

LOUISIANA iLEAP IN ENGLISH LANGUAGE PREPARATION AND PRACTICE WORKBOOK



Aligned with the Louisiana
Standards and Benchmarks

GLENCOE LANGUAGE ARTS GRADE 10

This helpful workbook provides

- Test-taking strategies for the Graduation Exit Examination for the 21st Century (GEE 21) in English Language Arts
- A full-length practice test

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GEE
English Language Arts
Grade 10
Practice Test

The directions included on these practice-test pages are identical to those on actual GEE tests. The reproduction of these directions from the Louisiana Department of Education (LDE) does not constitute an endorsement of this product by the LDE.

Session 1: Writing

Standard 2: Write Competently

Benchmarks: ELA-2-H1, ELA-2-H2, ELA-2-H3, ELA-2-H4, ELA-2-H5, ELA-2-H6

Standard 3: Use Conventions of Language

Benchmarks: ELA-3-H2, ELA-3-H3

Read the topic in the box below and write a well-organized, multiparagraph composition of about 250 to 300 words. Be sure to follow the suggestions listed under the box.

Writing Topic

1. The Mill East School Board is considering changing high school graduation requirements. Some members of the school board have proposed that students be required to complete 40 hours of community service each year. Examples of community service would include helping clean up local parks, visiting residents of nursing homes, tutoring younger students, and doing office work for social service agencies. Students would be allowed to complete their community service work during school hours.

Before you begin to write, decide whether you are for or against the proposal. Make an outline or list reasons to support your point of view and think of ways you can persuade board members to adopt your point of view.

Now write an essay to **persuade** the school board to adopt your position. State reasons for your recommendation. Give specific details and support those details with clear examples and evidence.

- Remember that your audience is made up of members of the school board. Use appropriate language and explain your ideas clearly.
- Be sure to write clearly and check your composition for correct spelling, punctuation, and grammar.

Use page 18 in this booklet for notes, brainstorming, and/or writing an outline. Write a **rough** draft on pages 19–20 of this booklet. Write your **final** draft on separate sheets of paper. Only your final draft will be scored.

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Composing:

- Write on the assigned topic.
- Present a clear main idea.
- Give enough details to support and elaborate on your main idea.
- Present your ideas in logical order

Style/Audience Awareness:

- Write with your audience (the person or group identified by the topic) in mind.
- Use vocabulary (words) that expresses your meaning well.
- Use sentences that make your main idea interesting to your audience.

Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

Mechanics:

- Write using correct punctuation
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.

 Remember to print or write neatly.

Source: Louisiana Department of Education

DIRECTIONS FOR WRITING

This is a test of writing ability. Therefore, you should follow the steps below to help you write a successful composition.

Step 1: Planning and Drafting

- Read the writing topic in your test booklet carefully.
- Think about what you will write before you begin.
- Use the space provided in your test booklet for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- Review the Writer's Checklist to make sure you have covered all the points.
- Reread what you have written for your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your paper.
- Rewrite your composition neatly on the correct page(s) in your answer document.
- Write your final paper in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

- Review the points on the Writer's Checklist after you have finished writing your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.

Points to Remember:

- Only the writing on the **Final Draft** pages in your answer document will be scored.
- Your paper will be scored on (1) development and support of ideas, (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

Use this space for notes, brainstorming, **and/or** an outline.

Lined writing area for student response.

Session 2: Using Information Resources

Introduction: In this section of the test, you will look at some reference materials and then use these materials to answer the questions on pages 28 and 29.

Research Topic: Bobby Jones

Suppose that you want to write a report on the career of golfer Bobby Jones (1902–1971). You will need to find information about this topic. Four main sources of information about this topic are contained in this session of the test. The information sources and the page numbers where they can be found are listed below.

1. from *The Encyclopedia of Sports Stars*
“Jones, Bobby” (page 22)

2. from biographical dictionary *Great names of the 1920s*
“Jones, Bobby” (page 23)

3. from the biography *Bobby Jones: Child Prodigy*
a. Table of contents (page 24)
b. Index excerpt (page 24)
c. Bibliography (page 25)

4. Computer-Screen Periodicals Index
On-line library catalogue listing of periodical articles about golfers (page 26)

Note: Model bibliographic entries for different types of documents are on page 27. These show acceptable formats for entries.

