This way, there will be fewer vibrations as you move the saw back and forth over the material.
   b. When using the vice to hold a long piece of material, make sure to support the weight of the unclamped end to minimize the pressure on the jaws of the vice.
   c. You should never use the jaws of the vice as an anvil.
4. After you are finished working, turn the handle counterclockwise and remove the material from the jaws. Clean the vice of chips and dirt and return the jaws to their locked position. It is advisable to oil the vice’s moving parts every so often to prevent them from rusting.

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If you want to place material between the jaws of the vice, which of the following should you do first?

A. adjust the placement of the work piece in the vice
B. examine the position of the work piece in the vice
C. rotate the handle counterclockwise to loosen the jaws
D. make sure to clean the vice of unwanted chips and dirt

**Step 1**  Read the question and the passage carefully. Which steps discuss placing the material between the jaws of the vice? Do you see any signal words?

Steps 1 and 2 discuss how to place the material between the jaws of the vice. Step 1 is concerned with actually putting the material into the vice, while step 2 is about checking the material once it is in place to make sure that it is secure and positioned correctly. I see the signal word first before the instruction about loosening the vice and the word then before the instruction on inserting the material into the vice.

**Step 2**  Read each answer choice. Which answer choice best describes the first thing you must do in order to place the material between the jaws of the vice?

Choices A and B are about examining and adjusting the material once it is already in the vice, so neither answer is correct. Choice C is about rotating the handle counterclockwise to loosen the jaws, which makes sense because step 1 is about loosening the jaws before you put the material into the vice. Choice D is about cleaning the vice, which you should do at the very end, when you are finished working. Choice C is the correct answer.
PRACTICE IT: Technical Instructions

Directions: Read the instructions and then answer the questions that follow.

How to Use a Digital Camera

1. Insert four AA batteries into compartment A on the back of the camera. Then press the power button to turn your camera on.
2. Rotate the click wheel to choose the mode of operation in which you want your camera to perform. When you want the camera automatically to choose the best mode for a certain setting, choose the “Auto” function.
3. Select the settings according to your needs. For example, if you want a clearer picture, you should increase the resolution. However, a higher resolution means bigger file sizes, which take up more memory and can slow down your computer.
4. Center the subject of your photograph in the LCD display.
5. Press the black buttons on top of the camera to zoom in and out.
6. When you are satisfied with the preview of your subject in the LCD display, shoot a photograph by pressing the red button next to the zoom buttons.
7. Review your photograph in the LCD display.
8. After taking pictures, you can transfer the photos to a computer by using a USB cable.
1. According to the passage, you can zoom in and out by
   A. inserting batteries into compartment A.
   B. pressing the black buttons on top of the camera.
   C. taking a picture of your subject.
   D. centering your subject in the LCD display.

2. According to the passage, you can use the “Auto” function to
   A. transfer the photos from the digital camera to a computer.
   B. allow the camera to adjust its mode to a certain setting.
   C. take pictures without pressing the red button.
   D. zoom in and out without pressing the zoom buttons.

3. If you are using the digital camera for the first time, which of the following should you do first?
   A. Insert four AA batteries.
   B. Rotate the click wheel.
   C. Press the power button.
   D. Press the black buttons.

4. What is the main purpose of this passage?
   A. to show readers what a digital camera looks like
   B. to instruct readers how to take pictures using a digital camera
   C. to inform readers about the different parts of a digital camera
   D. to persuade readers to use a digital camera when taking pictures
LEARN IT: Evidence

An author’s claims and assertions should be well supported by evidence. Evidence can be in the form of facts, examples, and statistics. In order to assess the author’s evidence, one must first identify the author’s argument. This involves determining the thesis, or main idea, and any claims that the author makes about it. Only then can you decide whether or not the author’s claims and assertions are supported by accurate and appropriate evidence.

EXAMPLE

1 Read the passage.

I believe that my allowance should be raised for the following reasons. My responsibilities have increased, and I now babysit my little sister and make dinner on the nights that Dad works late.

My current allowance does not cover the cost of movies, the occasional snack with friends, and gifts for my friends’ birthdays.

I deserve a raise because of my responsibilities, and I need a raise because of the daily cost of living. I thank you for your consideration.

The author supports the assertion that his or her allowance should be raised by stating that he or she
A has a little sister to take care of.
B wants to watch movies and buy snacks.
C knows how to cook meals for the family.
D has more responsibilities and needs extra money.

Step 1 Read the passage carefully and determine the main idea. What points does the author make in support of the main idea?

The author wants an increased allowance. The author supports the assertion that he or she deserves this raise by citing additional responsibilities, such as babysitting and making dinner at night. The author also states that he or she cannot afford extra expenses, such as movies or snacks.

Step 2 Read each answer choice carefully. Which choice most convincingly explains why the author’s allowance should be raised?

Choices A and C are examples of the author’s extra responsibilities, but they do not explain that having extra responsibilities is a reason for increasing his or her allowance. Similarly, choice B gives examples of things the author wants to spend money on, but it does not explain that the author needs more money in order to buy these things. Only choice D summarizes both aspects of the author’s argument. Choice D is the best answer.
LEARN IT: Bias and Stereotyping

After identifying the claims and assertions in an argument and the evidence used to support them, the next step is to evaluate the evidence for any signs of bias or stereotyping. Bias is an inclination toward a certain position, possibly stemming from prejudice. Stereotyping is a generalization about a group of people that is made without regard for individual differences. Claims and assertions that are biased or contain stereotypes are seldom supported adequately by evidence. Moreover, they weaken the writer’s arguments by ignoring examples or points that might contradict the author’s point of view.

EXAMPLE

2 Read this passage.

I believe that teenage drivers should be allowed to drive, not only to school and back but to other places as well. The teenage years are very difficult ones, but parents who trust their kids help a lot. My parents trust me to drive, and that has made my life much easier. Surely if I can do it, all teenagers are ready to drive.

Which claim from the paragraph can be least supported by factual evidence?
A  Teenage years are difficult.
B  All teenagers are ready to drive.
C  Kids want to be trusted by their parents.
D  My parents trust me to drive

Step 1  Read the passage carefully and determine the main argument. Does the author make a generalization that is based on a single example?

The author argues that teenage drivers should be allowed to drive to places other than school. The author supports his or her argument by saying that, since teenagers have a difficult time, they should be trusted more. As an example, the author gives an example from his or her own experiences and then says that if he or she can be trusted to drive, all teenagers can. This generalization about all teenagers based on the experiences of a single teenager is an example of stereotyping.

Step 2  Read each answer choice carefully. Which choice matches the stereotype that you identified in Step 1?

Choices A and C express opinions, but they can easily be supported by evidence that shows how they apply to most teenagers. Choice D is a statement that applies only to the writer. Choice B, however, is a generalization about all teenagers based solely on the author’s experiences. This is a stereotype that cannot be supported adequately with evidence, so choice B is correct.
PRACTICE IT: Evidence

Directions: Read the passage and then answer the questions that follow.

The Great Barrier Reef

1. The Great Barrier Reef is one of the Seven Natural Wonders of the World. It is a coral reef, which is a limestone formation that lies above or below the surface of the sea. The Great Barrier Reef is located off the northeast coast of Australia. It is famous for its stunning natural beauty, varied and exotic marine life, and brilliant underwater colors.

2. The Great Barrier Reef is actually a group of coral reefs that are the largest in the world. It extends for about 1,200 miles. Some parts of the Great Barrier Reef lie as far as 150 miles from the coast, whereas others are only 10 miles away.

3. Scientists believe that the Great Barrier Reef began forming about a half-million years ago. The hardened skeletons of dead water animals known as polyps are the foundation for the reef’s coral. Billions of living coral polyps have attached themselves to these skeletons. Some polyps are less than an inch in diameter. Other polyps can reach a foot in length. Polyps may appear in an array of colors, such as purple, blue, green, yellow, and red.

4. The Great Barrier Reef is home to diverse forms of life. In addition to 300 species of polyps, there are about 1,500 kinds of tropical fish that live in the reef. It is also home to many species of birds. Some islands are designated as off-limits to the public during the nesting seasons. The park management hopes that such protective practices will help preserve the bird’s natural habitats.

5. Each year, thousands of tourists flock to the reef to experience its beauty and greatness. Unfortunately, diving and fishing boats that anchor on or near the reef can damage the fragile ecosystem that lies beneath the surface. Petroleum companies that drill in the area for oil can bring complete ruin to a reef in the event of a spill. Human presence, unless carefully controlled, will lead to disaster for the reef.

6. In an effort to protect the reef, the Australian government has made most of it a national park. The law prohibits people from collecting any of the reef’s coral. Park management educates visitors about how to use the park in a safe way for both the reef and the people. Conservationists, who always put the environment’s interests over their own, are working to prevent petroleum companies from drilling on or near the reef.

7. In spite of many challenges, the Great Barrier Reef remains one of the most breathtaking spots in the world. Its varied animal, plant, and sea life make it a true natural wonder.
1. The author supports the argument that the Great Barrier Reef is home to diverse forms of life by giving
   A. descriptions of polyps that live in the reef.
   B. statistics about the number of species living in the reef.
   C. estimates about the number of tourists that visit the reef.
   D. examples of ways the government protects the reef.

2. There is enough information in paragraph 5 to show that the author believes that
   A. Australians fail to appreciate the Great Barrier Reef.
   B. fishing boats should be prohibited around the Great Barrier Reef.
   C. people can pose a threat to the reef’s ecosystem.
   D. there is a lot of oil in the reef.

3. Which claim from the article is least supported by factual evidence?
   A. In an effort to protect the reef, the Australian government has made most of it a national park.
   B. The law prohibits people from collecting any of the reef’s coral.
   C. Park management educates visitors about how to use the park in a safe way for both the reef and the people.
   D. Conservationists, who always put the environment’s interests over their own, are working to prevent petroleum companies from drilling on or near the reef.

4. There is enough information in paragraph 6 to show that the author believes that
   A. petroleum companies are the main cause of the destruction of the reef.
   B. educating tourists is a more effective method of protecting the reef than passing laws.
   C. there is a wide variety of people who are working hard to protect the reef.
   D. the Australian government is not doing a good job of protecting the reef from destruction.
**LEARN IT: Forms of Prose**

Prose refers to literature that is written in sentence and paragraph form (as distinguished from poetry, which is arranged in lines and stanzas.) Examples of prose include short stories, novels, novellas, and essays. The chart below lists some characteristics of each form.

<table>
<thead>
<tr>
<th>Form</th>
<th>Purpose</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short story</td>
<td>To tell a brief fictional narrative</td>
<td>Can usually be read in one sitting; usually focuses on a single event and has only a few characters; elements include setting, characters, plot, point of view, and theme</td>
</tr>
<tr>
<td>Novel/novella (a novella is longer than a short story but shorter than a novel)</td>
<td>To tell a longer fictional narrative</td>
<td>Requires more than one sitting to finish; the plot may branche off in many directions; novels and novellas have greater potential to develop plot, character, setting, and theme than does a short story</td>
</tr>
<tr>
<td>Essay</td>
<td>To explore a single topic from the writer’s own perspective in a short piece of nonfiction</td>
<td>Supported by facts; informative; accurate; formal essays are serious and impersonal, often with the purpose of instructing or persuading; informal essays entertain and inform, usually in light conversational style</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the following passage.

The First Day of Basketball

1 Chris slowly walked out onto the court. He stared at his sneakers, imagining that the others wouldn’t notice him as long as he pretended not to notice them.

2 Today was the first day of basketball in gym class. Chris could picture himself falling on his face as he attempted to run and dribble at the same time. Mr. Henson, the gym teacher, divided the last group of boys into two teams and told them to take their positions on the court. There were four other boys on his team, so it was likely that he wouldn’t even have to touch the ball.

3 As soon as Mr. Henson blew his whistle, the gymnasium was alive with the sounds of cheering and the squeaking of the hardwood floor. Chris stood stiffly on the court as the other boys dashed around him. Chris watched his teammates nervously, afraid that someone might accidentally pass him the ball.

4 Gary Parker could see that Chris looked anxious, but he decided to pass Chris the ball. Chris caught the ball with an unconscious reflex.

5 For a moment, Chris just stood in the middle of the court holding the ball. “Run! Run!” his teammates shouted from all sides.

6 Before Chris realized what he was doing, he was racing down the court, effortlessly dribbling the ball at his side. “Shoot! Shoot!” his teammates were now shouting. Chris tossed the ball up into the air. His eyes widened and his mouth hung open as the ball swished through the basket.

This passage is most likely

A an essay
B a short story
C a novel
D a poem

Step 1 Read the passage carefully. What is the passage about?

This passage is about Chris playing basketball in gym class.

Step 2 Read each answer choice. Which form does the passage reflect?

Choice A is incorrect. Because of the presence of characters and the lack of real facts in the narrative, this does not seem to be a nonfiction piece. Choice C is incorrect because the passage contains the entire story, which is too brief to be a novel. Choice D is incorrect because the passage is not arranged in lines and stanzas. Choice B is the correct answer because the passage is a brief fictional narrative.
Elements of Fiction

Fiction is literature in which situations and characters are invented by the writer. Common forms of fiction include short stories, novels, and novellas. Each of these forms contains elements such as plot, setting, and character.

<table>
<thead>
<tr>
<th>Plot</th>
<th>Setting</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the sequence of events</td>
<td>• the time and place in which the events occur</td>
<td>• a person in a literary work</td>
</tr>
<tr>
<td>• begins with exposition, which introduces the characters and conflict</td>
<td>• can be a real or made-up world, in present day or the past</td>
<td>• Important characters are the main characters; minor characters may interact with main characters to move the story along.</td>
</tr>
<tr>
<td>• has rising action, which adds to the conflict</td>
<td>• includes the social conditions of the story</td>
<td>• Information about characters can be presented through dialogue or descriptions of their thoughts and actions.</td>
</tr>
<tr>
<td>• builds to the climax, or point of highest emotion</td>
<td>• can include the mood of the story, such as spooky or cheerful</td>
<td></td>
</tr>
<tr>
<td>• has falling action, which is the result of the climax, and resolution, which presents the outcome</td>
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EXAMPLE

2 | Read the passage.

I sat in the darkened auditorium, waiting anxiously for Ms. Reynolds to call my name. I clutched my violin so tightly that I thought I might snap its neck. My music teacher, Mr. Gale, had been tutoring me for two months for this recital. In all that time, though, I never thought about what it would actually be like to perform in front of all these people. I had never done anything like this before, and it was scary, to say the least. Suddenly Ms. Reynolds called out, “Jasmine, you're next.”

How is the main character presented in this passage?

A  through her personal thoughts

B  through the dialogue of her friends

C  through the thoughts of Mr. Gale

D  through dialogue with Ms. Reynolds

Step 1  Read the passage carefully. What is the passage about?

This passage is about Jasmine waiting for her recital to begin.

Step 2  Read each answer choice. Which answer describes the way Jasmine’s character is revealed to the reader?

Choice A is the correct answer because most of the passage reveals Jasmine’s thoughts.
Types of Nonfiction

Nonfiction is literature about real people, places, and events. Examples of nonfiction include essays, newspaper articles, biographies, and history books. Nonfiction may have a variety of purposes. It can inform the reader about a subject, explain a process, or attempt to persuade the reader to think a certain way. The chart below describes two types of nonfiction.

<table>
<thead>
<tr>
<th>Essay</th>
<th>Newspaper article</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a short piece of nonfiction writing on a single topic such as literature, politics, history, daily life, personal observations</td>
<td>• is about a real event</td>
</tr>
<tr>
<td>• communicates an idea or opinion</td>
<td>• is usually written shortly after an event to inform readers about it</td>
</tr>
<tr>
<td>• can be written at any time and can include quotations from other sources to support the idea or opinion</td>
<td>• can include quotations from people who participated in or witnessed the event</td>
</tr>
<tr>
<td>• can be used to inform or persuade readers</td>
<td>• includes a headline to catch the reader’s attention</td>
</tr>
<tr>
<td></td>
<td>• the purpose is to examine different sides of an event</td>
</tr>
</tbody>
</table>

EXAMPLE

Read the passage.

Hippopotamuses are found in Africa. They used to live in Asia and Europe, but hunters destroyed the hippopotamus populations in those areas.

Hippopotamuses spend most of their time in the water. They dive deep beneath the surface. Their nostrils reopen when they come back to the surface. Warmed air escapes from the hippopotamuses’ lungs and is blown into the cool air as condensed vapor.

Which sentence could best be added to this nonfiction passage?

A. “We saw them everywhere,” Sofie added. “All around our car were hippopotamuses.”
B. The day we went to the zoo was gloomy and rainy.
C. Hippopotamuses live in rivers and lakes in groups of up to forty animals.
D. Jeremy noted, “I didn’t know it before, but a hippo is amazingly large and smelly.”

Step 1 Read the passage carefully. Why is it a nonfiction passage?