Directions: Skim pages 22 through 26 to become familiar with the information in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer questions 2 through 8 on pages 28–29. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Encyclopedia article from *The Encyclopedia of Sports Stars*, edited by Malcolm Johnson, Starcrest Books, New York City, 1999

Jones, Bobby: born Robert Tyre Jones, Jr., in Atlanta, Georgia, on March 17, 1902. Jones is best known as the first person to accomplish golf's Grand Slam—winning all four major golf tournaments in a single year. In 1930, the year he accomplished the feat, the majors consisted of the British Open, the U.S. Open, the British Amateur, and the U.S. Amateur. Between 1923 and 1930 he won 13 championships in those four major tournaments. Jones was a five-time winner of the U.S. Amateur title (1924, 1925, 1927, 1928, and 1930), a four-time winner of the U.S. Open (1923, 1926, 1929, and 1930), a three-time winner of the British Open (1926, 1927, and 1930), and the winner of the British Amateur title in 1930. He also participated in Walker Cup tournaments between the United States and Britain, winning nine of ten matches.

However, he never became a professional golfer, and after he won the U.S. Amateur title in 1930, he rarely played competitive golf. In 1934, he helped found the annual Masters Tournament at the Augusta (Georgia) National Golf Club. His achievements were recognized in 1958 when St. Andrews, Fife, Scotland, home of one of the most famous golf courses in the world, gave him the Freedom of the City award; Jones was the first American since Benjamin Franklin to be so honored. Jones died in Atlanta on December 18, 1971.

2. Biographical dictionary entry from *Great Names of the 1920s*, edited by Josiah Evans and Christine Parker, Ultimate Books, Boston, Massachusetts, 2000

Jones, Bobby (1902–1971) American amateur golfer. Born Robert Tyre Jones, Jr., in Atlanta, Georgia. First man to win the Grand Slam. Jones won the U.S. Amateur title five times, the U.S. Open four times, and the British Open three times, in addition to other titles.

Jones did not devote all of his time to golf. In the late 1920s he earned a law degree and became a practicing lawyer in Atlanta. After he won the Grand Slam in 1930, Jones retired from competition but maintained a busy professional life. He signed a contract to make films about golf, and he joined with his father in a land investment and development business. He also continued to devote his energies to his legal practice in Atlanta.

Because Jones developed severe back problems, after 1930 he played very little golf. However, he continued to make contributions to the game he helped make popular. In 1930 he chose a beautiful 365-acre property near Augusta, Georgia, and began to design a world-class golf course. He joined with Alister Mackenzie to create the Augusta National Golf Course. Later, with the help of Clifford Roberts, he established the Masters Tournament at Augusta, one of golf's major tournaments today.

During World War II, Jones served as a lieutenant colonel in the military. After the war, he was active in politics, working as a fund raiser for presidential candidate Dwight D. Eisenhower. He contracted syringomyelia, a severe spinal cord disease, in 1948 when he was only 46 years old. He died from this condition in 1971. In 1940 he was elected to the PGA Hall of Fame, and in 1974 he was elected to the PGA/World Golf Hall of Fame. Many consider Jones's sportsmanship on the golf course to be his major contribution to the game.

3. Excerpts from a biography of Bobby Jones, *Bobby Jones: A Child Prodigy*, by Rachel Porter, Grande View Press, Boulder Colorado, 2003

3a.

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Excerpt from Index

Tournaments

- British Amateur, 11, 15, 33, 110, 189–192
- British Open, 11, 15, 35, 115, 193–195
- Grand Slam
 - defined, 18
 - general information, 19
- U.S. Amateur, 12, 16, 37, 117, 196–197
- U.S. Open, 13, 18, 39, 119, 197–199

3c.

Bibliography

Alsop, Kristen. *The Golden Age of Sports: 1920–1930*. New York: Mandarin Press, 1992.

Bishop, Terence. *Bobby Jones: A Brief Biography*. Boston: Tangerine Press, 1995.

Braithwaite, Bertrand, ed. *Selected Letters of Bobby Jones*. San Francisco: Platypus Press, 2001.

Jessup, Michael. *The Masters: A History*. Atlanta: Cherry Tree Press, 1996.

Thompson, Scott. *Where Are They Now? Yesteryear's Sports Stars*. Chicago: Windy City Press, 2005.

Williams, Charles. *Bobby Jones: Gentleman Golfer*. New York: Gotham Press, 1998

4. Computer-Screen Periodicals Index

Subject Heading	Periodical	Title and Author	Date
Golfers, Early	<u>This Golfing Life</u>	“Al Espinosa: Golfer Extraordinaire” by Antonio Lopez	01/03/98
Golfers, Early	<u>Golf History</u>	“Bobby Cruikshank” by Sandra Erickson	12/03/01
Golfers, Early	<u>Sports Journal</u>	“Francis Ouimet and the U. S. Open” by Howard Namath	01/10/99
Golfers, Early	<u>Sports History</u>	“The Golden Age of Golf” by Richard C. Wilmot	05/17/00
Golfers, Modern	<u>Swingin’</u>	“How the Golf Stars Spend Their Leisure Time” by Hillary Hancock	07/20/06
Golfers, Modern	<u>Sporting Trends</u>	“The Masters Gallery” by Hank Greenhart	04/03/02
Golfers, Modern	<u>Golf News</u>	“The Tiger Roars” by Marcia Hermanson	06/20/03
Golfers Modern	<u>The Golfer</u>	“When the Golden Bear Stalked Augusta” by Howard Sommers	05/19/04

Model Bibliographic Entries

The following six bibliographic entries are adapted from the *MLA (Modern Language Association) Handbook for Writers of Research Papers*, Sixth Edition. They show acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson Publications, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More than One Author

Baraty, Joseph, and Rosa Garcia. March Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, Davis. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

Book Issued by Organization Identifying No Author

National Wildlife Association. Swamp Life. Washington: National Wildlife Association, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

A WWW Site (World Wide Web)

Learning about America. The On-line Council of Teachers. 21 May 1998. <http://www.learn.com>
(Name of Web site) (Sponsor of Web site) (Date accessed) (Web address)

Darken the circles for your answers to questions 2 through 6 in the spaces provided on the Answer Form. Mark only one answer for each question.

Standard 5: Locate, Select, and Synthesize Information
Benchmark ELA-5-H1

2. Which of these sources should you use to find information about modern golfers?
- A. the periodicals index
 - B. *The Encyclopedia of Sports Stars*
 - C. *Great names of the 1920s*
 - D. the index from *Bobby Jones: Child Prodigy*

Standard 5: Locate, Select, and Synthesize Information
Benchmark: ELH-5-H3

3. Which information in *The Encyclopedia of Sports Stars* would be most useful for your report?
- A. the fact that Jack Nicklaus won more major tournaments than Bobby Jones
 - B. the statement that Bobby Jones never became a professional golfer
 - C. the description of the golf tournaments won by Bobby Jones
 - D. the dates of Bobby Jones's birth and death

Standard 5: Locate, Select, and Synthesize Information
Benchmark: ELH-5-H1

4. Which resource would give you the most detailed information about Bobby Jones's early golf successes?
- A. *The Encyclopedia of Sports Stars*
 - B. the biographical dictionary entry
 - C. the biography *Bobby Jones: Child Prodigy*
 - D. the articles listed under "Golfers, Early" in the periodicals index

Standard 5: Locate, Select, and Synthesize Information
Benchmark: ELH-5-H1

5. Which of these sources should you use to find an overview of sports and sports stars during the 1920s?
- A. "The Masters Gallery" by Hank Greenhart
 - B. *The Masters: A History* by Michael Jessup
 - C. "Francis Ouimet and the U.S. Open" by Howard Namath
 - D. *The Golden Age of Sports: 1920–1930* by Kristen Alsop

Standard 5: Locate, Select, and Synthesize Information
Benchmark: ELH-5-H1

6. Which of the following resources is a primary source?
- A. *The Golden Age of Sports*
 - B. *The Masters: A History*
 - C. *Selected Letters of Bobby Jones*
 - D. *Bobby Jones: Gentleman Golfer*

Write your answers to questions 7 and 8 on a separate sheet of paper.