This is part of an essay about the hippopotamus. It contains facts and gives information about the animal. It does not have characters or plot as fiction would.

Step 2 Read each answer choice. Which one gives factual information?

Choices A and D use quotations as an essay might, but these quotations make the story seem fictional because they are about characters, not real people who might be around hippos. Choice B also would make this story seem fictional because it describes setting. Choice C gives another fact about hippopotamuses. C is the correct answer.
PRACTICE IT: Forms of Prose

Directions: Read the passage and then answer the questions that follow.

An Extra Good Summer

1. “Is this your idea of fun?” asked Andrew. He and Omar stood side by side in a line that extended halfway around the high school.

2. “Hollywood has come to Juniper Falls. How bad can that be?” replied Omar.

3. Bad, thought Andrew, if you wait for summer vacation all year and this is how you spend it. What chance did they have, anyway, of landing parts as extras in a movie?

4. Besides, he no longer trusted Omar’s suggestions. When Andrew first complained about feeling bored, Omar told him to try sleeping with his head at the bottom of his bed. Omar promised it would shake up Andrew’s life, but it only messed up his bedcovers. Then Omar told him to try hot dogs for breakfast as a way to jolt his brain into action. Andrew tried it and got a headache.

5. “I heard this movie they’re making is about a small-town cook who becomes a famous chef in New York City,” said Omar. “We could be famous, you know!”

6. Midmorning, a crew member hustled everyone into the gymnasium. Everybody got to be in a scene at a basketball game. At first, Andrew and Omar found watching the film crew interesting. After seven hours a day and four days in a row in the bleachers, they didn’t.

7. On the fifth day, their fortunes changed: they were awarded roles as diner customers. They were filmed (from behind) entering the diner over and over for two full days. After that, they got to sit at the counter (backs to the camera) for two more full days. They weren’t allowed to spin on the stools, but they got all the free sodas they wanted.

8. After filming finished, Andrew gratefully returned to his old life, no longer bored. He thanked his friend Omar for his excellent idea.
1 Which sentence does not describe an event in the plot?
   A  He and Omar stood side by side in a line that extended halfway around the high school.
   B  What chance did they have, anyway, of landing parts as extras in a movie?
   C  Midmorning, a crew member hustled everyone into the gymnasium.
   D  After that, they got to sit at the counter (backs to the camera) for two more full days.

2 Which sentence states a fact and should not be added to paragraph 6?
   A  Film crews often must shoot the same scene several times.
   B  Omar was most excited about this scene because he was on the basketball team.
   C  “Who would have thought,” the woman next to them said. “We get to be in a movie!”
   D  They were both bored doing the same thing over and over again.

3 Which sentence is the best example of character development?
   A  “How bad can that be?” replied Omar.
   B  Andrew tried it and got a headache.
   C  On the fifth day, their fortunes changed: they were awarded roles as diner customers.
   D  He thanked his friend Omar for his excellent idea.

4 Which sentence could be added to the end of the passage if it were a newspaper article?
   A  “It is the most fun I’ve had during any summer vacation,” Andrew admitted.
   B  They both agreed that they would also be in the next movie that came to town.
   C  The movie Omar and Andrew are in opens this Friday in local theaters.
   D  The rest of the summer was not nearly as exciting as the days on the set.
LEARN IT: Plot

One of the elements of a work of fiction is the plot. The plot is the sequence of events that takes the reader from the beginning to the end of a story. One event in the story is the result of previous events as well as the cause of future ones. A reader can analyze each of these events in order to understand the past and present actions of the characters in a story. In this way, the reader can discover the reasons for the characters’ behaviors.

EXAMPLE

1 Read the following beginning to a story.

1 Brad and Toby were brothers who, despite their blood ties and similarities, did not get along well. They argued over even the most trivial things, such as who got the top drawer of the cabinet, which channel the TV should be on, or who got the window seat on their school bus. They also saw every opportunity as a contest to prove who was better. Even though they were only a year apart in age, they never agreed on a single thing. However, one incident changed all that.

2 Brad and Toby were both ace students in their classes. They even had the same grade point average. However, math was Brad’s specialty, while Toby’s was science. As for the other subjects, the two were more or less on the same level.

3 One day, Brad went home with a paper that showed he had failed a science quiz. Toby had the same problem with math. The two told their mother about it, and she said they should try their best in the next exam. When the results of the next set of quizzes came out, Brad still flunked science, and Toby still failed in math. This time, their mother advised the brothers to work together. Brad should help Toby with math, and in return, Toby should tutor Brad in science. Of course, the two brothers didn’t agree with their mother’s suggestion, and they continued to study on their own.
What causes Brad and Toby to ignore their mother’s advice?
A  Their mother has given bad advice in the past.
B  Each brother wants to prove he is better than the other.
C  The brothers have already found other people to help them.
D  Their teachers do not approve of students helping each other.

**Step 1** Read the passage carefully. What do we learn about Brad and Toby that might relate to their unwillingness to help each other?

*Paragraph 1 says that the brothers argue a lot over unimportant things. Getting good grades in school is important, however, so this is probably not the reason they don’t want to help each other. Paragraph 1 also tells us that Brad and Toby “saw every opportunity as a contest to prove who was better.” This seems like it would be related to their unwillingness to help each other—if one continues to fail, the other will look better in comparison.*

**Step 2** Read each answer choice. Which choice fits with what we have learned about Brad and Toby?

*The passage does not tell us that their mother has given bad advice in the past, that Brad and Toby have found other people to help them study, or that their teachers disapprove of students helping each other. Therefore, choices A, C, and D are not correct. Choice B restates what the passage tells us about Brad and Toby—that they want to outdo each other. Choice B is correct.*
LEARN IT: Foreshadowing

Sometimes the author gives hints or clues about a future event in the story. This is called **foreshadowing**. To recognize foreshadowing, the reader must learn to view the story as a coherent whole, with each event both resulting from something in the past and suggesting something in the future.

**EXAMPLE**

2 Read the continuation of the story of Brad and Toby.

4 Soon, the end of the school year was near. The final examinations loomed over the two brothers like a bad dream that would not go away. On his way home, Brad whispered to himself, “I have to find a way to pass science!” Just then, he saw Toby swiftly glide past him on his skateboard. Brad frowned and walked slower, so he wouldn't risk running into Toby at the house.

5 The week of the final exams came. The two studied in their respective rooms for their finals. Brad saved science for last, while Toby did the same for math. The brothers spent the entire afternoon inside their rooms, burying their noses in their books. Before dinnertime, the two were done with all of their subjects except for the last one. After dinner, they resumed reviewing until their mother reminded them that it was almost their bedtime. The two panicked—they still weren't done! If they failed the finals, they could forget about getting a good grade on their report cards.

6 Finally, Brad decided to talk to Toby, and the two finally agreed to give each other a hand. They moved to the living room with their notes and textbooks. In a little over an hour, the two were done with their lessons.

7 When the results were given out, the two proudly showed their mom their grades. She congratulated both of them and told her sons that they couldn’t have done it without each other. The two brothers embraced their mother tightly and promised to help each other from then on. “After all,” Brad joked, “I’ve got to take science next year too!”
Based on what happens in the passage, what is the best prediction of Brad’s and Toby’s future actions in the story?

A  They will go back to studying alone.
B  They will study for the tests together.
C  They will get good grades on their exams.
D  They will ask their mother for her advice.

**Step 1** Read the passage carefully. Does the author ever allude to future tests? Are there clues that the author gives that suggest what will happen next?

*Paragraph 7 describes the brothers celebrating their success by hugging their mother and vowing “to help each other from then on.” The passage ends with Brad reminding everyone that there will be more exams to study for in the future.*

**Step 2** Read each answer choice. Which choice is the best prediction of the future based on the clues the author provides in the passage?

*After they vowed to help each other in the future, it doesn’t make sense to predict Brad and Toby will go back to studying alone, so choice A cannot be correct. Although it may seem reasonable to assume that they will continue to get good grades, there is no way of knowing for sure, so choice C seems too weak to be the best answer. Their mother has already given her advice earlier in the passage; since Brad and Toby listened, there would be no need for her to give it again, so choice D cannot be correct. Choice B is the best answer, since it is reasonable to predict that Brad and Toby will keep their word and continue to help each other study for future tests.*
Directions: Read the passage and then answer the questions that follow.

Fallen Friendship

1. Allison and Karen had been good friends since they were seven years old. They used to go to school together, sit at the same table in the cafeteria, and go home from school with each other. People really admired them because of their closeness. They thought that nothing would ever separate Allison and Karen from each other. The two friends even played side by side on the school's field hockey team. But one accident on the field changed their friendship forever.

2. In a game near the end of the season, Karen accidentally tripped Allison. Karen was not watching where she was running, and her stick caught Allison's leg. Allison tripped and twisted her leg badly. Her knee swelled up like a cantaloupe, and the doctor advised her not to play for the rest of the season. Karen wanted to come with her friend as she was being brought to the clinic, but the game wasn't over yet, and the team needed her.

3. Inside the school clinic after the game, Allison angrily accused Karen of tripping her on purpose. She said that Karen was jealous that she was a better player. Karen insisted that it had been an accident. But Allison didn't believe her, and they stopped speaking to each other.

4. One day, a few years later, Karen saw Allison on her way to the library. She felt her heart leap in excitement at seeing Allison's familiar face again. She walked at a steady pace toward her friend, a smile painted across her face. After so many years of separation, they now were just a few feet away from each other. Karen smiled at Allison and said hello.

5. Allison just walked by as if she did not see her old friend. But as Allison opened the door of the library, a tear fell down her cheek.
1 Which excerpt from the story foreshadows that Allison and Karen will have a fight?
   A People really admired them because of their closeness.
   B They thought that nothing would ever separate Allison and Karen from each other.
   C The two friends even played side by side on the school's field hockey team.
   D But one accident on the field changed their friendship forever.

2 What causes Allison to miss the rest of the field hockey season?
   A She fights with Karen and quits the team.
   B She suffers an accidental injury.
   C She wants to concentrate on her schoolwork.
   D She is outplayed by Karen and is cut from the team.

3 What most likely causes Allison to accuse Karen of being jealous of her?
   A She truly believes that she is the better player.
   B She is secretly jealous of Karen.
   C She is lashing out because she is angry and hurt.
   D She wants an excuse to make new friends.

4 What causes Karen to greet Allison when they run into each other on their way to the library?
   A She wants to mend their broken friendship.
   B She wants to mock Allison.
   C She wants to pretend that they are friends again.
   D She wants to find out if Allison remembers her.
LEARN IT: Characterization

In any work of fiction, characters come to life as their personalities are revealed through the narrator or through the characters’ own words and actions. This is called characterization. In literature, characterization can be achieved both directly and indirectly.

Direct Characterization

In direct characterization, we learn about a character’s personality through statements made by the narrator. These statements may describe a character’s appearance, explain exactly what the character is thinking or feeling, or tell us about the character’s goals.

EXAMPLE

1 Read the following passage.

Vivian cautiously leaned over the railing of the boat. She could view the form of the creature in the distance. It was sleek and gray, and it leapt into the air with an impossible grace for something so huge. She was witnessing her first living whale, and it was one of the most incredible experiences of her life.

We can tell from the narration that Vivian feels

A  sadness.
B  hope.
C  amazement.
D  fear.

Step 1  Read the passage and look for clues. What is Vivian doing? What do the descriptions in the passage reveal about Vivian’s feelings?

Vivian is watching a whale from the deck of a boat. It is the first time she has seen a living whale. The narrator describes the whale as possessing “an impossible grace.” The narrator describes Vivian’s experience with the whale as “incredible.”

Step 2  Read each answer choice. Focus on the answer choice that best describes Vivian’s feelings based on the narrator’s descriptions in the passage.

The tone of the passage is that of excitement caused by an “incredible” experience. Such an experience doesn’t suggest negative emotions such as sadness or fear, so A and D can be eliminated. Although hope is a more positive emotion, there is no evidence in the passage that Vivian feels hopeful about something. On the other hand, an incredible, exciting experience would likely cause someone to feel amazement. C is the correct answer.
Indirect Characterization

In indirect characterization, the reader learns about a character either through what he or she says and does or through what other characters say about him or her. Readers must evaluate the credibility of the characters without the help of an omniscient narrator, keeping in mind that the judgments made by characters in the story are sometimes unreliable.

EXAMPLE

2 Read the following passage.

Nell raced out her front door as soon as she heard the desperate meowing coming from the tree on the front lawn. Her cat, Bruce, had climbed higher than ever before. The branches did not look strong enough to support her weight if she climbed up to get Bruce herself. “I know what I have to do,” she said to herself, then ran inside and asked her stepfather to call the fire department. The firefighters would bring a ladder tall enough to reach the cat.

We can tell from Nell’s thoughts and actions that she is

A very strong.
B courageous.
C quick thinking.
D childish.

Step 1 Read the passage. What does Nell say and do when she sees that her cat is stuck in a tree?

When Nell saw that her cat needed her help, she realized that the tree’s branches probably would not hold her weight. She immediately thought of the fire department and asked her stepfather to call the firefighters to come and rescue Bruce.

Step 2 Read the answer choices carefully. Which answer choice best describes Nell based on her reactions to the story’s events?

Nell was worried about her cat’s safety and took immediate action to help rescue him. This is mature, not childish, behavior. However, she didn’t actually climb the tree herself or put herself in any danger, so it would be inaccurate to assume that Nell is very strong or courageous. Instead, Nell thought quickly of another solution to the problem. The correct answer is therefore choice C, “quick thinking.”
PRACTICE IT: Characterization

Directions: Read the passage and then answer the questions that follow.

First Day of Class

1 Len quietly walked into Spanish class and took a seat. The classroom felt very intimidating. There were listening stations for each student with earphones, tape players, and guidebooks. Len had always wanted to learn another language, although he knew it would be hard work. He opened his textbook and tried to read the Spanish words aloud—he liked how they sounded but felt frustrated when he didn’t recognize any of them.

2 Just then, Mrs. Meisch entered the room and the class began. She smiled at everyone and said “Hola!” which is Spanish for “hello.” She joked about how students always find Spanish difficult in the beginning, but later on they admit that it isn’t so hard after all.

3 Before beginning the lesson, she organized a game for the whole class. She passed around a hat with strips of paper in it that had Spanish words for everyday things. Each student had to pick a strip and read it. On the back of the strip was the word’s meaning in English. The student would go to the front, write the word in Spanish on the board, and draw a picture of the word so the rest of the class could guess the word’s meaning.

4 When Len’s turn came, he eagerly took out his strip of paper and went to the front. He wrote the word “estrellas” and drew a large five-point star. Everyone guessed what the word meant immediately. By the end of the class, Len had forgotten about his frustrations and was having a great time. He had so much fun that he couldn’t wait till tomorrow for the next Spanish class.
Before he enters the classroom, Len most likely thinks that learning Spanish will be
A difficult and tedious.
B simple and exciting.
C interesting and challenging.
D pointless and boring.

We can tell from the narration that Mrs. Meisch
A is a difficult teacher.
B likes telling jokes.
C tries to make learning fun.
D frightens her students.

Which excerpt best shows that Mrs. Meisch understands Len's feelings about learning Spanish?
A Just then, Mrs. Meisch entered the room and the class began.
B She smiled at everyone and said “Hola!” which is Spanish for “hello.”
C She joked about how students always find Spanish difficult in the beginning, but later on they admit that it isn't so hard after all.
D She passed around a hat with strips of paper in it that had Spanish words for everyday things.

How does Len feel about learning Spanish after the first class?
A frustrated
B anxious
C eager
D uninterested
LEARN IT: Theme

A theme is the main idea or message in a literary work. It is the author’s general statement about life. A theme that runs throughout, or recurs, in a story or poem can be identified by looking for significant objects, actions, events, or ideas that repeat themselves throughout the story.

EXAMPLE

Read the following passage.

**A True Friend**

Chris was new at our school. Because he was the shortest person in class, the bullies would always pick on him. For two weeks straight, they had been stealing his lunch money. I often saw Chris walking alone during lunch hour, most likely with an empty stomach. He did not have any friends. Big Bill would always taunt him after school, and no one wanted to be friends with someone being bullied.

I found myself feeling sorry for him. What if I had ended up in his place? So I went up to him one day and offered him a sandwich. From that time on, we had lunch together, and soon we became best friends. The bullies came after us, but we stood together against them, and they didn’t bother us anymore. That was ten years ago. I am happy now because not only did I help Chris, but I also gained a true friend.
The main theme of this story deals with the
A  danger of bullies.
B  excitement of attending a new school.
C  importance of friendship.
D  struggles of two young children.

**Step 1** Analyze the events that happened in the story. Were there any actions or ideas that were repeated in the story or that stood out as being particularly important?

*Chris is a new student at school who is being bullied because of his small size. When the narrator befriends Chris, they are able to stand up to the bullies. After that, they are no longer picked on. Ten years later, Chris and the narrator are still best friends. The narrator tells us that this makes him happy.*

**Step 2** Analyze the choices given. Which answer choice best states the recurring theme, or central message, of the story?

*Although bullies play an important role in the story, Chris and the narrator are able to stop the bullies from picking on them. Choice A, about the danger of bullies, can’t be the central message. Choice D, about the struggles of two small children, is not the correct answer for the same reason. Also, the story never mentions Chris’s excitement about attending a new school, so choice B can’t be correct. The events in the story, as well as the statements made by the narrator, do show the importance of friendship, since it is only by becoming friends that Chris and the narrator are able to overcome the bullies. Choice C is the correct answer.*
Authors can reveal a story’s theme in many different ways. Some works have a **stated theme**, which is expressed directly. More commonly, works have an **implied theme** that is revealed through events, dialogue, the story’s title, or even descriptions of the characters. These significant details help convey an insight about life that the author is trying to present to the reader. When reading, remember to keep your eyes open for clues that could reveal the story’s theme.

**EXAMPLE**

Read the following passage.

**A Pleasant Surprise**

1 Kylie stared at the tall, dark house. She knew that the baseball had landed somewhere near the front door, probably in the bushes. Kylie wanted to go get it, but if Mrs. Warren came out, she would yell at her. Everyone said that Mrs. Warren got really angry whenever any of the kids in the neighborhood played ball near her house. The baseball, however, belonged to Kylie’s brother, Mike. If she didn’t bring it back, he would say she was a baby who couldn’t be trusted with other people’s belongings. Kylie squared her shoulders and prepared herself to be brave. She began to walk toward the path as quietly as she could.

2 The afternoon was incredibly still, except for a distant, ghostly breeze blowing through the trees. Kylie thought that she saw shadows with long tails race across the front of the house, but she told herself that the setting sun was playing tricks on her eyes. Her ears must have been playing tricks on her, too, because she could have sworn that she heard a shriek.

3 Near the steps, Kylie knelt down and gingerly began to feel for the baseball. Suddenly she felt a hand on her shoulder. Kylie jumped back, only to see her Mrs. Warren standing behind her.

4 “Mrs. Warren, I—I was just—” Kylie stammered.

5 “Looking for this?” Mrs. Warren held out her hand. In it was a baseball. She smiled at Kylie, who was so surprised she almost didn’t remember to smile back.
Which of the following events best conveys the theme of the story?
A  Kylie bravely went to Mrs. Warren’s house.
B  Kylie was surprised that Mrs. Warren did not yell at her.
C  Kylie was afraid that her brother would call her a baby.
D  Kylie played baseball too carelessly to be trusted.

**Step 1** First, determine the theme of the story. Analyze each of the major events and determine what they are trying to show in relation to the theme.

_Throughout the story, Kylie is afraid that Mrs. Warren will be angry that the children are playing near her house. Kylie does not want to retrieve the baseball, but she must because it is her brother’s. As she approaches Mrs. Warren’s house, she imagines many spooky sights and sounds. At the end of the story, however, Kylie sees that Mrs. Warren can be a nice neighbor, because she gave back the baseball and smiled at Kylie. The story seems to be making a statement about how our judgments of other people can sometimes be wrong._

**Step 2** Analyze the given choices. Which of these events best conveys the theme you discovered in the story?

_Choices C and D are merely details that move the plot along; they don’t convey any deeper messages. Choice A shows Kylie’s bravery in going to Mrs. Warren’s house, but the story moves on to focus on her surprise at Mrs. Warren’s friendly attitude. Choice B is the best answer because it shows how Mrs. Warren’s attitude is different from what Kylie thought it would be. This event conveys the theme that our judgments of other people are not always correct._
PRACTICE IT: Theme

Directions: Read the passage and then answer the questions that follow.

One for the Birds

I was walking home from school one day when I noticed some of my friends studying a small object on the ground. I walked over to see what everyone was looking at. The object on the ground turned out to be a small bird that had fallen out of its nest. The bird was very young. Its eyes were barely open, and it had not yet learned to fly.

“What do you think we should do?” Tyler asked.

“I don’t know,” Mustapha replied. “The tree is too high for us to climb. Maybe we should try to throw the bird back into the nest.” He gently nudged the tiny bird with the toe of his sneaker, evoking a series of frantic peeping sounds.

“This bird may have just fallen on its head, but it still knows a dumb idea when it hears one,” I said. Mustapha whacked me with his baseball glove.

Just then, our science teacher, Mr. Knight, walked up to us. “What sort of trouble are you guys getting into now?” he asked, smiling. Then he spied the bird. “Looks like you boys have a little problem on your hands. This bird needs food and shelter right away. Will somebody please run home and find a small box and some earthworms?”

Tyler volunteered and sprinted home. He came back a few minutes later with a shoebox and some worms he had found in his driveway. Mr. Knight scooped up the bird and gently placed it into the shoebox. Then he picked up a worm and held it above the bird’s head. The bird swallowed its meal in one gulp. “This bird is now our responsibility,” Mr. Knight said. “We’ll have to care for it in the science room until it is well enough to fend for itself.”

We took the bird back to school and placed it in a heated cage filled with straw. We named him Barney. For the next few weeks, everyone in the class took turns feeding and caring for Barney. He grew to be a strong and healthy bird. Barney became the class mascot, and everyone grew quite attached to him. After several weeks, Mr. Knight pointed out that it was time to set Barney free.

Mr. Knight carried Barney’s cage into the schoolyard. The entire class followed him. Mr. Knight set the cage down on the grass.

“Okay, everybody, this is it!” Mr. Knight exclaimed as he released the latch on the cage door. Barney hopped out of the cage. Then he hopped again, this time stretching his wings. Barney took one last hop and then soared up into the sky. We all cheered for him and watched until he disappeared into the clouds. We knew that we had done the right thing.
1. The main theme of the story deals with
   A. taking care of an injured bird.
   B. showing compassion and kindness.
   C. following instructions.
   D. participating in school.

2. Which of the following events in the story best conveys the theme?
   A. Mustapha nudges the bird with his sneaker.
   B. The class watches Barney fly and disappear into the sky.
   C. Mr. Knight tells Tyler to get a box and worms.
   D. The class takes turns feeding and caring for Barney.

3. Which direct statement from one of the characters reveals the story’s theme?
   A. “Maybe we should try to throw the bird back into the nest.”
   B. “This bird may have just fallen on its head, but it still knows a dumb idea when it hears one . . .”
   C. “What sort of trouble are you guys getting into now?”
   D. “This bird is now our responsibility . . .”

4. Which title would best emphasize the story’s theme?
   A. The Good Deed
   B. Mr. Knight and His Class
   C. Barney the Class Mascot
   D. The Helpless Bird
**LEARN IT: Point of View**

A **point of view** is the perspective from which a story is told. There are four major points of view used in literature: **first person**, **third person limited**, **third person omniscient**, and **third person objective**. The following chart defines each point of view and shows how it affects the way readers experience a work.

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Definition</th>
<th>Effect on Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>One of the characters tells the story from his or her perspective, using pronouns such as <em>I</em> or <em>me</em>.</td>
<td>— Readers have access to the narrator’s thoughts and feelings in the story.</td>
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<tr>
<td></td>
<td></td>
<td>— Readers see the story through the eyes of the narrator.</td>
</tr>
<tr>
<td>Third person limited</td>
<td>An unnamed narrator focuses on the thoughts and feelings of only one character. The narrator uses third-person pronouns, such as <em>she</em>, <em>he</em>, or <em>they</em>, but does not refer to himself or herself as <em>I</em> or <em>me</em>.</td>
<td>— Readers see the story from the perspective of only one character.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— Readers have privileged access to the thoughts and feelings of one character in the story.</td>
</tr>
<tr>
<td>Third person omniscient</td>
<td>A third-person narrator gives details about the thoughts and feelings of several or all of the characters in the story, using third-person pronouns.</td>
<td>— The characters’ feelings, motives, and even futures are mentioned in the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— The narrator comments on the characters’ actions, providing readers access to more information and a much broader perspective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>— The narrator may philosophize or comment on life in general, giving the impression of an all-knowing observer.</td>
</tr>
<tr>
<td>Third person objective</td>
<td>A third-person narrator describes only the dialogue or events that unfold in the story and does not give any information about what the characters think or feel.</td>
<td>— Because this point of view does not tell readers what to think, it encourages them to make their own inferences about the characters or events in the story. This can make the reading experience more engaging.</td>
</tr>
</tbody>
</table>
EXAMPLE

Read the passage below.

Esther looked at the broken pieces of her mother’s favorite vase on the floor. It had all happened so innocently. As a surprise, she had planned to do the dusting before her mother returned home from work. Esther carried the vase over to the kitchen table to dust it as she had done many times before. But this time, the vase slipped from her hands.

As soon as her mother arrived home, Esther confessed what had happened and burst into tears. She stood in the kitchen with tears streaming down her cheeks, waiting for her punishment. But Esther’s mother smiled and gave her daughter a warm hug.

From what point of view is this passage narrated?

A  first person, Esther
B  first person, Esther’s mother
C  third person limited
D  third person omniscient

Step 1  Read the passage carefully. Who is narrating the story? Is one of the characters narrating? Whose thoughts and feelings are revealed through the narration?

A narrator who is not a character is telling the story. This narrator uses third-person pronouns to refer to Esther and her mother. However, the narrator mentions only Esther’s thoughts and feelings, such as how she had planned to dust the vase before breaking it, and how she stood waiting for her punishment when she told her mother what happened.

Step 2  Read the answer choices. Which answer choice makes the most sense based on your analysis of the passage?

Since the narrator never refers to himself or herself using first-person pronouns, the story cannot be narrated in the first-person point of view. Choices A and B can therefore be eliminated. The narrator does not reveal Esther’s mother’s thoughts and feelings, so the story cannot be narrated using the third-person omniscient point of view. The correct answer is Choice C, because the narrator reveals the thoughts and feelings of only one character, Esther.
EXAMPLE

2 Read the passage below.

What a morning this has been! I woke up to the sound of thunder. Looking at my clock, I saw that I was really late. In my rush to get dressed, I kicked my wooden bedpost and stubbed two toes. It was so painful that tears came into my eyes. Next, as I was dressing, I popped a button off my shirt and broke a shoelace. It took ten minutes to sew on the button and find a new shoelace, which made me even later. I shook my head in frustration as I wondered why I forgot to set my alarm clock.

From what point of view is this passage narrated?

A  first person
B  third person objective
C  third person limited
D  third person omniscient

Step 1 Read the passage carefully and think about the person narrating the story. Are there words that suggest the point of view of the passage? Whose thoughts and feelings are revealed through the narration?

The narrator uses first-person pronouns such as I, my, and me. The story is seen through the eyes of the narrator, and the readers know what he or she is thinking and feeling.

Step 2 Read the answer choices. Which answer choice matches your analysis?

Choice B refers to a point of view that does not reveal the main character’s feelings, which is not the case in this story. Choice D describes an all-seeing point of view, which does not make sense because the story is limited to the thoughts of the main character. Choices A and C both refer to points of view in which the story is told from one character’s perspective. However, the narrator refers to himself or herself using first-person pronouns, so choice C cannot be correct. A is the answer.
PRACTICE IT: Point of View

Directions: Read the passage and then answer the questions that follow.

Randy’s Backstroke

1 “Hi, everyone. I’m Alicia. I know that you are all anxious to get started, so let’s get into that pool now.”

2 The water was neither too shallow nor too deep—the mark on the pool wall said that it was five feet deep.

3 Alicia told everyone to face the edge of the pool, hold on to the edge, and kick his or her legs. “This isn’t hard at all,” Randy thought.

4 Then Alicia taught them how to float on their backs. However, even though Randy was watching Alicia teach, he wasn’t really listening to what she was saying. Alicia told the students to stretch themselves and to float on their backs by gently reaching one arm behind them. But when it was Randy’s turn, he forcefully threw his right arm behind him in the water—too forcefully. To keep his balance, he reached behind equally forcefully with his left arm.

5 Suddenly, Randy realized that he was not floating but actually swimming on his back as he had seen people do. He was swallowing water by accident, spitting and sputtering, and—what was worse—he had no idea how to stop! He felt he must have been half a mile away from the class. He started to panic!

6 Unknown to Randy, Alicia had seen his distress and quickly placed a hand under his back, which held him up in the water. Years of experience as a swimming instructor had taught her always to keep an eye out for signs of danger. Randy looked up and saw that he was just a few feet from the edge of the pool.

7 “Let’s hear it for Randy!” Alicia said. “He started doing the backstroke before I even got a chance to teach it. That was supposed to be the lesson for next week.” The class cheered for Randy. Each student secretly felt relieved that he or she wasn’t the only one who was nervous.
1. From what point of view is the passage narrated?
   A. first person, Randy
   B. third person, Alicia
   C. third person objective
   D. third person omniscient

2. Which excerpt from the passage best shows the point of view from which this passage is narrated?
   A. Each student secretly felt relieved that he or she wasn’t the only one who was nervous.
   B. But when it was Randy’s turn, he forcefully threw his right arm behind him in the water—too forcefully.
   C. Alicia told everyone to face the edge of the pool, hold on to the edge, and kick his or her legs.
   D. The water was neither too shallow nor too deep—the mark on the pool wall said that it was five feet deep.

3. Which statement best describes the effect the story’s point of view has on the reader?
   A. The reader is given information about each character’s thoughts and feelings.
   B. The reader witnesses firsthand how Randy feels about his backstroke.
   C. The reader is limited to knowledge of Alicia’s thoughts and feelings.
   D. The reader must infer the characters’ thoughts and feelings from the events narrated.

4. Which word best describes the narrator’s attitude toward the subject?
   A. detached
   B. indifferent
   C. patronizing
   D. involved
When you write an essay, it is important to use an organizational structure that develops your ideas effectively. This means writing paragraphs that give appropriate balance to your ideas. It also means using transitional words and phrases that help readers understand the connections between your ideas. The following chart shows how different organizational structures can use transitional words and phrases to link the ideas of an essay together.

<table>
<thead>
<tr>
<th>Organizational Structure</th>
<th>What It Does</th>
<th>When to Use It</th>
<th>Transition Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>chronological</td>
<td>describes events in the order they happen</td>
<td>when writing a narrative (both fiction and nonfiction)</td>
<td>first before then after</td>
</tr>
<tr>
<td>cause-effect</td>
<td>describes how one event is brought about by another</td>
<td>when explaining the reasons or consequences of events or conditions</td>
<td>because the reason for as a result consequently</td>
</tr>
<tr>
<td>process</td>
<td>describes steps in an activity from first to last</td>
<td>when giving instructions or explaining a step-by-step process</td>
<td>first second finally next</td>
</tr>
<tr>
<td>order of importance</td>
<td>lists ideas or events in order of priority</td>
<td>when expressing an opinion or constructing an argument</td>
<td>more importantly above all least of all</td>
</tr>
<tr>
<td>compare-contrast</td>
<td>explains how things are alike and how they are different</td>
<td>when analyzing two or more ideas, events, or persons</td>
<td>like similar to different from</td>
</tr>
</tbody>
</table>
Whatever the overall structure of your essay, the ideas that make it up should have a clear and logical connection to each other. Again, different **transition words and phrases** can be used to help unify the essay. Because essays can present ideas in different ways, transitional words and phrases can show how those ideas are connected, as shown below:

- **If the ideas are similar or related to** each other, the following transitional words and phrases can be helpful:
  
  for example, in fact, besides, additionally, similarly

  I have many ideas for improving my grades. *For example*, I will meet with my teachers once a week to make sure I understand my assignments.

  The essay is due on Friday. *Additionally*, there will be a unit test on Monday.

- **If the ideas are different from or opposed to** each other, the following transitional words and phrases can be helpful:

  nevertheless, however, regardless, even so, unfortunately

  Sales of movie tickets have decreased three weeks in a row. *However*, video and DVD rentals are rising.

  I couldn’t wait to go camping with my friends. *Unfortunately*, it rained all week.

- **If a conclusion is being drawn or an inference is being made**, the following transitional words and phrases can be helpful:

  overall, in conclusion, therefore, thus

  The football team won ten games this year and lost only two. *Overall*, it was a very successful season.

  You have chocolate frosting on your lips and fingers. *Therefore*, you must have sneaked a cupcake before dinner.
EXAMPLE

1 Read the passage.

Wolves once lived in every part of the United States except the southern half of Florida. They hunted in the forests and on the prairies, raised their pups, and called to one another across the wilderness in beautiful, haunting howls. _____, they have now almost disappeared.

Which word or phrase could best fill in the blank to provide a transition between the first two sentences and the final sentence?

A  For example
B  Therefore
C  However
D  As a result

Step 1  Ask yourself: What is the main idea in the first two sentences? What is the main idea in the final sentence?