Standard 5: Locate, Select, and Synthesize Information
Benchmark: ELH-5-H3

7. Write three main topics that could be included in an outline on the career of Bobby Jones.

Standard 5: Locate, Select, and Synthesize Information
Benchmark: ELH-5-H5

8. When you complete a report, you need to list the reference sources you used to gather information. Using the appropriate model on page 27, write a bibliographic entry for the book *Bobby Jones: A Child Prodigy*.

Session 3: Reading and Responding

In this session of the test, you will read four passages. Then you will answer questions about what you read. This session of the test contains both multiple-choice and constructed-response questions.

In “The Story of the Good Little Boy Who Did Not Prosper,” Mark Twain describes a little boy who wants to be just like the children in his Sunday-school books. Read the story and then answer questions 9 through 16.

Story of the Good Little Boy Who Did Not Prosper

Jacob had a noble ambition to be put in a Sunday-school book. He wanted to be put in, with pictures representing him gloriously declining to lie to his mother, and she weeping for joy about it; and pictures representing him standing on the doorstep giving a penny to a poor beggar-woman with six children, and telling her to spend it freely, but not to be extravagant, because extravagance is a sin; and pictures of him magnanimously refusing to tell on the bad boy who always lay in wait for him around the corner, as he came from school, and welted him over the head with a lath, and then chased him home, saying, “Hi! hi!” as he proceeded. That was the ambition of young Jacob Blivens. He wished to be put in a Sunday-school book. It made him feel a little uncomfortable sometimes when he reflected that the good little boys always died. He loved to live, you know, and this was the most unpleasant feature about being a Sunday-school-book boy. He knew it was not healthy to be good. He knew it was more fatal than consumption to be so supernaturally good as the boys in the books were; he knew that none of them had ever been able to stand it long, and it pained him to think that if they put him in a book he wouldn’t ever see it, or even if they did get the book out before he died, it wouldn’t be popular without any picture of his funeral in the back part of it. It couldn’t be much of a Sunday-school book that couldn’t tell about the advice he gave to the community when he was dying. So, at last, of course he had to make up his mind to do the best he could under the circumstances—to live right, and hang on as long as he could, and have his dying speech all ready when his time came.

But somehow, nothing ever went right with this good little boy; nothing ever turned out with him the way it turned out with the good little boys in the books. They always had a good time, and the bad boys had the broken legs; but in his case there was a screw loose somewhere, and it all happened just the other way. When he found Jim Blake stealing apples, and went under the tree to read to him about the bad little boy who fell out of a neighbor’s apple tree, and broke his arm, Jim fell out of the tree too, but he fell on *him*, and broke *his* arm, and Jim wasn’t hurt at all. Jacob couldn’t understand that. There wasn’t anything in the books like it.

And once, when some bad boys pushed a blind man over in the mud, and Jacob ran to help him up and receive his blessing, the blind man did not give him any blessing at all, but whacked him over the head with his stick and said he would like to catch him shoving *him* again and then pretending to help him up. This was not in accordance with any of the books. Jacob looked them all over to see.

One thing that Jacob wanted to do was to find a lame dog that hadn't any place to stay, and was hungry and persecuted, and bring him home and pet him and have that dog's imperishable gratitude. And at last he found one, and was happy; and he brought him home and fed him, but when he was going to pet him the dog flew at him and tore all the clothes off him except those that were in front, and made a spectacle of him that was astonishing. He examined authorities, but he could not understand the matter. It was of the same breed of dog that was in the books, but it acted very differently. Whatever this boy did, he got into trouble. The very things the boys in the books got rewarded for turned out to be about the most unprofitable things he could invest in.

Once, when he was on his way to Sunday school he saw some bad boys starting off pleasuring in a sail-boat. He was filled with consternation, because he knew from his reading that boys who went sailing on Sunday invariably got drowned. So he ran out on a raft to warn them, but a log turned with him and slid him into the river. A man got him out pretty soon, and the doctor pumped the water out of him and gave him a fresh start with his bellows, but he caught cold and lay sick abed nine weeks. But the most unaccountable thing about it was that the bad boys in the boat had a good time all day, and then reached home alive and well, in the most surprising manner. Jacob Blivens said there was nothing like these things in the books. He was perfectly dumbfounded.