The main idea in the first two sentences is that wolves once lived all over the United States. The main idea in the final sentence is that wolves no longer live all over the United States.

Step 2  Ask yourself: How are these two ideas related? Are they similar or opposed to each other, or is a conclusion being drawn?

The ideas that wolves once lived everywhere but now do not are opposed to each other.

Step 3  Read through each answer choice. Only However is a transitional word that shows the ideas are different. C is the correct answer.
Directions: Read the draft and then answer the questions that follow.

The following is a rough draft of a student's report on laughter. It may contain errors.

1. People have believed for a long time that laughter, as the old saying goes, is good for the soul. There is now scientific evidence that it is also good for the body. Recent research has shown that laughter strengthens the heart, helps the flow of blood through the body, reduces pain, aids healing, fights infections, and decreases blood pressure. _____, it improves memory, makes people feel more confident, and leads to a positive view of life.

2. None of this information would surprise Dr. Madan Kataria. After reading about some of the benefits of laughter, he started a “Laughter Club” in a public park in Bombay, India. That was in 1995. There are now more than 2,500 such clubs around the world. Club meetings are often held early in the day, so people can get in a good twenty minutes or more of laughing before they head off for work. _____, members believe, they concentrate better and work more productively.

3. In most club meetings, there aren't enough jokes to keep everyone laughing nonstop. According to Dr. Kataria, _____, it doesn't matter if laughter is produced naturally, by actually finding something funny, or if it is faked. The benefits to the body are the same.

4. First, participants form a circle, standing two to three feet apart. Then there are a few stretches, just to loosen up. Next, club members do deep breathing followed by a series of “ho, ho, ha, ha” chants. And then it’s time to get the laughs started, which often begin with the “lion laugh,” in which people raise their hands like lions’ paws, claw the air, stick out their tongues, and laugh. After this, no one has to fake a laugh. The sight of the rest of the group looking so completely ridiculous is enough to produce the real thing: the laughter of true amusement.
1. Read this sentence from the passage.

_____ it improves memory, makes people feel more confident, and leads to a positive view of life.

Which word or phrase could best provide a transition in this sentence that would unify its ideas with the previous sentence?
A. Additionally
B. First
C. Unfortunately
D. Nevertheless

2. Read this sentence from the passage.

_____ members believe, they concentrate better and work more productively.

Which word or phrase could best provide an effective transition between the two sentences in this passage?
A. similarly
B. therefore
C. finally
D. however

3. Read these sentences from the passage.

In most club meetings, there aren’t enough jokes to keep everyone laughing nonstop. According to Dr. Kataria, _____, it doesn’t matter if laughter is produced naturally, by actually finding something funny, or if it is faked.

Which word or phrase could best provide a transition in this sentence that would unify its ideas with the previous sentence?
A. Additionally
B. First
C. Unfortunately
D. Nevertheless

4. Which sentence below should be added to the end of paragraph 3 in order to most effectively transition to paragraph 4?

A. Laughter Clubs are truly changing the way people work.
B. Laughter Club leaders get things going without any comedians around to help.
C. The most important thing is for people to have fun.
D. Finally, people take a deep breath and start laughing.
LEARN IT: Claims and Evidence

When you write an essay, it is important to provide enough evidence to support each claim or statement. An essay should be structured in such a way that all the details logically support the main idea. Ideas in an essay can be supported by different kinds of evidence, such as **descriptions**, **facts and statistics**, **anecdotes**, and **specific examples**.

<table>
<thead>
<tr>
<th><strong>Description</strong> is a detailed portrayal of a person, place, object, or event. Good descriptive writing helps readers to see, hear, smell, taste, and feel what the writer is describing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An <strong>anecdote</strong> is a brief narrative of an interesting experience or situation that is directly related to a point that the author is making.</td>
</tr>
<tr>
<td><strong>Statistics</strong> are numerical data gathered by researchers. They can be used to support an author’s statement by producing numerical analysis of a topic, such as how frequently an event or condition occurs or what percentage of people prefer one thing over another.</td>
</tr>
<tr>
<td><strong>Facts</strong> refer to information that has already been proven to be true by research. Books, scientific journals, and certain educational Web pages are good resources for facts. Facts usually consist of the names of people or places, dates, statistical data, and commonly known events in history.</td>
</tr>
<tr>
<td><strong>Examples</strong> are specific details that illustrate a certain trend, problem, idea, or situation. Unlike anecdotes, they are not necessarily in the form of narratives about other people.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the passage below.

Goats are very valuable animals to farmers. Farmers breed goats because they are easy to take care of. Goats are valued for their milk and also for their meat and skin. They can thrive in both desert regions and high mountains. Five goats can live on the same area of land as one cow. Throughout the world, one out of every seven grazing animals is a goat.

The author supports the claim that goats are valuable to farmers by

A  giving examples of the benefits of having a goat.
B  explaining that goats have good survival instincts.
C  mentioning that cows need a large area of land.
D  stating that goats usually graze in the desert.

Step 1  Read the passage again. Ask yourself how each sentence is related to the claim that goats are valuable animals.

The first sentence in the passage states the author’s claim about goats. Every sentence that follows, except for the last sentence, provides an example of something good or valuable about goats. The last sentence provides a statistic about how common goats are. Most of the passage, however, consists of examples that support the author’s claim.

Step 2  Which answer choice best describes how the author supports his or her claim?

Choices B, C, and D all contain minor details that are not good summaries of how the author supports the main idea of the passage, which relates to why goats are valuable to farmers. On the other hand, choice A states that the author supports his or her argument primarily by giving examples. A is the correct answer.
EXAMPLE

2 Read the passage below.

Butterflies and moths have lived on Earth for much longer than most people realize. The fossil record shows that moths in particular evolved about 400 million years ago. When it comes to the number of species, moths have butterflies outnumbered by 10 to 1!

The author *mainly* supports the claims about butterflies and moths by

A describing the life span of moths.
B providing statistics.
C telling an anecdote about seeing wild moths.
D explaining why there are fewer species of butterflies.

Step 1 Read the passage again. What claims does the author make about butterflies and moths?

*The key ideas in the passage include how long butterflies and moths have existed on Earth and which kind of insect has a larger number of distinct species.*

Step 2 How does each sentence in the passage relate to these claims?

*The first sentence makes the author’s claim about butterflies and moths. The other two sentences provide statistics, such as “400 million years” to indicate how long moths have lived on Earth and “10 to 1” to refer to the ratio of moth to butterfly species.*

Step 3 Read each answer choice. Which choice accurately shows how the author supports the key ideas in the passage?

*The author does not describe the life span of moths or explain why there are fewer species of butterflies, so answers A and D cannot be correct. Nor does the author tell any anecdotes or brief stories in the passage, so C cannot be correct. Choice B states that the author supports his or her claims by providing statistics. B is the correct answer.*
PRACTICE IT: Claims and Evidence

Directions: Read the draft and then answer the questions that follow.

The following is a rough draft of a student’s report about a famous athlete. It may contain errors.

Jim Thorpe

1 As 1999 drew to a close, well-known sports reporters were asked to vote on the greatest athlete of the twentieth century. Their votes were tallied, and a list was made of the century’s fifty finest. At the top of the list were names everybody knows: Michael Jordan, Babe Ruth, and Muhammad Ali. Only a few spots lower on the list, however, was a name many Americans have forgotten: Jim Thorpe.

2 Who was the sports hero the writers named the seventh-greatest athlete of the twentieth century? Why do so few sports fans today remember him? Jim Thorpe was a star in the early 1900s, long before television made household names of American sports stars. Most people who saw him perform are no longer alive, so he is remembered today only by serious fans of sports history.

3 Even so, nearly everyone in 1912 knew Jim Thorpe. That was the year he dominated the Olympics in Sweden by winning two multi-event competitions. The latter of the two, the decathlon, is a grueling, two-day competition that tests all aspects of an athlete’s powers. Speed and stamina are tested by the 100-meter dash, the 400-meter run, the 110-meter hurdle race, and the 1,500-meter long-distance run. Strength is tested by the shot put, the discus throw, and the javelin throw. Agility is tested by the high jump, the long jump, and the pole vault. Thorpe not only won the event, but he won by a huge margin. At the end of the competition, the king of Sweden told Jim Thorpe, “Sir, you are the greatest athlete in the world.”
1. The student explains that Jim Thorpe was very well known in 1912. The student supports this idea by
   A. stating that Jim Thorpe is the seventh-greatest athlete of the twentieth century.
   B. describing how Jim Thorpe dominated the Olympics in Sweden.
   C. providing examples of people who voted for Jim Thorpe as the greatest athlete in history.
   D. telling an anecdote about Jim Thorpe and the king of Sweden.

2. Which does the author use to support the claim that Jim Thorpe is considered “the seventh-greatest athlete of the twentieth century”?
   A. statistics regarding the number of votes Jim Thorpe received.
   B. a description of the list voted on by famous sports reporters.
   C. examples of less talented sports stars of the twentieth century.
   D. an anecdote about one of the competitions that Jim Thorpe participated in.

3. The author supports the statement that only serious sports fans remember Jim Thorpe by
   A. stating that the tallied votes showed that Jim Thorpe is the greatest athlete from the 1900s.
   B. explaining that most of the people who saw Jim Thorpe compete are no longer alive.
   C. mentioning that American television made Jim Thorpe famous.
   D. asking why Jim Thorpe was popular in the early 1900s.

4. Which statement in paragraph 3 of the student’s draft should be supported by facts and statistics?
   A. Thorpe not only won the event, but he won by a huge margin.
   B. Strength is tested by the shot put, the discus throw, and the javelin throw.
   C. At the end of the competition, the king of Sweden told Jim Thorpe, “Sir, you are the greatest athlete in the world.”
   D. Agility is tested by the high jump, the long jump, and the pole vault.
LEARN IT: Notetaking

Before you begin writing a draft of a composition, you should review and organize the information you learned from outside sources. As you read these sources, you will need to use notetaking strategies. This involves jotting down a few words or brief phrases about information that is relevant to your composition. When you take notes, focus on writing down the most important details related to your topic.

EXAMPLE

1 Read the passage below.

Do you savor the sweet taste of honey on your toast? Or do you prefer a peanut butter and honey sandwich? Perhaps you drizzle honey on your cereal in the morning. The next time you enjoy a honey-sweetened treat, think about this: The average honeybee produces one-twelfth of a teaspoon of honey during its entire lifetime.

You are writing a research paper about honey production. Which idea from this passage would be most useful to add to your notes?

A  Honey tastes good on top of toast.
B  Honey can be drizzled on breakfast cereal.
C  Each honeybee produces less than a teaspoon of honey in its lifetime.
D  Common honey-sweetened treats include granola and tea.

Step 1  Read the passage carefully. Which information is directly related to honey production?

The fact about how much honey an average honeybee produces in its lifetime is directly related to the topic of honey production. The other sentences are simply ways of introducing this fact; they don’t contain any pertinent facts of their own.

Step 2  Read the answer choices carefully. Which choice most clearly states the information in the passage about honey production?

Choices A, B, and D are notes that might be relevant to a research paper about foods that taste good with honey, but only choice C is directly related to honey production. Choice C is the correct answer for this particular research paper.
LEARN IT: Outlining

An outline is a way of grouping information by topic and subtopic. It can help writers organize their ideas and present them clearly before they begin drafting their compositions. Outlines can be complex, using a repeating pattern of letters and numbers to identify each heading and subheading; they can also be informal, sorting information into related groups of bulleted lists.

EXAMPLE

Before writing his rough draft, a student organized his ideas by writing the following outline:

The Health Benefits of Running
I. Introduction
   A. Running is becoming an extremely popular sport for all ages.
   B. Running is a great form of exercise.
      i. Running targets many parts of the body.
      ii. Running is psychologically beneficial
II. Body
   A. One of the benefits of running is muscle development.
   B. Running makes people feel better mentally.
   C. Running contributes to cardiovascular fitness.
III. Conclusion
   A. The benefits of running make it an excellent exercise.
   B. People who want to improve their health should consider running.
In this outline, which additional point belongs under section II.B?

A  Another benefit of running is that it is inexpensive.
B  Picking the right running shoes is very important.
C  Organizations that focus on running are becoming popular.
D  Running is a great way to relax after a stressful day.

**Step 1**  Read the outline carefully, focusing on section II.B. What subject is section II.B about? What kinds of points might it list?

*The outline is about the benefits of running. Section II.B is found in the main body of the outline and focuses on how running can make people feel better mentally. Any information about how running contributes to mental health would belong here.*

**Step 2**  Read each answer choice carefully. Which choice discusses the mental benefits of running?

*Choices A, B, and C are not related to mental health. Each seems to introduce a new topic to the outline: running is inexpensive, running shoes are important, and running organizations are popular. Choice D states that running can help people relax after a stressful day, so this would make sense as a point under section II.B. Choice D is the correct answer.*
LEARN IT: Summarizing

Summarizing is the process of picking out the essential details and important ideas in a piece of writing and then briefly stating those ideas in your own words. Summaries should be shorter than the original text. Summarizing is a helpful skill to have when drafting a composition because it is prohibited for writers to copy someone else’s words and present them as their own.

EXAMPLE

Read the following passage.

The Otter

1. An otter’s body is about thirty inches long, but its tail is only half that size. Like humans, otters can both walk and swim. The ears and nostrils of otters close when they are diving, and their webbed feet help them swim. Otters are carnivores and eat fish, crustaceans, frogs, crayfish, small mammals, and birds.

2. River otters can live around both freshwater and the ocean, so it is a common mistake to confuse them with sea otters. But there are ways to tell river and sea otters apart.

3. River otters move easily on land. Their long legs make walking easy, and they have dens in the forest. River otters have webbed hind paws, but they are comparatively small. Because their paws are adapted for land travel, both front and hind paws tend to be more circular in shape. River otters swim belly-down in the water and expose very little of their backs to the surface.

4. Sea otters are marine mammals that almost never come out of the ocean. They are quite clumsy on land. Their hind paws are more flipper-like, with webbing down to the tips of their toes. Their longest toe is on the outside, which helps with swimming. This toe makes walking on land difficult. The sea otter's front paws are narrow and have extendable claws for grabbing and holding onto fish or sea urchins. Sea otters have air-filled fur so they swim belly-up and float high in the water.
Choose the sentence that best summarizes this passage.

A  There are several ways to tell river otters and sea otters apart.
B  Otters are underwater mammals that eat fish, frogs, crayfish, and birds.
C  In the water, river otters swim belly-down, while sea otters swim belly-up.
D  Both river and sea otters can walk and swim like human beings.

**Step 1** Read the passage carefully. What is the passage about? What are the key ideas that would need to go in a summary of the text?

The passage is about otters. Paragraphs 2–4 in particular focus on the differences between river and sea otters. Any summary of this passage would have to focus on these differences too.

**Step 2** Read the answer choices carefully. Which of the choices focuses most on the key ideas you identified in the passage?

Choices B and D are about the characteristics of otters in general, but neither mentions the differences between river and sea otters. Choice C gives only one difference between river otters and sea otters; this is too specific to be a good summary of the entire passage. Choice A summarizes the main idea of the passage by emphasizing the several different ways to tell river otters and sea otters apart. Choice A is the correct answer.
PRACTICE IT: Notetaking, Outlining, and Summarizing

Directions: Read the draft and then answer the questions that follow.

The following is a rough draft of a student’s composition. It may contain errors.

Australia’s Unusual Animals

1. Australia is located between the Pacific and Indian oceans. All of Australia’s landmass lies south of the equator. It is also the smallest inhabited continent in the world. This “land down under” is famous for its wide-open spaces.

2. Australia is also known for numerous sheep and cattle ranches and extraordinary wildlife. Kangaroos, koalas, platypuses, and wombats are only a few of its many unusual animals.

3. One of the unusual animals in Australia is the kangaroo. Some species of kangaroos are found only in Australia. What kangaroos of all sizes have in common are their powerful back legs and long feet. The way they hop on these strong back legs distinguishes them from other animals. They can only move their hind feet together on land, but they can kick each leg independently when swimming.

4. Another Australian animal is the platypus. A platypus is an animal that has a muzzle like a duck’s bill and a tail like a beaver. Platypuses are approximately half the size of a household cat and have dark brown backs and light brown bellies. They are egg-laying mammals. They have bodies well adapted for swimming. The name *platypus* means “flat feet.”

5. In addition to kangaroos and platypuses, koalas also live in Australia. Koalas have five digits on each front paw, two of which are opposed to the other digits. These two digits help them to hold firmly onto branches and to grip their food. They have thick woolly fur that protects them from both high and low temperatures and acts like a raincoat that repels moisture when it rains.

6. Australia also has wombats, which are large burrowing mammals. Wombats stay in burrows during the day. A wombat has a round body covered with coarse grey or brown fur, a large head and nose, and small ears. It has large claws for digging and a hard and bony back to defend it against intruders in the burrow. A wombat lives alone, except for a female with young.

7. With all these interesting animals living on this continent, Australia is indeed an ideal destination for wildlife enthusiasts.
1 Which detail from the passage should you add to your notes for a research paper on koala habitats?
   A Koalas are found on Australia’s numerous sheep and cattle ranches.
   B Koalas are just one example of Australia’s extraordinary wildlife.
   C Koalas have thick fur that enables them to survive in high and low temperatures.
   D Koalas and wombats are both very unusual animals.

2 Here is the beginning of an outline for the passage:
   I. Introduction on Australia
      II. A. Kangaroos
            B. Platypuses
            C. Koalas
            D. Wombats

What should be the heading of section II?
   A The Land Down Under
   B Australia’s Unusual Animals
   C A Unique Continent
   D Species of Mammals

3 Which is the best summary of the student’s draft?
   A Australia is known to people around the world as the “land down under.”
   B Some species of kangaroo are found only in Australia.
   C Australia is one of the favorite spots for wildlife enthusiasts.
   D Kangaroos, koalas, platypuses, and wombats are some of Australia’s unusual animals.

4 Which detail from the passage should be included in notes for a research paper about the bodies of kangaroos?
   A Kangaroos move their hind feet together on land but independently when swimming.
   B Kangaroos are just one of Australia’s many unique species of animals.
   C Kangaroos, koalas, wombats, and platypuses are all mammals.
   D Platypuses are much smaller than kangaroos and have both dark and light brown fur.
LEARN IT: Topics

**Identifying topics** is a key skill for every reader. A **topic** is a word or phrase that names the main subject of a passage. Each detail in the passage connects to this topic. Sometimes, a topic is directly stated in the passage. Such statements are called **topic sentences**. If a topic sentence is not provided, the reader must identify the topic by noting which ideas are emphasized in the passage.

**EXAMPLE**

1. Read the letter below.

   **Dear Mr. Esposito,**
   
   I wish to cancel my subscription to your newspaper. In the past, I have found your paper informative and reliable. However, lately I’ve been noticing many glaring errors in your reporting. The way you featured daily reports about “the snowstorm of the century,” a storm that never arrived, was an inexcusable example of inaccurate journalism. I suggest that you produce your paper with far more care before you lose any more subscribers.
   
   **Sincerely,**
   
   Louisa Jackson
Which sentence best states the topic of this letter?
A  Ms. Louisa Jackson cancels her newspaper subscription.
B  Ms. Louisa Jackson encourages the newspaper to be more accurate.
C  Ms. Louisa Jackson demands to know more about snowstorms.
D  Ms. Louisa Jackson threatens to sue the newspaper for inaccuracy.

Step 1  Read the letter. What details are presented?

The details in the letter include the following:
- Ms. Jackson wants to cancel her subscription.
- In the past, the newspaper was more reliable.
- Lately, the newspaper has often been inaccurate.

Step 2  Look at your list closely. How are these details related to one another? Is there a sentence that encompasses all the details and expresses the topic?

The first detail shows what Ms. Jackson wants to do: cancel her subscription. The rest of the details are the reasons why Ms. Jackson wants to cancel her newspaper subscription. Every detail connects to the main idea that Ms. Jackson wants to cancel her subscription.

Step 3  Read the answer choices carefully. Which answer choice best states the main idea of the letter?

Choice A states what Ms. Jackson wants to do: cancel her newspaper subscription. Choice B states a reason why Ms. Jackson wants to cancel her newspaper subscription. Choices C and D do not reflect the details in the letter since Ms. Jackson is not trying to find out more about snowstorms, and she is not threatening to sue. Since every detail in the letter is related to the idea that Ms. Jackson wants to cancel her subscription, A is the correct answer.
LEARN IT: Questions

Good readers learn how to ask questions about what they are reading and to evaluate how well the text answers those questions. Asking questions about your reading is also a good research skill because it can lead you to a good research topic. To ask good questions, think about what the author wants you to focus on and pay attention to how well the important details are connected.

EXAMPLE

2 Read the passage below.

The Japanese school system is structured differently from the American system. Students in Japan are taught traditional values from an early age. There are six years of elementary school. Then there are six years of secondary education, or high school.

The author wants the reader to focus on which question?

A How many years do Japanese children have to study?
B How is the Japanese school system structured?
C What subjects are taught in the Japanese school system?
D At what age does Japanese education begin?

Step 1 Read the passage. What is the main idea of the passage?

The passage is talking about the way the Japanese school system is structured. It mentions details, such as the number of years students spend in the elementary and high schools.

Step 2 Read the answer choices carefully. Which question is directly related to the main idea of the passage?

Choice A asks a question that is related to the passage, but this question focuses on one of the details rather than the main idea of the passage as a whole. Choice B asks a question about the main idea, which is the structure of the Japanese school system. Choices C and D ask questions about details that are not present in the article. B is the correct answer.
LEARN IT: Ideas

By constantly thinking about topics and asking questions, readers can develop ideas that can then lead them to conduct their own research on a topic. To develop these ideas, readers must extend their thinking beyond the information presented in the text. One way readers can do this is to ask themselves, “Why is this so?” as they read. Further research can then help them find the answers to these questions.

EXAMPLE

3 Read the passage below.

Since the beginning of human history, people have been intrigued by the starry night sky. Although they could not explain the phenomena they saw, people long ago could identify the collection of celestial bodies that appeared every night. Today, we call these collections constellations. In ancient times, many believed that the stars and other celestial bodies had control over life on Earth.

Which idea from the passage can best be developed into a research topic?

A  how modern and ancient people have viewed the stars
B  what the lives of ancient people were like
C  what the names of the different constellations are
D  which artists have been most inspired by the night sky

Step 1  Read the passage. Based on the details presented in the passage, what is the main idea? What kind of information would you need to better understand the main idea?

The article discusses the different ways stars were viewed by people long ago and today. The main idea is about how people throughout history have always been intrigued by the stars, even if they have viewed them in different ways. More specific information about how people have viewed the stars throughout history would help me better understand this idea.

Step 2  Read the answer choices. Which choice is most closely related to the kind of information you would need to understand the passage’s main idea better?

The answer choice that is most related to what I need to know is A: how modern and ancient people have viewed the stars. None of the other answer choices are directly related to the main idea of the passage. The passage doesn’t really talk about the lives of ancient people, apart from their beliefs about stars, so B is incorrect. The names of the different constellations may be interesting details, but they are not necessary to understand this passage, so C is incorrect. The passage does not focus on artists at all, so D is incorrect. A is the correct answer.
The Awakening of Mount St. Helens

1 Volcanic mountains sometimes erupt violently after centuries of inactivity, or dormancy. Mount St. Helens in Washington State is one such volcano. For 123 years, the volcano silently grew a huge bulge on its north side but was thought to be dormant. Then, at 8:23 a.m. on May 18, 1980, the entire north side of the volcano exploded and collapsed, sliding down the mountain. Everything in the path of the mud and rock was set on fire. The blaze destroyed almost a third of the trees on Mount St. Helens’s north side.

2 The huge explosion was heard as far away as Vancouver, Canada, nearly two hundred miles to the north. For nine hours, the explosions continued, sending millions of tons of ash as high as fifteen miles into the sky. Large areas of forest were destroyed by the blast, and fifty-seven people in the immediate area were killed. Most of them died from ash and smoke inhalation. Almost thirty years later, visitors to Mount St. Helens can still see signs of the volcano’s destructive power.

1 Which best identifies the topic of the article?
   A Thought to be dormant, Mount St. Helens unexpectedly erupted and caused much destruction.
   B Inactive for 123 years, Mount St. Helens was not a dormant volcano, as people used to think.
   C Volcanic eruptions cause devastating damage to the surrounding environment.
   D People in Washington State must be prepared for sudden volcanic eruptions.

2 The author invites readers to think about which question?
   A How did people from Canada react to the Mount St. Helens eruption?
   B What were the consequences of Mount St. Helens’s sudden explosion?
   C How many other volcanoes might there be in Washington State?
   D Who were the people who died during the Mount St. Helens eruption?
Japanese literature and theater are infused with traditional concepts. Poetic forms of the past, like the seventeen-syllable haiku and the thirty-one-syllable tanka, are still widely used by Japanese poets. The classic theaters of noh and kabuki are still clearly present in Japanese culture. These forms of theater have had a major influence on Japanese filmmakers.

3. What is the main topic of the passage?
   A. Noh and Kabuki are present in Japanese culture.
   B. Japanese filmmakers study traditional forms of theater.
   C. Current Japanese art forms are influenced by tradition.
   D. Japanese poets still use ancient poetic forms such as haiku and tanka.

4. The author invites readers to think about which question?
   A. How is the modern Japanese theater different from the classical?
   B. What is the difference between haiku and tanka poetry?
   C. Which classical style of poetry is more favored by the modern poets?
   D. How has modern Japanese art been influenced by its ancient traditions?
LEARN IT: Citations

A citation is the use of ideas or information borrowed from an authoritative source. Authoritative sources include books, journal articles, magazine articles, and reliable Web sites such as online encyclopedias or university Web pages. Each idea or quotation that a writer takes from another source must be properly credited. This means that the writer tells the reader the original source of the cited material.

You must properly credit the following:

1. All direct quotations other than well-known quotes, such as Patrick Henry’s “Give me liberty, or give me death”
2. Indirect quotations or paraphrases of ideas or opinions that are not your own
3. Information from research studies, surveys, or interviews
4. Facts that are open to interpretation or not well known

EXAMPLE

1 Read the following passage.

I just saw a production of Romeo and Juliet. This is a play by William Shakespeare. I liked the play so much that I decided to learn more about Shakespeare. Do you know the most interesting thing I found out? Some scholars believe that somebody else wrote Shakespeare’s plays.
Which sentence from the passage must be credited to a source?

A  I just saw a production of *Romeo and Juliet*.
B  This is a play by William Shakespeare.
C  I liked the play so much that I decided to learn more about Shakespeare.
D  Some scholars believe that somebody else wrote Shakespeare's plays.

**Step 1** Review the instruction above. What kinds of material must be properly credited to a source?

A writer must properly credit the sources of all ideas that are not his or her own, whether those ideas are quoted directly from another writer or simply paraphrased. A writer does not need to credit ideas or quotes that are very well known or are considered well-established facts.

**Step 2** Read each answer choice. According to the rules listed above, which answer choice states an idea that must be properly credited?

Answer choices A and C both state facts about the writer’s own experiences—I just saw a production of *Romeo and Juliet* and I liked the play so much that I decided to learn more about Shakespeare are not other people’s ideas and therefore do not need to be credited to a source. This is a play by William Shakespeare is considered a well-known fact that is known by most educated people; it also does not need to be credited to a source. Some scholars believe that somebody else wrote Shakespeare’s plays, however, is not the writer’s own idea—it is the idea of some scholars—nor is it well known or unquestionable. This makes choice D the correct answer.
LEARN IT: Works Cited Page

There are several ways to credit the sources of your citations. One of the most common is the Works Cited page. This is an alphabetical list of sources—including author names and publisher information—that appears at the end of a piece of writing.

There are different style guides for creating Works Cited pages, and your teacher should tell you which style he or she prefers. There are some general rules to follow, however, and most Works Cited pages are similar to the model below:

<table>
<thead>
<tr>
<th>Works Cited</th>
</tr>
</thead>
</table>

Notice that the author's last name comes first and is separated from his or her first name by a comma. The book's title follows and is italicized or underlined. The place of publication and the publisher's name come next. They are separated by a colon. The date of publication is separated from the publisher's name by a comma, and the entire citation ends with a period.

The above format applies to the citation of complete books. Different formats are required for magazine and newspaper articles and for essays and stories that appear in collections. Consult your style guide for the proper citation of these sources.
EXAMPLE

2 How should the following Works Cited page be revised?

<table>
<thead>
<tr>
<th>Works Cited</th>
</tr>
</thead>
</table>


**Step 1** Carefully read the works that are cited inside the box carefully. Recall that in writing a correct citation, the works must be arranged alphabetically according to the authors’ last names. List the last names in alphabetical order.

1. Daniel
2. Jackson
3. Viron

**Step 2** Read the answer choices. Which choice is arranged alphabetically according to the authors’ last names?

*Choice D is the only answer choice that lists Daniel first, followed by Jackson and then Viron, so D is the correct answer.*
PRACTICE IT: Quoted and Paraphrased Information

**Directions:** Examine the list and then answer the questions that follow.

**Works Cited**

1 Which of the following statements about butterflies would need to be properly credited to a source?
A My favorite insects are butterflies.
B Research suggests that a drop in the number of butterflies in an area can be a sign of bigger problems to come.
C Every year it seems like there are more and more butterflies in my garden.
D Some of the more well-known butterflies include the monarch and the painted lady.

2 How should the first work cited be revised?
A Remove the year the book was published.
B Put quotation marks around the title of the book.
C The first name of the author should come before the last name.
D Underline or italicize the title of the book.

3 How should the second work cited be revised?

4 Which information is missing from the third work cited?
A the publisher’s name
B the page numbers of the book
C the year when the book was published
D the title of the book
LEARN IT: Organization

After writing a composition, it is important to review what you have written and make sure that the ideas follow a logical pattern. Your readers should be able to understand the flow of your ideas, especially from one paragraph to the next. If there are gaps in your reasoning, fill them in with new points or arguments. This process of reviewing and improving your work is called revision.

Here are some tips to keep in mind while revising your work:

- Revisions should not alter or confuse the original meaning of the sentence.

  Zara acted like a fool in class. That was what Shayne said.

  It is unnecessarily wordy to split this idea into two separate sentences. These sentences can be simplified and revised in the following way:

  Shayne said Zara acted like a fool in class.

  Be careful when simplifying sentences not to change the meaning of the original. The following is not a good revision of the original sentences because it changes their meaning.

  Shayne said in class that Zara acted like a fool.

- Revisions to specific parts of a composition, such as the conclusion, should be appropriate to that particular part of the composition. For instance, you should usually not introduce a new idea into a conclusion; instead, find a brief, memorable way of wrapping up or summarizing what you have said about the topic.
EXAMPLE

1 Read the passage.

Growing strawberries is really very easy. All you need is a strawberry plant, a six-inch container with holes in the bottom, dirt, a small shovel, and water. Fill the container halfway with soil, put in the strawberry plant, and water it. Place your plant on a porch or patio where it will get lots of sun and water it every other day. In three weeks, berries will begin to appear, and later they will turn a delicious red. That’s when it’s time to pick them, wash them, and eat them!

Which of the following would make the most logical concluding sentence for the paragraph above?

A What could be easier than growing a strawberry plant?
B If you don’t have a small shovel, ask your parents for a spoon.
C Strawberries are very popular in the summer.
D Strawberries with milk on cereal make a delicious breakfast.

Step 1 Read the passage carefully. What is the main idea of the passage? Remember that concluding sentences should restate the main idea rather than begin a new idea.

The main idea of the passage, introduced in the first sentence, is that growing strawberries is very easy. The rest of the passage describes how easy it is to grow strawberries. The concluding sentence should reemphasize the idea that growing strawberries is really easy.

Step 2 Read through each answer choice. Which choice reemphasizes the passage’s main idea?

Choice A supports the passage’s main idea by asking the reader, What could be easier than growing a strawberry plant? Choice B is simply an additional step in the process of growing a strawberry plant. Choices C and D are new ideas that do not emphasize the idea that growing strawberries is easy. Choice A is the best answer.
LESSON 20 Organization and Word Choice

LEARN IT: Word Choice

Reviewing the words that you used in your composition is also crucial to your revision. As you revise, you may discover words that are too general or vague to express the precise meaning that you want to convey. Replace vague words with precise ones that convey your intended meaning.

Christina made a song for her sick aunt.

The verb *made* can be revised so that its meaning more precisely conveys how people create songs.

Christina composed a song for her sick aunt.

Christina wrote a song for her sick aunt.

The verbs *composed* and *wrote* convey a much more exact idea of what Christina did for her sick aunt.

EXAMPLE

2 Read the passage.

The largest living lizard in the world is the Komodo Dragon. However, it may not be around too much longer because the Komodo dragon is on the endangered species list. Other lizards are also helpless as humans increasingly invade their habitats. Most lizards benefit humans by helping to control insect populations. They are sometimes killed for food or for their skins.
Which word best replaces the underlined word in the passage to make the meaning more precise?

A  powerless  
B  threatened  
C  benefited  
D  weakened  

**Step 1** Read the sentence that contains the underlined word. In your own words, what does this sentence mean? How do the sentences around it contribute to its meaning?

The sentence implies that lizards besides the Komodo Dragon are in trouble because humans are invading the places where they live. By placing this sentence directly after the sentence about the Komodo Dragon, the passage suggests that other lizards are facing problems similar to those faced by the Komodo Dragon.