Darken the circles for your answers to questions 9 through 14 in the spaces provided on the Answer Form. Mark only one answer for each question.

Standard 1: Read, Comprehend, and Respond
Benchmark: ELA-1-H1

9. **Read these sentences from the selection:**

“Jacob Blivens said there was nothing like these things in the books. He was perfectly dumbfounded.”

Which word could best be substituted for the word dumbfounded?

- A. ignorant
- B. irritated
- C. puzzled
- D. surprised

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

10. The tone of the story **most** reflects the narrator’s

- A. serious criticism of Sunday-school books.
- B. admiration for Jacob’s ambitions.
- C. humorous portrayal of “good little boys.”
- D. ironic treatment of Jacob’s motives and experiences.

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H3

11. How is a story such as this selection different from an essay or a nonfiction article?

- A. It has a beginning, a middle, and an end.
- B. It has characters and plot development.
- C. It has a title and a main idea.
- D. It uses formal language.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H3

12. Which statement **best** describes the narrator’s view of Sunday-school books?

- A. The stories in Sunday-school books are often unrealistic.
- B. Sunday-school books prove that virtue is always rewarded in real life.
- C. Little boys in Sunday-school books are models that all children should follow.
- D. Sunday-school books teach that one should not expect gratitude for helping others.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H1

13. What is the significance of the anecdote about the lame dog?
- A. It shows that animals are not capable of expressing gratitude.
 - B** It is an example of how Sunday-school books can be misleading.
 - C. It demonstrates that petting strange dogs can be dangerous.
 - D. It shows that Jacob is kind to both humans and animals.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H3

14. Why does Jacob believe it is not healthy to be good?
- A. He is afraid of catching consumption while tending sick people.
 - B** All of the good little boys in Sunday-school books die at an early age.
 - C. He broke his arm when he tried to prevent Jim Blake from stealing apples.
 - D. He almost drowned while trying to rescue the bad boys in the sailboat.

Write your answers to questions 15 and 16 on a separate sheet of paper.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H3

15. How does the author of this story emphasize the importance of critical reading? Use at least **one** example from the passage in your explanation.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H1

16. Explain how Jacob is affected by his reading of Sunday-school books. Use **two** details from the passage to support your answer.

“Education or Exploitation” by Nadya Labi is about the controversy over dolphins in captivity. The article first appeared in TIME on May 21, 2001. Read the article and then answer questions 17 through 22.

Education or Exploitation?

- 1** We *homo sapiens* are easily flattered. We like dolphins because they seem to like us. They smile—or rather, their mouths curve upward in an illusion of cheeriness—and we feel the urge to touch, to pet, to be nearer. It hardly registers that dolphins smile even when they have nothing to be happy about.
- 2** Luna died smiling. The bottle-nosed dolphin was captured off the southwest coast of Baja California. For two hours, she traveled in a coffin-like trailer with virtually no water. When she arrived at her destination, an aquarium at La Concha Beach Resort in La Paz, Mexico, she was carried in a makeshift hammock and deposited on a sandy beach. She tried to bite her handlers, but her protest went unheeded. She was forced to frolic and swim with tourists in a pen. After five weeks, she died—from stomach inflammation and ulcers caused by stress, according to the autopsy report. A leading Mexican environmental organization, the Group of One Hundred, is pressing for the release of Luna’s seven traveling companions.
- 3** Mexico isn’t the only place where tourists can swim with dolphins. Aquatic parks throughout the Caribbean and in the U.S. offer similar opportunities. The U.S. programs generally treat their featured attractions well: Dolphins are no longer captured in the wild, and there are guidelines that limit the mammal’s workday (no more than two hours) and provide enough office space (a sanctuary away from humans is required).
- 4** Some facilities work harder than others to make dolphins feel at home. Dolphins Plus, in Key Largo, Fla., fences off an area of the Florida Bay, connecting the play area to the ocean. Orlando’s Discovery Cove has three human-made lagoons, a pool for sick animals, and a staff of 70-plus workers to tend to the needs of 30 dolphins.
- 5** But such standards are less likely to be followed in parks outside the U.S. Several cases have been reported of dolphins suffering from stress, chlorine toxicity, or an overdose of human affection.
- 6** Defenders of these aquariums insist their goal is to educate, not exploit. “There are billions of people who have no access to animals or [any way to] learn about nature,” says Rick Borguss, an owner of Dolphins Plus. “People who leave here appreciate the animals.” A 2000 federal study appears to back up the claim that playing with people is no more harmful to the dolphins than performing for them.

- 7 That doesn't address a more fundamental question: Should dolphins become human pets? I can show you a dolphin born inside of a building that has never seen the ocean, live fish, or the sky," says Ric O'Barry, a consultant for the World Society for the Protection of Animals. "These are freaks we have created for our own amusement." He advises tourists not to buy tickets for dolphin swims or shows. But that flies in the face of another fact of nature—human nature.

Darken the circles for your answers to questions 17 through 20 in the spaces provided on the Answer Form. Mark only one answer for each question.

Standard 1: Read, Comprehend, and Respond
Benchmark: ELA-1-H1

17. Read this sentence from the selection:

"Defenders of these aquariums insist their goal is to educate, not exploit."

Which word could best be substituted for the word exploit?

- A. abuse
- B. entertain
- C. confuse
- D. magnify

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

18. The quotation from Rick Burgess in paragraph 6 **most** reflects the author's
- A. bias against aquariums.
 - B. neutrality.
 - C. presentation of an opposing point of view.
 - D. bias in favor of aquariums.

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

19. The content of the article **most** reflects the author's concern with

- A. the lack of animal safety regulations in Mexico and the Caribbean.
- B. the standards of animal care in U.S. zoos and foreign zoos.
- C. disagreements between environmentalists and zoologists.
- D. the extent to which humans are justified in using animals for their own edification and pleasure.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H1

20. What **most** likely caused Luna's death?
- A. chlorine toxicity
 - B. stomach inflammation and ulcers caused by stress
 - C. an overdose of human affection
 - D. a lack of fresh drinking water

Write your answers to questions 21 and 22 on a separate sheet of paper.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H1

21. What is the main idea of this article?

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H2

22. The author states, “Defenders of these aquariums insist their goal is to educate, not exploit.” What evidence does the author cite to support the claim that swimming with humans does not harm dolphins?

The following passage is an account of the way that wolves were captured in the Canadian wild and moved to Yellowstone National Park. Read the passage and then answer questions 23 through 30.

The Wolves of Yellowstone

The Capture

On January 5, 1995, Charlie Hinton, the lead biologist with the Fish & Wildlife Service's Wolf Recovery Project, placed 15 pounds of road-killed deer meat in the dense brush of the unbroken forest of Alberta, Canada. The meat was placed in several narrow passages so that a wolf would have only one way to get at the bait. In each passage, a snare of quarter-inch steel aircraft cable was set at the height of the wolf's head. Nothing could bear a human scent, or the wolf would smell a trap. Hinton used leather gloves for everything he touched.

A string of these setups is called a trapline. Hinton and his companion, an expert trapper, checked every trap in the line at least once a day. The process is called "running" the line. Hinton carried a jab stick, a broom handle with a tranquilizer-filled syringe. The jab stick is used to sedate a wolf that is being captured. After sedating the wolf, Hinton quickly wrapped the unconscious animal in a blanket to keep it warm. A nylon blindfold was placed over the wolf's eyes, and Hinton and his partner carried the wolf out of the forest on a stretcher. All the wolves that they captured were assessed at a nearby veterinary clinic to determine their ages and health.

During a two-week period, Hinton and the other trappers captured nine wolves by hand. Another five were captured using low-flying helicopters and dart guns.

Captivity

Amid great controversy and excitement, the wolves were transported to the park. The wolf team released fourteen gray wolves into three separate holding pens in an isolated valley in the park. The biologists wanted the wolves to adjust to their new surroundings before releasing them unrestricted into Yellowstone. The biologists also worried that if the wolves were released too soon, they might return to Canada.

A ten-foot-tall chain-link fence was all that separated the wolves from freedom, but they were cautious and unsure. The biologists hoped that the wolves would form three separate packs, but no one knew for certain what would happen. The wolves were grouped unnaturally, and they could either form a bond or fight each other to the death.