**Step 2** Which answer choice is the most accurate replacement for the word helpless, considering the idea that people are invading the lizards' habitats and putting the lizards' future in danger?

The word powerless, like the word helpless, implies that the lizards can't do anything about their predicament, but its meaning is too strong—the passage never implies that lizards do not have any power whatsoever. Similarly, the word weakened suggests a slightly different meaning from that stated in the passage. Answers A and D are not correct. The word benefited means the opposite of what is stated in the passage, so answer choice B is incorrect. The word threatened implies that the lizards, like the endangered Komodo Dragon, are in danger because humans are invading their habitats. This word is precise and clear, and it supports the meaning of the rest of the sentence. Choice B is the best answer.
PRACTICE IT: Organization and Word Choice

Directions: Read the draft and then answer the questions that follow.

The following is a rough draft of a student’s report on advertisements. It may contain errors.

1. An advertisement is one of the most powerful ways to influence someone. People make decisions based on the ads that they see on TV, newspapers, billboards, and Web sites, as well as those they hear on the radio. Their lifestyles are controlled by the best or most affordable brands. Their beliefs are based on what they think are the most trustworthy taglines and promises.

2. Unfortunately, many ads do not tell the whole truth. Some are half truths, while others are exaggerations. Some are just plain lies or fake claims. An example of a false advertisement is a beauty product that claims it will reduce wrinkles and dark spots on your face in a number of days or weeks. It will show a woman who looks attractive but stressed. After a few computer edits, the woman will look ten years younger and fresher. The beauty product has nothing to do with it whatsoever!

3. Some foods are said to contain vitamins, minerals, and all-natural ingredients. They actually include harmful chemicals. There are also weight-loss pills and beverages that do not do anything to help a person shed pounds.

4. Of course, there are advertisements that declare truthful statements, and their products can actually do what they are said to do. Consumers just have to be very careful when they view or listen to these ads. They have to look at the product when they go to the grocery store before making their purchase. They can also ask friends who have bought the product about its quality and performance. There are intelligent ways to guard against deceptive advertising claims. Advertising can influence us, but it should not tell us how to live our lives.
1. Which word *best* replaces the underlined word in paragraph 1 to make the meaning more precise?
   
   A restricted  
   B limited  
   C influenced  
   D commanded  

2. Read these sentences from paragraph 3.

   Some foods are said to contain vitamins, minerals, and all-natural ingredients. They actually include harmful chemicals.

   Which is the *best* revision of these sentences?
   
   A Some foods, which ads say are filled with vitamins, minerals, and all-natural ingredients, actually include harmful chemicals.  
   B Some foods contain vitamins, minerals, all-natural ingredients and harmful chemicals.  
   C Vitamins, minerals, and all-natural ingredients are all in foods that have harmful chemicals.  
   D Foods can either have vitamins, minerals, and all-natural ingredients, or they can have harmful chemicals.

3. Which word *best* replaces the underlined word in paragraph 4 to make the meaning more precise?

   A skim  
   B check  
   C glimpse  
   D examine  

4. Which of the following would make the *most* logical concluding sentence for the essay?

   A There are advertisements that claim their products contain no sugar.  
   B We should be able to control our choices and dictate our own lifestyles.  
   C Advertisers often say their products are the best in the market, even when they are not.  
   D Consumers should have a hotline to call in order to report their complaints.
LEARN IT: Active Voice

Sentences with action verbs can be written in one of two ways: either the subject of the verb performs the action or the subject of the verb receives the action. A verb is in the **active voice** when its subject performs the action. Such a sentence might read, *The child hit the baseball.* On the other hand, a verb is in the **passive voice** when its subject receives the action. This kind of sentence might read, *The baseball was hit by the child.* The active voice is often preferred to the passive voice because it is more direct and less wordy.

**EXAMPLE**

1. Read the sentence below.

   In 1955, a nonviolent protest against the Montgomery bus line was organized by Martin Luther King, Jr.

Which is the **best** way to write the sentence in the active voice?

A. In 1955, the Montgomery bus line was organized for a nonviolent protest by Martin Luther King, Jr.

B. In 1955, the Montgomery bus line organized a nonviolent protest against Martin Luther King, Jr.

C. In 1955, Martin Luther King, Jr., was the organizer of a nonviolent protest against the Montgomery bus line.

D. In 1955, Martin Luther King, Jr., organized a nonviolent protest against the Montgomery bus line.

**Step 1** Read the sentence and locate the main verb. Then ask yourself who should perform this action and what is the direct object of the action.

The verb is organized. **The subject who performs the action of this verb is Martin Luther King, Jr.** Nonviolent protest is the **direct object of the verb because it is what King organized.**

**Step 2** Read through each answer choice. In which sentence is Martin Luther King, Jr., actively performing the action of the verb organized?

Choice A remains in the passive voice and changes the meaning of the sentence. In choice C, the entire action verb has been replaced with was, which is a form of the verb be and is neither active nor passive. Both choice B and choice D are written in the active voice. However, in choice B, the subject is the Montgomery bus line, which completely reverses the meaning of the sentence. Choice D is correct.
LEARN IT: Modifiers

A modifier is a word or group of words that describes or qualifies some other part of the sentence. There are two common problems that relate to modifiers.

<table>
<thead>
<tr>
<th>Misplaced modifier</th>
<th>Incorrect: The mailman looked at the strange letter standing near the gate. [Is the mailman or the letter standing near the gate?]</th>
<th>Correct: Standing near the gate, the mailman looked at the strange letter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dangling modifier</td>
<td>Incorrect: Clucking in the yard, eating breakfast was the chickens’ favorite part of the day. [Who or what is clucking?]</td>
<td>Correct: Clucking in the yard, the chickens liked eating breakfast better than any other part of their day.</td>
</tr>
</tbody>
</table>

EXAMPLE

2 Read the sentence below.

After finishing his education, a church in Montgomery, Alabama, had a pastor named Martin Luther King, Jr.

What is the best way to rewrite the sentence to correct the dangling modifier?

A After finishing his education, Martin Luther King, Jr., became the pastor of a church in Montgomery, Alabama.
B After finishing his education, a church in Montgomery, Alabama, had Martin Luther King, Jr., for a pastor.
C A church in Montgomery, Alabama, had Martin Luther King, Jr., a pastor finishing his education.
D A church in Montgomery, Alabama, had a pastor after finishing the education of Martin Luther King, Jr.

Step 1 Which group of words is placed beside a part of the sentence it is not describing?

The dangling modifier is After finishing his education.

Step 2 Which sentence correctly places the modifier next to the part of the sentence it is describing?

In choice B, the modifier is next to the wrong part of the sentence. Choice C changes the meaning of the sentence. In choice D, the modifier is still dangling. Choice A is the correct answer.
PRACTICE IT: Active Voice and Modifiers

Directions: Read the draft and then answer the questions that follow.

The passage below is a first draft of a student’s narrative. It may contain errors.

Ginny and Steve

1. “Wow!” Ginny said as she looked toward the sky. “I’ve never seen a kite that high before.”

2. “Well, the wind coming in from the ocean doesn’t hurt,” her brother Steve replied.

3. Ginny smiled and looked out over the water. “Isn’t this great? I can’t believe how empty the beach is.”

4. “The people living here have this every day of their lives. It’s probably no big deal for them,” Steve reasoned.

5. “It’s just . . . you see scenes like this on TV, but it’s so much more amazing in real life.” Ginny liked the mountains back home, but she wished there was something like this, too.

6. “Yeah, Uncle Bob should be visited by us more often,” Steve replied. Letting out the last of the string, the kite soared as high as it could go.

7. “Can I borrow your sunglasses, Steve?” Ginny asked her brother. “Mine are in the car.”

8. “Okay, but you’ll have to go get them yourself. I don’t want this kite to get away from me.”

9. Ginny was shocked. Steve usually would not share anything with her. Maybe his brain was being affected by the seawater.

10. Their beach towels and the bag with Steve’s sunglasses inside were about fifty feet away from where they were standing. Ginny decided to run so she could feel the ocean breeze in her face. Closing her eyes, going to school on Monday seemed far, far away.
1 Read this sentence from paragraph 6.

Letting out the last of the string, the kite soared as high as it could go.

What is the best way to rewrite the sentence?

A The kite soared as high as it could go, letting out the last of the string.
B Letting out the last of the string, Steve let the kite soar as high as it could go.
C Letting out the last of the string, Steve soared as high as the kite could go.
D The kite, letting out the last of the string, soared as high as it could go.

2 Read this sentence from paragraph 6.

“Yeah, Uncle Bob should be visited by us more often,” Steve replied.

What is the best way to rewrite the underlined part of the sentence in the active voice?

A Uncle Bob should visit by us more often
B we should be visited by Uncle Bob more often
C we should visit Uncle Bob more often
D Uncle Bob should visit us more often

3 Read this sentence from paragraph 9.

Maybe his brain was being affected by the seawater.

What is the best way to rewrite the sentence in the active voice?

A Maybe the seawater was affecting his brain.
B Maybe his brain was affecting the seawater.
C Maybe the seawater was being affected by his brain.
D Maybe the seawater was affecting by his brain.

4 Read this sentence from paragraph 10.

Closing her eyes, going to school on Monday seemed far, far away.

What is the best way to rewrite the sentence?

A Closing her eyes, the school on Monday seemed far, far away.
B Closing her eyes, Ginny thought going to school on Monday seemed far, far away.
C Going to school on Monday seemed far, far away, closing her eyes.
D Going to school, closing her eyes, seemed far, far away.
**LEARN IT: Infinitives, Participles, Pronouns, and Antecedents**

Using verbals such as **infinitives** and **participles** correctly will help keep your writing fresh and interesting. **Pronouns** allow you to use different words to refer to the same person or thing. Look at the following chart for more information.

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infinitives</strong></td>
<td>An infinitive is a verb form that is usually preceded by the word to and is used as a noun, an adjective, or an adverb.</td>
<td>Lindsey did not remember to rent a movie to watch with her friends.</td>
<td>To rent acts as a noun, showing what Lindsey did not remember. To watch acts as an adjective, because it modifies the word movie.</td>
</tr>
<tr>
<td><strong>Participles</strong></td>
<td>A participle is a verb form that can function as an adjective. Participles often end in -ing (present participle) or -ed (past participle).</td>
<td>The tired mother calmed the crying baby.</td>
<td>Tired is a past participle that modifies mother. Crying is a present participle that modifies baby.</td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td>A pronoun is a word that takes the place of a noun, a group of words acting as a noun, or another pronoun. Common pronouns include he, she, it, you, I, me, they, them, and we.</td>
<td>Did you find the apple? I left it on the counter.</td>
<td>It is used to replace the phrase the apple in the second sentence.</td>
</tr>
<tr>
<td><strong>Antecedents</strong></td>
<td>An antecedent is the word or group of words to which a pronoun refers.</td>
<td>On vacation my family met a woman who raises llamas.</td>
<td>A woman is the antecedent. The pronoun who refers back to woman.</td>
</tr>
</tbody>
</table>
EXAMPLE

Read the following passage.

(1) Jeremiah wanted the new computer game that was being released. (2) Jeremiah knew his parents were not going to buy the game for him. (3) The game was set in a fantasy world where players could choose to play as an elf, a gnome, or a human. (4) Jeremiah knew about the game because he had read about it in a computer magazine. (5) He decided to ask his parents if he could do extra work around the house to earn money to buy the game.

Which of the following is the best way to rewrite sentence 2?

A  Jeremiah knew his parents were not going to buy it for him.
B  Jeremiah knew they were not going to buy it for him.
C  He knew his parents were not going to buy it for him.
D  He knew his parents were not going to buy the game for him.

Step 1  Read the passage carefully. Do you see anything in sentence 2 that could be said in another way?

Jeremiah and the game are both mentioned in the first sentence, so they do not need to be repeated. These words should be replaced with pronouns in the second sentence.

Step 2  Read each answer choice. Which sentence uses pronouns correctly?

Choice A replaces the game with it but does not replace Jeremiah. Choice B replaces the game with it but changes his parents to they. Since Jeremiah’s parents are not mentioned in the first sentence, using the pronoun they would be confusing. Choice D replaces Jeremiah with he but leaves the game. Choice C correctly uses pronouns to replace both Jeremiah and the game. C is the correct answer.
LEARN IT: Infinitive Phrases

An infinitive phrase contains an infinitive plus any complements and modifiers. In some instances, an infinitive phrase may have its own subject. In these cases, the subject of the infinitive phrase comes between the main verb and the infinitive. The subject of an infinitive phrase always follows an action verb.

With a Subject: We all voted for George to lead us down the trail. Here, George is the subject of the infinitive phrase “to lead us down the trail.”

Certain verbs do not require a subject. These verbs include words such as agree, begin, continue, decide, fail, hesitate, hope, intend, learn, neglect, offer, plan, prefer, pretend, promise, refuse, remember, start, and try. In these cases, the infinitive phrase directly follows the verb.

Without a Subject: Everyone decided to follow George. Here, George is the object of the infinitive to follow.

EXAMPLE

2 Read the sentences.

Sarah had spent a lot of time finishing her workbook pages. When morning came, she failed to remember her homework. It sat on her desk all day. Her teacher wanted her to bring it the next day. When Sarah got home, she asked her mom to remind her to put the homework in her bag.

Which infinitive does not need a subject?

A to remember
B to bring
C to remind
D to put

Step 1 Read the sentences carefully. Look for infinitive phrases. Do you see any infinitive phrases that do not require subjects?

I see several infinitive phrases, including to remember, to bring, to remind, and to put. The infinitive phrases to bring and to put both use the subject her, which is a pronoun that refers to Sarah. The infinitive phrase to remind uses the subject her mom, which refers to Sarah’s mom. The infinitive phrase to remember does not have a subject. The infinitive phrase can directly follow the verb.

Step 2 Read each answer choice. Which answer does not need a subject?

Choices B, C, and D require subjects before the infinitive phrase. Choice A, to remember, does not need a subject, because it follows the verb failed. This word is one of the verbs that does not need a subject between it and the infinitive phrase. A is the correct answer.
**LEARN IT: Pronoun and Antecedent Agreement**

Often in writing, a pronoun will refer to an antecedent in the same sentence or one nearby. Pronouns and antecedents must agree in person (first person, second person, or third person), number (singular or plural), and gender (male, female, or neutral). When revising your work, make sure to correct any instances in which pronouns and antecedents do not agree. Look at the examples below.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dog wanted to go outside, so I let them out.</td>
<td>The dog wanted to go outside, so I let it out.</td>
</tr>
<tr>
<td>The class decided to do his project on camels.</td>
<td>The class decided to do its project on camels.</td>
</tr>
<tr>
<td>Jillian lent her favorite game to the neighbors, but he forgot to get it back from you.</td>
<td>Jillian lent her favorite game to the neighbors, but she forgot to get it back from them.</td>
</tr>
</tbody>
</table>

**3 Read this sentence.**

Her brother was in the kitchen eating its favorite snack, peanut butter on apples.

Which word should replace the underlined pronoun to match its antecedent?

A our  
B her  
C his  
D their

**Step 1** Read the sentence carefully. Identify the antecedent of the pronoun. Does the underlined pronoun agree with its antecedent in person, number, and gender?

The underlined pronoun its does not agree with its antecedent in gender. The antecedent is the noun brother, which is masculine.

**Step 2** Read each answer choice. Which pronoun should replace its?

Choice A and Choice D are incorrect because the pronouns are plural and the antecedent brother is singular. Choice B is incorrect because the pronoun her does not agree with its antecedent in gender. Choice C is correct because the pronoun his agrees with its antecedent brother.
PRACTICE IT: Infinitives, Participles, Pronouns, and Antecedents

Directions: Read the passage and answer the questions that follow.

Caves and Caving

1. It’s a summer day in south-central Kentucky. A small group of people leaves the dusty road and works its way down a trail along a hill. They are wearing long-sleeved shirts and pants, and they carry hard hats and backpacks. Suddenly they stop, push aside some branches, and unlock a heavy iron door in the hillside. A blast of cool air hits them as they buckle the straps of their hard hats under their chins and turn on the attached headlamps. One by one, they step into the side of the hill, into another world—the world of caves.

2. Most people think of caves as holes in rocky hills or mountainsides. Yet most caves are not holes. They are vast networks of interconnected passages that sometimes stretch for miles. Some of the most extensive and fascinating cave networks are found in a certain type of geological formation, in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in the caves.

3. Caves exist all over the world in various environments and climates. One interesting feature of caves is their relation to the temperature of the air above them. For example, in Kentucky, the air in the cave remains approximately 54 degrees Fahrenheit all year, even when it is freezing cold or burning hot outside the cave.

4. Caves can be dangerous places for people who have no experience with them. Even skilled cave explorers, called spelunkers, never enter a cave without at least one other person and lots of special equipment. They wear hard hats to prevent nasty bumps against the rocks. They also carry plenty of light sources, because caves are some of the darkest places in the world.

5. Because caves are dangerous places, the entrances to some commonly known caves are kept locked. However, many caves are open to the public. Large caves, like Mammoth Cave in Kentucky, are often explored by the public during guided tours. Tours range from those accessible to all people, to those in which people wear protective gear and headlamps as they crawl and squeeze through narrow passages. There are even “cave clubs” that spelunkers have established to encourage people to learn about caves and about safe cave exploring.

6. Humans are not the only creatures who enjoy caves. Animals sometimes use caves for shelter. Most of these animals, including bats, stay fairly close to the entrance so they can easily leave the caves to look for food. A few animals, such as crickets and one type of salamander, however, make the wet areas deep in the caves their permanent home.
1. Read this sentence from the passage.

A blast of cool air hits them as they buckle the straps of their hard hats under their chins and turn on the attached headlamps.

Which word from the sentence is a participle?
A blast  
B buckle  
C turn  
D attached

2. Read these sentences from the passage.

Yet most caves are not holes. They are vast networks of interconnected passages that sometimes stretch for miles.

Which word is the antecedent of the pronoun they?
A caves  
B holes  
C passages  
D miles

3. Read this sentence from the passage.

There are even “cave clubs” that spelunkers have established to encourage people to learn about caves and about safe cave exploring.

As used in the sentence, the phrase to encourage is
A an infinitive with a subject.  
B an antecedent with a proper pronoun.  
C an infinitive without a subject.  
D a pronoun without an antecedent.

4. Read this sentence from the passage.

A few animals, such as crickets and one type of salamander, however, make the wet areas deep in the caves their permanent home.

Which word is the antecedent of the pronoun their?
A crickets  
B salamander  
C areas  
D animals
LEARN IT: Parts of Speech

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Names a person, place, thing, or idea. Common nouns are general; proper nouns are specific</td>
<td><strong>Common Nouns:</strong> girl, father, house, pencil, beauty  <strong>Proper Nouns:</strong> Terence, Los Angeles, English</td>
</tr>
<tr>
<td>Pronoun</td>
<td>Replaces nouns or other pronouns to avoid repetition in the sentence</td>
<td>I, my, we, they, she, he</td>
</tr>
<tr>
<td>Adjective</td>
<td>Describes a noun or pronoun</td>
<td>cheerful, fast, tall</td>
</tr>
<tr>
<td>Verb</td>
<td>Expresses an action or a state of being</td>
<td>run, walk, live, be, am</td>
</tr>
<tr>
<td>Adverb</td>
<td>Describes a verb, adjective, or another adverb</td>
<td>quickly, happily, well</td>
</tr>
<tr>
<td>Preposition</td>
<td>Shows the relationship of a noun or pronoun to another word in a sentence</td>
<td>to, on, in, beside, among</td>
</tr>
<tr>
<td>Conjunction</td>
<td>Joins words or groups of words</td>
<td>and, but, for, or, yet</td>
</tr>
<tr>
<td>Interjection</td>
<td>Expresses emotions</td>
<td>oh, hey, wow</td>
</tr>
</tbody>
</table>

**EXAMPLE**

1. Read the sentence below.

As Paul sat in the park feeding the geese, he **watched** the children playing on the baseball field.

The underlined word in the sentence is what part of speech?

A. noun  
B. pronoun  
C. verb  
D. adjective

**Step 1** Read the question carefully and focus on the underlined word in the sentence. What is the function of this word?

*The underlined word is watched. It expresses an action that Paul does.*

**Step 2** Read the answer choices and refer to their definitions in the above chart. Which of the answer choices expresses an action?

*Only choice C expresses an action.*
LEARN IT: Parts of a Sentence

A sentence is a group of words that expresses a complete thought and has two main parts: the subject and the predicate. The subject is the person, place, thing, or idea that the sentence is about. The predicate tells what the subject is doing. A sentence may also contain complements, which are words (or groups of words) that more clearly explain or describe the action of the sentence. Common kinds of complements include the direct object, which is the part of the sentence that receives the predicate’s action, and the indirect object, which is the person or thing to or for whom something is done.

EXAMPLE

2 Read the sentence below.

The old man saw children darting around the bases, and then he looked down at his own legs, which could no longer run like that.

The underlined word represents which grammatical part of the sentence?

A subject

B predicate

C indirect object

D direct object

Step 1 Read the sentence and identify its subject and predicate. Who is the sentence about and what is the subject doing?

The sentence is really two separate sentences connected by the conjunction and. The subject of the part that contains the underlined word is The old man. The predicate tells us that the old man saw children darting around the bases. This means that the predicate must be saw.

Step 2 Look at the underlined word. How is it related to the subject and the verb?

The word children tells us what the old man saw. In other words, it receives the action of the verb. This makes it the direct object.
LEARN IT: Sentence Structures and Types

Sentences are composed of **independent clauses** and **subordinate**, or **dependent**, clauses. An independent clause contains a complete thought and can stand by itself as a sentence. A dependent clause also contains a subject and a predicate; however, it does not express a complete thought and cannot stand by itself. Sentences can be classified according to the types of clauses they contain. To add variety to writing, use a mixture of **sentence structures** that are listed below.

- **Simple sentence**: contains one independent clause and no dependent clauses
  
  Kira writes short stories.

- **Compound sentence**: contains two or more independent clauses and no dependent clauses
  
  Kira writes short stories, and she reads them to her classmates.

- **Complex sentence**: contains one independent clause and one or more dependent clauses
  
  Kira, who likes to read, writes short stories.

- **Compound-complex sentence**: contains two or more independent clauses and at least one dependent clause
  
  Kira, who likes to read, writes short stories, and she reads them to her classmates.

There are also four **sentence types**: declarative, interrogative, exclamatory, and imperative. A **declarative sentence** makes a statement and ends with a period, while an **interrogative sentence** asks a question and ends with a question mark. An **exclamatory sentence** expresses strong feelings and ends in an exclamation point. An imperative sentence makes a request or gives a command. It usually ends in a period, but it could end in an exclamation point if the command is expressed forcefully.
EXAMPLE

3 Read the sentence below.

I ran to the store, and I bought a newspaper; then I read about last night’s game.

This is an example of which sentence structure?
A simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

Step 1 Read the sentence carefully. Divide it into separate clauses by locating each individual subject and predicate.

The first subject in the sentence is I, and the predicate is ran to the store. The second subject in the sentence is also I, and the predicate is bought a newspaper. The third subject in the sentence is also I, and the predicate is read about last night’s game. There are three separate clauses in the sentence.

Step 2 Read each clause. How many are independent and how many are dependent? In other words, how many express complete thoughts and can stand on their own?

The first clause, I ran to the store, expresses a complete thought; it is an independent clause. The second clause, I bought a newspaper, is attached to the first clause by the coordinating conjunction and; it expresses a complete thought and is an independent clause. The third clause, then I read about last night’s game, also expresses a complete thought and is an independent clause. The sentence contains three independent clauses and no dependent clauses.

Step 3 Read the answer choices. Which is the name for a sentence with multiple independent clauses and no dependent clauses?

A simple sentence has only one independent clause. Complex and compound-complex sentences both have dependent clauses. A sentence with two or more independent clauses and no dependent clauses is a compound sentence; choice B is the correct answer.
PRACTICE IT: Parts of Speech and Sentence Structures and Types

Directions: Read the passage and then answer the questions that follow.

Hector Helps His Neighbor

1. As he barreled along the sidewalk on his way home from school, Hector hoped he would make it to Mrs. Mendenhall’s house on time. He was about a block away, and he was cutting it close. Either way, he knew that Binkley would be ready when he got there.

2. Mrs. Mendenhall lived next door to Hector’s family. Although she was not really Hector’s grandmother, he thought of her that way. He also saw her much more than he saw Grandma Ruth, who lived two thousand miles away.

3. Not only did Mrs. Mendenhall make the best brownies, but she also told fascinating stories about the places she had been and the things she had done in her life. Hector hoped that his own life would be as interesting.

4. As he hurried along, Hector thought about how he was helping his neighbor. She had recently told him that going up and down the porch steps was becoming difficult for her. What she really missed was taking Binkley, her pet dog, for a walk every day.

5. Hector wanted to help Mrs. Mendenhall, so he volunteered to walk Binkley for her. On his return, Hector described to Mrs. Mendenhall the things that he and Binkley saw on their walks. This arrangement made everyone happy.

6. Whenever Hector did not arrive at Mrs. Mendenhall’s by 3:15 P.M., Binkley’s barking could be heard a half mile away. “No barking today,” Hector thought as he climbed up the stairs and rang the doorbell.

7. “Good to see you, Hector,” Mrs. Mendenhall said, opening the door and handing him Binkley’s leash. “Bring me back a good story.”

8. “Will do,” Hector replied, holding onto the leash as Binkley bolted down the steps, heading toward the grass along Talman Avenue.
1. Read this sentence from the passage.

Not only did Mrs. Mendenhall make the best brownies, but she also told fascinating stories about the places she had been and the things she had done in her life.

Which words in this sentence are adjectives?
A  make, told
B  best, fascinating
C  she, her
D  but, and

2. Read this sentence from the passage.

Mrs. Mendenhall lived next door to Hector’s family.

The underlined word in the sentence is what part of speech?
A  proper noun
B  verb
C  adverb
D  common noun

3. Read this sentence from the passage.

He was about a block away, and he was cutting it close.

This is an example of which sentence structure?
A  compound sentence
B  compound-complex sentence
C  complex sentence
D  simple sentence

4. Read this sentence from the passage.

“Bring me back a good story.”

This is an example of which sentence type?
A  declarative sentence
B  interrogative sentence
C  imperative sentence
D  exclamatory sentence
LEARN IT: Mechanics and Usage

When you write, it is important to know the proper way to use different parts of the English language. Often, forms of punctuation, such as quotation marks or commas, are used incorrectly. References to pronouns can also be incorrect. Knowing how to use mechanics will help your writing stand out.

Quotation Marks

Quotation marks are used to signify someone’s exact words. A pair of quotation marks should be used at the beginning and end of the quotation every time you use a direct quotation in your writing. When writing dialogue, use a comma to set off tags such as he said or she said.

MODEL EXAMPLE

1. Read this sentence.

   “John said I left my lunchbox on the table in the cafeteria.”

Which of the following is the best way to rewrite the sentence?

A. John said, I left my lunchbox on the table in the cafeteria.
B. John said “I left my lunchbox on the table in the cafeteria.”
C. John said, “I left my lunchbox on the table in the cafeteria.”
D. John said, I left my lunchbox “on the table in the cafeteria.”

Step 1 Read the sentence carefully. Do you see anything wrong with the way the quotation marks are used?

The quotation marks are not around the direct quotation, but around the entire sentence. The tag is not separated from the quotation by a comma.

Step 2 Read each answer choice. Which sentence uses quotation marks correctly?

Choice A includes the comma but does not use any quotation marks. Choice B moves the quotation marks into the correct places but does not add a comma. Choice D adds the comma in the correct place but moves the quotation marks incorrectly. Choice C adds the comma and moves the quotation marks to the correct places. Choice C is the correct answer.
Commas and Dependent Clauses

Commas are often used to separate different parts of a sentence. A comma can be used to separate dependent and independent clauses. When a dependent clause comes at the beginning of a sentence and is followed by an independent clause, put a comma after the dependent clause. When an independent clause comes at the beginning of a sentence and is followed by a dependent clause, no comma is needed.

MODEL EXAMPLE

2 Read this sentence.

John’s dog stole his pillow, while he was sleeping.

Which of the following is the best way to rewrite the sentence?

A  John’s dog, stole his pillow while he was sleeping.
B  John’s dog stole his pillow while he was sleeping.
C  John’s dog stole his pillow while, he was sleeping.
D  John’s dog stole, his pillow while he was sleeping.

Step 1  Read the passage carefully. Do you see anything wrong with the comma usage in this sentence?

Since the second clause is dependent and the first is independent, no comma is needed to separate them.

Step 2  Read each answer choice. Which sentence uses commas correctly?

Choices A, C, and D all move the comma incorrectly. Choice B removes the unnecessary comma completely. Choice B is the correct answer.
Pronoun Reference

A pronoun is used to replace a noun or another pronoun and helps make writing less repetitive. Pronouns include he, she, it, you, I, me, they, them, and we. When using pronouns in a paragraph, try to remain consistent within the same reference.

MODEL EXAMPLE

Read this passage.

(1) The entire class went on a field trip to a baseball game. (2) Not one of the class anticipated how much they were going to enjoy the game. (3) They sat in the bleachers and saw many fly balls land in the grass nearby. (4) We also ate hot dogs from one of the vendors. (5) We watched intently as the home team managed to take, and keep, the lead. (6) At the end of the game, the class cheered the victory.

Which is the best way to rewrite sentences 2 and 3 with proper pronouns?

A  Not one of the class anticipated how much they were going to enjoy the game. We sat in the bleachers and saw many fly balls land in the grass nearby.

B  Not one of us anticipated how much they were going to enjoy the game. They sat in the bleachers and saw many fly balls land in the grass nearby.

C  Not one of us anticipated how much we were going to enjoy the game. They sat in the bleachers and saw many fly balls land in the grass nearby.

D  Not one of us anticipated how much we were going to enjoy the game. We sat in the bleachers and saw many fly balls land in the grass nearby.

Step 1  Read the sentences carefully. Do you see pronouns that are not correctly used?

The writer uses both they and we to refer to the class.

Step 2  How should sentences 2 and 3 be changed?

These sentences should use we to refer to the class because that is how the class is referred to in the rest of the passage.

Step 3  Read each answer choice. Which answer correctly replaces the misused pronouns?

Choice A correctly changes they to we in the second sentence but does not make any changes to the first sentence. Choice B correctly changes the class to us but does not change either use of they to we. Choice C changes the first sentence correctly but makes no changes to the second sentence. Choice D makes all the necessary changes. Choice D is the correct answer.
Commonly Misused Words

There are some words in English that are often used incorrectly. These words can be confusing because they are similar in spelling or pronunciation. Look at the examples below.

<table>
<thead>
<tr>
<th>Words</th>
<th>Usage</th>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept, Except</td>
<td>Accept is a verb that means “to receive.” Except means “excluding.”</td>
<td>Mike did not except those gifts.</td>
<td>Mike did not accept those gifts.</td>
</tr>
<tr>
<td></td>
<td>Lauren visited all her relatives accept Uncle Glen.</td>
<td>Lauren visited all her relatives except Uncle Glen.</td>
<td></td>
</tr>
<tr>
<td>Than, Then</td>
<td>Than is used in comparisons. Then is used to show time.</td>
<td>I have seen more movies then you.</td>
<td>I have seen more movies than you.</td>
</tr>
<tr>
<td></td>
<td>Jose will do his homework and than eat dinner.</td>
<td>Jose will do his homework and then eat dinner.</td>
<td></td>
</tr>
<tr>
<td>There, Their, They’re</td>
<td>There shows place. Their is a pronoun. They’re is a contraction meaning “they are.”</td>
<td>Sharon did not see you over their.</td>
<td>Sharon did not see you over there.</td>
</tr>
<tr>
<td></td>
<td>I heard that there going to a concert.</td>
<td>I heard that they’re going to a concert.</td>
<td></td>
</tr>
</tbody>
</table>

4 Read this passage.

(1) Corrine and her family spent every summer at there beach house in South Carolina. (2) One summer, it rained every day accept one. (3) The family had to spend they’re vacation doing activities indoors. (4) One night, Corrine’s dad ordered pizza. (5) She went to except it when it arrived. (6) The family ate by candlelight. (7) Than, they played board games in there pajamas. (8) In the end, Corrine thought it was better than getting covered in sand at the beach.

In which sentence are all words used correctly?

A  sentence 1  C  sentence 5  
B  sentence 3  D  sentence 8

Step 1  Read the passage carefully. Do you see any commonly misused words?
This passage uses accept/except, than/then, and there/they’re/their.

Step 2  Read each answer choice. Which sentence uses these words correctly?
Choice A is not correct, because it uses there instead of their. Choice B is not correct, because it uses they’re instead of their. Choice C is not correct, because it uses except instead of accept. Choice D correctly uses than. Choice D is the correct answer.
PRACTICE IT: Mechanics and Usage

Tea Party Birthday

1 Alana was not excited about her upcoming birthday. She had begged her mother for weeks to let her have a party with her friends. Her mother finally agreed but was insisting that Alana have a tea party. “It will be so refined Mother said. I’ll make little cakes, and you can ask your friends to dress up.” She paused, thinking of another way to convince Alana. “It will be like in olden times when ladies gathered for tea in the afternoons.”

2 Alana was not impressed. “Mom, that’s a horrible idea,” she complained. “Only little kids have tea parties. I’m going to be twelve years old. I can’t have a kid’s party.”

3 “Oh, come now, it will be fun.”