The wolves were left in the enclosures for three months. To keep the wolves as independent as possible, human intervention and contact were kept to a minimum.

Except for receiving food and water, the wolves were left on their own. They were remarkably peaceful and did not attempt to escape. In fact, the wolves were lethargic. Several of them were not eating, and the decision was made to release them earlier than planned.

The Release

Each wolf was collared with a radio transmitter, and on March 21, 1995, the biologists opened the pen gates. The wolves were free to go, but nothing happened. The wolves were either too afraid to leave their safe haven, or they had become accustomed to being fed by humans. Over the next several days, a few wolves ventured outside the pens, but they all returned.

To lure the wolves out, Hinton placed some elk meat well beyond the enclosures. After several weeks, the wolves finally began to explore the park. By summer, they had adjusted quite well. One of the females even gave birth to pups, and visitors to the park thrilled to the sight of wolves frolicking in the valley.

Since 1995, the number of wolves in the park has grown to more than 100. Although several groups, including local ranchers, have opposed wolf reintroduction, the return of the gray wolf to Yellowstone has been a remarkable success story. The project highlights what can be done when people are sensitive to the health and survival needs of wild animals.

Darken the circles for your answers to questions 23 through 28 in the spaces provided on the Answer Form. Mark only one answer for each question.

Standard 1: Read, Comprehend, and Respond
Benchmark: ELA-1-H1

23. **Read these sentences:**

“They were remarkably peaceful and did not attempt to escape. In fact, the wolves were lethargic.”

What word could best be substituted for the word lethargic?

- A. complacent
- B. contented
- C. inactive
- D. weak

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H3

24. How is this selection different from a short story such as “Story of the Good Little Boy Who Did Not Prosper”?

- A. Its primary goal is to convey information.
- B. It has a title and a main idea.
- C. It uses informal language.
- D. It has a beginning, a middle, and an end.

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

25. The content of the passage **most** reflects the author’s belief that

- A. wolves should be left alone in their wilderness habitats.
- B. endangered species should be protected and nurtured in planned habitats.
- C. Americans have the right to observe wild animals in national parks.
- D. trapping wild animals should be outlawed.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H1

26. What is the main idea of this passage?

- A. Wolves were successfully reintroduced into Yellowstone Park through a careful plan.
- B. Over the course of two weeks, Charlie Hinton and others captured nine wolves by hand.
- C. Many local ranchers and officials opposed the reintroduction of the wolves into the park.
- D. Wolves are so comfortable at Yellowstone that they are now reproducing.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H3

27. Which sentence **best** describes the author’s view of the Wolf Recovery Project?
- A. “After sedating the wolf, Hinton quickly wrapped the unconscious animal in a blanket to keep it warm.”
 - B. “The wolf team released fourteen gray wolves into three separate holding pens in an isolated valley in the park.”
 - C. “To keep the wolves as independent as possible, human intervention and contact were kept to a minimum.”
 - D. “Although several groups, including local ranchers, have opposed wolf reintroduction, the return of the gray wolf to Yellowstone has been a remarkable success story.”

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H3

28. What **most** likely caused the wolves to venture out of their pens and into the park?
- A. fear
 - B. hunger
 - C. curiosity
 - D. boredom

Write your answers to questions 29 and 30 on a separate sheet of paper.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H1

29. What does the author of this article convey about the Fish and Wildlife Service’s Wolf Recovery Project?

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H2

30. The author states, “The project highlights what can be done when people are sensitive to the health and survival needs of wild animals.” What evidence does the author give to show that the project has been successful?

“A Blessing” is taken from James Wright’s poetry collection *The Branch Will Not Break*. Read the poem and then answer questions 31 through 37.

A Blessing

Just off the highway to Rochester, Minnesota,
Twilight bounds softly forth on the grass.
And the eyes of those two Indian ponies
Darken with kindness.

- 5 They have come gladly out of the willows
To welcome my friend and me.
We step over the barbed wire into the pasture
Where they have been grazing all day, alone.
They ripple tensely, they can hardly contain their happiness
- 10 That we have come.
They bow shyly as wet swans. They love each other.
There is no loneliness like theirs.
At home once more,
They begin munching the young tufts of spring in the darkness.
- 15 I would like to hold the slenderer one in my arms,
For she has walked over to me
And nuzzled my left hand.
She is black and white,
Her mane falls wild on her forehead,
- 20 And the light breeze moves me to caress her long ear
That is delicate as the skin over a girl’s wrist.
Suddenly I realize
That if I stepped out of my body I would break
Into blossom.