4 “It will be embarrassing.”

5 Alana’s mother could not be convinced. She started planning right away. She bought special linens for the tables and got out her old tea set to use. Than she found a new recipe for coconut cakes, Alana’s favorite. She was quick to plan everything, accept for the invitations. Those were for Alana to make.

6 Alana sulked over the idea of a tea party for weeks. Her mother was so excited, but she still thought tea parties were for little kids. She wasn’t sure how to tell her friends about the party. “Their all going to make fun of me,” she thought.

7 However, when she finally gave out the invitations, her friends were all thrilled. “Oh, I haven’t had a tea party in so long!” her friend Joni said. “Remember how we used to dress up? I bet my mom would curl my hair.”

8 “Yeah,” Susan agreed. “That’s a great idea, Alana.”

9 Alana was shocked. Her friends really wanted to have a tea party. They were just as excited as her mother. Maybe this tea party was going to turn out to be a great birthday after all.

10 When the day of the party arrived, Alana was ready to have a great time. Her friends came over early to get dressed and have their hair and makeup done. Alana watched Joni brush her curls, while she sipped a soda. Her mother had made everything special, and Alana was glad she could share it with her friends.
1 Read these sentences from the passage.

“It will be so refined Mother said. I’ll make little cakes, and you can ask your friends to dress up.”

Which is the best way to rewrite these sentences?

A  “It will be so refined” Mother said. I’ll make little cakes, and you can ask your friends to dress up.”

B  “It will be so refined,” Mother said. “I’ll make little cakes, and you can ask your friends to dress up.”

C  It will be so refined, Mother said. “I’ll make little cakes, and you can ask your friends to dress up.”

D  “It will be so refined,” Mother said. I’ll make little cakes, and you can ask your friends to dress up.

2 Read this sentence from the passage.

“Ther all going to make fun of me,” she thought.

What is wrong with this sentence?

A  It uses their incorrectly.

B  It uses both their and quotation marks incorrectly.

C  It doesn’t have closing quotation marks.

D  It uses the comma incorrectly.

3 Read these sentences from the passage.

Than she found a new recipe for coconut cakes, Alana’s favorite. She was quick to plan everything, except for the invitations.

Which is the best way to rewrite these sentences?

A  Then she found a new recipe for coconut cakes, Alana’s favorite. She was quick to plan everything, except for the invitations.

B  Than she found a new recipe for coconut cakes which are my favorite. She was quick to plan everything, except for the invitations.

C  Then she found a new recipe for coconut cakes. Alana’s favorite. She was quick to plan everything, except for the invitations.

D  Then she found a new recipe for coconut cakes, Alana’s favorite. She was quick to plan everything, except for the invitations.

4 Read this sentence from the passage.

Alana watched Joni brush her curls, while she sipped a soda.

What is wrong with this sentence?

A  It does not have an independent clause.

B  The clauses are not properly separated with a comma.

C  The dependent clause is unnecessary.

D  The clauses do not need to be separated by a comma.
LEARN IT: Capitalization

Certain kinds of words require their first letter to be capitalized. Below are some rules for capitalization that you need to follow:

- Capitalize the first word in every sentence.
  
  Example: Soccer is Ethan’s favorite sport.

- Capitalize the pronoun I.
  
  Example: Upon hearing the news, I jumped up to hug my best friend.

- Capitalize proper nouns and proper adjectives. A proper noun is a name for a particular person, place, thing, or idea. A proper adjective is a proper noun that is adapted so it can be used as a modifier. (Note: Short prepositions sandwiched between proper nouns and adjectives are not capitalized.)

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Proper Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>Greek gods</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>Shakespearean actor</td>
</tr>
<tr>
<td>Helen of Troy</td>
<td>Trojan horse</td>
</tr>
</tbody>
</table>

- Names of school subjects are not capitalized unless they are followed by a number. The exceptions are subjects that are also proper nouns, such as English or French.

<table>
<thead>
<tr>
<th>Not Capitalized</th>
<th>Capitalized</th>
</tr>
</thead>
<tbody>
<tr>
<td>mathematics</td>
<td>Algebra I</td>
</tr>
<tr>
<td>language arts</td>
<td>English</td>
</tr>
<tr>
<td>social studies</td>
<td>American History 101</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the sentence.

In the northern hemisphere, auroras (which are best seen in polar regions) are referred to as “Aurora Borealis,” or “the Northern Lights.”

What is the correct way to write the underlined words?
A in the Northern Hemisphere
B In the Northern hemisphere
C In the Northern Hemisphere
D in the northern hemisphere

Step 1 Read the sentence and concentrate on the underlined words. Review the rules of capitalization. Which of the rules applies in this case?

The rule that pertains to capitalizing proper nouns applies to the sentence. The Northern Hemisphere is a proper noun that names a particular place. I also need to make sure that the first word in the sentence is capitalized.

Step 2 Study the answer choices. Which choice follows the rules for correct capitalization?

Choices B and D do not capitalize the proper noun Northern Hemisphere. Both A and C correctly capitalize the proper noun; however, choice A fails to capitalize In, which is the first word in the sentence. C is correct.
**LEARN IT: Punctuation**

Punctuation makes the meaning of a text clearer by separating each distinct phrase and thought. Some forms of punctuation are less common than others. The chart below describes when to use the hyphen, dash, brackets, and semicolon.

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>When to Use It</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyphen</td>
<td>* separates compound words and numbers * sometimes used with prefixes and suffixes, especially before a proper noun or adjective * used in compound adjectives that come before the word they describe</td>
<td>brother-in-law twenty-one ex-president sugar-free gum post-Revolutionary era world-famous pianist</td>
</tr>
<tr>
<td>Dash</td>
<td>* signals a break in the main thought of a sentence * separates a supporting idea or an explanation from the main body of the sentence</td>
<td>Mr. Salvosa—he’s my favorite teacher—he left for Scotland yesterday.</td>
</tr>
<tr>
<td>Brackets</td>
<td>* used within quotations to indicate the writer’s own words * used within long parenthetical statements to show another nested statement</td>
<td>According to one critic, “The main character marries [please see Chapter 4] at the height of his power.”</td>
</tr>
<tr>
<td>Semicolon</td>
<td>* joins independent clauses that are related but not joined by a conjunction</td>
<td>Paula saw him turn the corner; she followed him closely.</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read the sentence.

I wanted to go to a concert with my friend Sally, my dad said he would drop me off at her house.

What is the best way to write the underlined words?

A  my friend Sally—my dad
B  my friend Sally [my dad]
C  my friend Sally; my dad
D  Leave as is.

Step 1  Review the sentence, focusing on the punctuation marks. How is the sentence constructed?

The sentence is composed of two independent clauses connected by a comma. Other than the period, no other punctuation marks are used.

Step 2  Review the answer choices. Which type of punctuation is used to connect two independent clauses?

A semicolon, not a comma, connects two independent clauses that are not joined by a conjunction. The second independent clause does not break up the thought of the sentence, so the dash should not be used. The sentence does not contain a quotation or parenthetical statement, so brackets are not needed. Choice C is correct.
Directions: Read the passage and then answer the questions that follow.

**John Hancock: A Great American**

1. John Hancock became a leader in the American Revolution and was a signer of the declaration of independence. He was born in Braintree, Massachusetts, on January 23, 1737. Although he led a comfortable life, Hancock became involved in revolutionary politics. He was chosen to be the president of the Massachusetts Provincial Congress, and became one of the leaders of the Massachusetts patriots. At the beginning of the war, when British troops were looking for him, he was forced to leave Boston.

2. Hancock became a member of the Second Continental Congress, which adopted the famous declaration. His large signature on the document was so impressive that “John Hancock” has become recognized as a synonym for the word *signature*. Hancock served as the president of Congress but was disappointed when he was not appointed as the commander in chief of the Continental Army. He retired from Congress in 1780 but remained active in politics. He served as the governor of Massachusetts one of the original thirteen colonies for nine terms.

3. Hancock remained a popular political figure until his death. Many remember him as a great patriot and one of the most memorable characters in American history.
1 Read this sentence from the passage.
John Hancock became a leader in the American Revolution and was a signer of the declaration of independence.

What is the best way to write the underlined words?
A Declaration of independence
B Declaration Of Independence
C Declaration of Independence
D Leave as is.

2 Read this sentence from the passage.
Hancock served as the president of Congress but was disappointed when he was not appointed as the commander in chief of the Continental Army.

What is the best way to write the underlined words?
A commander-in chief
B commander-in-chief
C commander in-chief
D Leave as is.

3 Read this sentence from the passage.
He was born in braintree, massachusetts, on january 23, 1737.

What is the best way to write the three underlined words?
A Braintree, Massachusetts, January
B braintree, Massachusetts, January
C braintree, massachusetts, January
D Leave as is.

4 Read this sentence from the passage.
He served as the governor of Massachusetts one of the original thirteen colonies for nine terms.

What is the best way to write the underlined words?
A Massachusetts—one of the original thirteen colonies—for
B Massachusetts [one of the original thirteen colonies] for
C Massachusetts; one of the original thirteen colonies, for
D Leave as is.
LEARN IT: Derivatives

In the English language, a **derivative** is a word that has been formed by combining a root and an affix. Knowing the proper spellings of the roots and affixes that form derivatives will help you spell words correctly.

**Derivational Suffixes**

A **derivation** is a root or affix that is used to form new words. A **derivational suffix** is one type of affix that can change the part of speech of a word. Related words that are different parts of speech can often be told apart by their suffixes. Look at the chart below for some examples. Remember that when adding certain suffixes, you sometimes have to change the root to spell the derivative correctly. For example, if the root has the letter _e_ at the end, you should delete that letter when adding suffixes that start with a vowel.

<table>
<thead>
<tr>
<th>Derivational Suffix</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
</table>
| -ness               | changes an adjective to a noun | Sam felt **weak** during his illness.  
                        | | Sam’s **weakness** came from his illness. |
| -ize                | changes an adjective to a verb | Rosa was always **social** at parties.  
                        | | Rosa liked to **socialize** at parties. |
| -ance               | changes a verb to a noun | Josh had to **assist** his father in the yard.  
                        | | Josh’s father needed his **assistance**. |
| -able               | changes a verb to an adjective | I went to **comfort** my friend.  
                        | | The bed was very **comfortable**. |
| -ism                | changes a noun to another noun | The heart is an important **organ**.  
                        | | Bacteria are tiny **organisms**. |
| -ful                | changes a verb or noun to an adjective | Irene did not **hope** for a new bike.  
                        | | Irene was **hopeful** she would get a skateboard. |
| -ly                 | changes an adjective to an adverb | Hailey was **generous** with her time.  
                        | | Hailey **generously** gave up her time to help. |
| -ing                | changes a verb to an adjective | Jenna liked to **run** in the mornings.  
                        | | I saw Jenna **running** when I went to the park. |
| -ity                | changes an adjective to a noun | Her apology was **sincere**.  
                        | | I appreciated her **sincerity**. |
EXAMPLE

1 Read this sentence.

The crew came up with creative ways to make the play public.

Which is the best way to rewrite this sentence using a derivational suffix?

A  The crew came up with creative ways to publicize the play.
B  The crew came up with creativity ways to make the play public.
C  The crew came up with creative ways to make the play publicized.
D  The crew came up with creatively ways to make the play public.

Step 1  Read the sentence carefully. Do you see any words you could add a derivational suffix to in order to make the sentence flow more smoothly?

I see two words that sometimes have suffixes added on, creative and public. I also see that the phrase to make the play public is a string of words that could be replaced with a verb to make the sentence flow more smoothly.

Step 2  Read each answer choice. Which sentence uses derivational suffixes correctly?

Choices B and D use derivational suffixes to change the word creative, but changing this adjective to a noun or an adverb only makes the sentence confusing. Choice C changes public to the adjective publicized, but the resulting sentence sounds even more awkward than the original. Choice A correctly changes public to the verb publicize and uses the verb to replace the long clause to make the play public. This helps the sentence flow more smoothly. Choice A is the correct answer.
## Derivational Prefixes

Unlike derivational suffixes, the addition of a **prefix** to a root word rarely changes the part of speech the word belongs to. Usually, it only changes the word’s meaning. Look at the chart below for some examples.

<table>
<thead>
<tr>
<th>Derivational Prefix</th>
<th>Meaning</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>“not”</td>
<td>changes a verb to a different verb</td>
<td>Jared did not <strong>lock</strong> the safe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>changes a verb to an adjective</td>
<td>Jared <strong>unlocked</strong> the safe.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The safe remained <strong>unlocked</strong>.</td>
</tr>
<tr>
<td>re-</td>
<td>“to do again”</td>
<td>changes a verb to a different verb</td>
<td>The group <strong>formed</strong> last spring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This summer we will <strong>reform</strong> the group.</td>
</tr>
<tr>
<td>en-</td>
<td>multiple meaning</td>
<td>changes an adjective to a verb</td>
<td>The <strong>rich</strong> soil contained nutrients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The nutrients <strong>enriched</strong> the soil.</td>
</tr>
<tr>
<td>mis-</td>
<td>“incorrect”</td>
<td>changes a verb to a different verb</td>
<td>We were taught not to <strong>judge</strong> other people.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We <strong>misjudged</strong> the new student.</td>
</tr>
<tr>
<td>dis-</td>
<td>“to undo”</td>
<td>changes a verb to a different verb</td>
<td>The sun <strong>appears</strong> in the morning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The mist <strong>disappears</strong> in the morning.</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read the sentence.

The journalist wanted to quote a witness about the crime that needed to be solved.

Which is the best way to rewrite this sentence using a derivational prefix?

A The journalist wanted to misquote a witness about the crime that needed to be solved.
B The journalist wanted to quote a witness about the unsolved crime.
C The journalist wanted to misquote a witness about the crime that needed to be unsolved.
D The journalist wanted to quote a witness about the resolved crime.

Step 1 Read the sentence carefully. Do you see any words to which you could add a derivational prefix without changing the meaning of the sentence?

I see that quote could be changed to misquote, but that would change the meaning of the sentence. Solved could be changed to resolved or dissolved, but neither of those words would make sense in the context of the sentence. Solved could also be changed to unsolved, which would make sense since the sentence states that the crime needed to be solved.

Step 2 Read each answer choice. Which sentence uses derivational prefixes correctly?

Choices A and C use derivational prefixes to change quote to misquote, but it doesn’t make sense for a journalist to misquote someone on purpose. Choice D changes solved to resolved, but this does not work in the sentence because the crime has not been solved yet. Choice B correctly changes solved to unsolved and uses the new verb to replace the unnecessary phrase needed to be solved. This creates a smoother flow of words in the sentence. Choice B is the correct answer.
PRACTICE IT: Derivatives

Visiting the Penguins

1 Sylvia could barely contain her excitement. Today was the day she was going to work with her dad. He was a zookeeper and worked with penguins. Sylvia had grown up learning all about the birds, and they had become her favorite animals.

2 When they got to the zoo, Sylvia first met the people that her dad worked with every day. They all seemed nice, but suddenly Sylvia was shy. She stood back and just listened closely as her dad discussed the animals.

3 “They’re hiding their toys,” she heard one older man say. “Last night Molly was covering a ball just like an egg, and this morning it’s gone.”

4 “They’re just playing,” Sylvia’s dad said. “They are being social with us. It’s nothing to worry about.”

5 Then, it was time to go feed the penguins. “Bundle up tight,” her dad warned. “It’s chilly in there.”

6 Sylvia zipped up her jacket quickly and then followed her dad into the penguin exhibit. It was so cold she could see her breath, but Sylvia knew it was best for the birds to be in an environment they were used to.

7 Another zookeeper brought in a bucket of fish. Sylvia’s dad set it down gently on the fake snow. He took out two fish and tossed them into the water. Sylvia watched as the penguins dived gracefully after them.

8 “Here,” her father said, offering her a fish. “Toss ‘em in.” The penguins were playing in the water, doing loops and backflips as they waited for more fish to come their way.

9 Sylvia took the fish and kept tossing until the bucket was empty. She wondered if she could fill it again and keep going. “I think I could feed penguins all day long,” she told her father. “It’s so much fun watching them.”
1. What is the correct way to spell the underlined word in paragraph 2?
   A. closely
   B. closelie
   C. closelier
   D. Leave as is.

2. What is the correct way to add a derivational suffix to paragraph 4?
   A. They are being socialize with us.
   B. They just want to socialize with us.
   C. They’re just player.
   D. They’re just playerizing.

3. What is the correct way to change the underlined word in paragraph 7?
   A. grace
   B. gracefulism
   C. gracefully
   D. Leave as is.

4. Which could best replace the underlined sentence in paragraph 9 so it uses a derivational affix?
   A. She wonderful if she could fill it again and keep going.
   B. She wondered if she could filling it again and keep going.
   C. She wondering if she could fill it again and keep going.
   D. She wondered if she could refill it and keep going.