Darken the circles for your answers to questions 31 through 34 in the spaces provided on the Answer Form. Mark only one answer for each question.

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

31. The line “Just off the highway to Rochester, Minnesota” **most** reflects the poet’s use of
- A. irony
 - B. metaphor
 - C. mood
 - D. setting

Standard 1: Read, Comprehend, and Respond
Benchmark: ELA-1-H2

32. **Read this sentence:**

“They bow shyly as wet swans.”

What type of figurative language does the author use in this sentence?

- A. He uses personification to show that horses and swans are always shy around people.
- B. He uses imagery to describe the wet horses standing in the rain.
- C. He uses a simile to compare the graceful bending of the horse’s heads to the heads of swans.
- D. He uses symbolism to show that horses and swans always travel in pairs.

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

33. The theme of this poem **best** reflects the speaker’s belief that
- A. wild animals should not be confined by barbed wire.
 - B. humans can derive joy and comfort from being with wild animals.
 - C. living in the midst of nature is better than living in the city.
 - D. humans should not trespass upon animal habitats.

Standard 7: Apply Reasoning and Problem-Solving Skills
Benchmark: ELA-7-H3

34. Why did the author **most** likely write this poem?
- A. to make a statement about animal rights
 - B. to demonstrate that humans, animals, and nature are interconnected
 - C. to stress the differences between animals and humans
 - D. to show that wild animals can be tamed

Write your answers to questions 35, 36, and 37 on a separate piece of paper.

Standard 1: Read, Comprehend, and Respond
Benchmark: ELA-1-H2

35. Explain the symbolic meaning of the lines, “Suddenly I realize / That if I stepped out of my body I would break / Into blossom.”

Standard 1: Read, Comprehend, and Respond
Benchmark: ELA-1-H2

36. Quote **two** examples of the author’s use of personification in the poem.

Standard 6: Read, Analyze, and Respond to Literature
Benchmark: ELA-6-H2

37. **ESSAY**

“Education or Exploitation?” and “The Wolves of Yellowstone” are about human intervention in the lives of animals. In a short-essay, describe the intervention in each selection and explain how they affect humans and animals. Cite specific details and examples from both selections to support your ideas.

Session 4: Proofreading

John wrote this draft of a report on a group of nineteenth-century painters. He has asked you to help revise and edit it. Read “The Pre-Raphaelites” carefully, and choose the best way to revise each underlined part of the passage. If the part is correct the way it is written, choose answer D, “no error.”

The Pre-Raphaelites

In the 1860s, a group of English Painters all shared the same ideas about beauty.

38

They're names were Dante Gabriel Rossetti, William Morris, and Edward

39

Burne-Jones. For the most part, Rossetti was the leader of this group, when his health

40

started to fail, the leadership became Burne-Jones' responsibility.

41

Although Burne-Jones was thought of as the better painter in England in the 1870s, he

42

did not see hisself as the group's leader. And while he was highly respected, some of the

43

British painters who were considered part of the group had different artistic interests.

They do not want to paint things in the same style as Burne-Jones's. But Burne-Jones

44

refused to change his approach to painting. He continued painting pictures that showed

what he thought were the most beautiful parts of life.

45

44

PLEASE GO ON TO THE NEXT PAGE →

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H2

38. A. English, Painters
B. English painters
C. english painters
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H3

39. A. Their
B. There
C. They are
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H2

40. A. group when
B. group, but when
C. group, When
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H3

41. A. Burne-Jones
B. Burne-Jone's
C. Burne-Jones's
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H2

42. A. best painter in England
B. more better painter in England
C. most better painter in England
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H2

43. A. see him self
B. see his self
C. see himself
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H2

44. A. does not want to paint
B. did not want to paint
C. don't want to paint
D. no error

Standard 3: Use Conventions of Language
Benchmark: ELA-3-H2

45. A. showed what he thought was
B. showed what he thought would be
C. showed what he thought will be
D. no error

