Core ELA Assessments
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Teacher Introduction

The Core ELA Assessments component is an integral part of the complete assessment program aligned with StudySync Core ELA instruction and the California Common Core State Standards (CCSS). The component contains four Unit Assessments, an End-of-Year Assessment, an End-of-Year Performance Task Assessment, scoring rubrics, and charts that point to possible instructional modifications based on student assessment results.

The Core ELA Assessments report on the outcome of student learning. As students complete each unit of the reading program, they will be assessed on their understanding of key instructional content and their ability to write to source texts/stimuli. The results serve as a summative assessment by providing a status of current achievement in relation to student progress through the CCSS-aligned curriculum. The results of the assessments can be used to inform subsequent instruction, aid in making leveling and grouping decisions, and point toward areas in need of reteaching or remediation. Student performance in the end-of-year assessments can act as a signal of student readiness for the demands of high-stakes testing, as well as provide a snapshot of student progress toward end-of-year goals.

Focus

The assessments focus on key areas of English Language Arts as identified by the CCSS and California high-stakes testing:

- Comprehension of literature and informational text
- Using text features to access or clarify information
- Vocabulary acquisition and use
- Research skills
- Drafting, editing, and revising text
- Command of the conventions of standard English language
- Writing to sources within the parameters of specific genres

Each assessment also familiarizes students with the item types, the test approaches, and the increased rigor associated with the summative assessment system associated with California.

Test Administration

Each unit assessment should be administered once the instruction for the specific unit is completed. The End-of-Year Assessments should be given near the close of the year or before students take the state-mandated assessment.

Make copies of the assessment for the class. You will need copies of the Answer Key pages that feature the scoring tables for each student taking the assessment.

These tables provide a place to list student scores. The data from assessment tracks student progress and underscores strengths and weaknesses.

This component is the pencil-and-paper version of the assessment. You can administer the online version of the test, which allows for tech-enabled and tech-enhanced item functionality.
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Classrooms with time constraints may wish to administer a unit assessment over multiple days. For example, students can complete the items outside the Performance Task on one day and the task items and full-write on another. If you decide to break-up administration by assessment sections, please remember to withhold those sections of the test that students are not completing to ensure test validity.

For the Performance Task section of the assessment, allow students 30 to 40 minutes to read the stimulus materials and answer the research questions, and 60 to 70 minutes for planning, writing, and editing their responses. If desired, provide students with a short break between these activities. These test time suggestions would also apply to the End-of-Year Performance Task Assessment.

A “Compare Across Texts” item is featured in each unit assessment; it is the final item before students begin the Performance Task. This item is focused on students comparing texts/writing across texts, and it provides valuable practice for the type of critical thinking and writing required in the Performance Tasks. If you feel students have adequate exposure to this writing performance in the tasks and removing the item will reduce test administration time, you can decide not to administer and remove that page from the test packet. Deleting the item will result in a four-point reduction in the “Comprehension: Constructed Response” and “Total Unit Assessment Score” rows of the scoring table. Note the deletions if you do remove that item from the test.

Due to the length of the End-of-Year Assessments (and to provide students a test-taking experience that is in concert with standardized testing), the schedule below is suggested. Items 1-20 of the End-of-Year Assessment would constitute Session 1; items 21-36 of the End-of-Year Assessment would constitute Session 2. Session 1 and Session 2 can be spaced over two days or grouped together with a short break in between. The End-of-Year Performance Task can be assigned on a different date.

- Session 1—45 to 60 minutes
- Session 2—35 to 50 minutes
- Explanatory Performance Task—90 to 100 minutes
**Teacher Introduction**

**Selections and Assessment Items**

Assessments feature “Cold Reads” on which the comprehension and vocabulary items are based. These selections reflect the thematic concerns of the unit to support the focus of the classroom instruction. Texts fall within the grade band for quantitative text complexity measurement recommended by the CCSS. Complexity on this quantitative measure grows throughout the units, unless a qualitative measure supports text placement outside a lockstep continuum.

Assessments include the following item types: selected response (SR), multiple selected response (MSR), evidence-based selected response (EBSR), constructed response (CR), technology-enhanced constructed response (TE), and Performance Tasks (PT). (Please note that the print versions of TE items are available in this component; the full functionality of the items is available only through the online assessment.) This variety of item types provides multiple methods of assessing student understanding, allows for deeper investigation into skills and strategies, and provides students with an opportunity to become familiar with the kinds of items and approaches they will encounter in California ELA testing.

Each unit features a (PT) assessment in a previously-taught genre.

The task types are:

**Explanatory/Informational**

- Students generate a thesis based on the sources and use information from the sources to explain this thesis.

**Narrative**

- Students craft a narrative using information from the sources.

**Argumentative**

- Students analyze the ideas in sources and make a claim that they support using the sources.

Each PT assesses standards that address comprehension, research skills, genre writing, and the use of standard English language conventions (ELC). The stimulus texts and research questions in each task build toward the goal of the final writing topic.

Rubrics to score the PT full-writes are found after the test pages in this component.
Teacher Introduction

Scoring

Apart from the following, each test item is worth two points—the “Compare Across Texts“ CR is 4 points, the PT full-write is 10 points, and the initial item in the PT is 1 point.

MSR and TE items should be answered correctly in full, though you may choose to provide partial credit. For written responses, use the correct response parameters provided in the Answer Key and the scoring rubrics listed below to assign a score. Responses that show a complete lack of understanding or are left blank should be given a 0.

Short Response Score: 2

The response is well-crafted, concise, and shows a thorough understanding of the underlying skill. Appropriate text evidence is used to answer the question.

Short Response Score: 1

The response shows partial understanding of the underlying skill. Text evidence is featured, though examples are too general.

Extended Response Score: 4

- The student understands the question/prompt and responds suitably using the appropriate text evidence from the selection or selections.
- The response is an acceptably complete answer to the question/prompt.
- The organization of the response is meaningful.
- The response stays on topic; ideas are linked to one another with effective transitions.
- The response has correct spelling, grammar usage, and mechanics.

Extended Response Score: 3

- The student understands the question/prompt and responds suitably using the appropriate text evidence from the selection or selections.
- The response is a somewhat complete answer to the question/prompt.
- The organization of the response is somewhat meaningful.
- The response maintains focus; ideas are linked to one another.
- The response has occasional errors in spelling, grammar usage, and mechanics.

Extended Response Score: 2

- The student has partial understanding of the question/prompt and uses some text evidence.
- The response is an incomplete answer to the question/prompt.
- The organization of the response is weak.
- The writing is careless; it contains extraneous information and ineffective transitions.
- The response requires effort to read easily.
- The response has noticeable errors in spelling, grammar usage, and mechanics.

Extended Response Score: 1

- The student has minimal understanding of the question/prompt and uses little to no appropriate text evidence.
- The response is a barely acceptable answer to the question/prompt.
- The response lacks organization.
- The writing is erratic with little focus; ideas are not connected to each other.
- The response is difficult to follow.
- The response has frequent errors in spelling, grammar usage, and mechanics.
Teacher Introduction

Item Information and Student Performance

The Answer Key at the close of each assessment provides item-specific info. Each item has the following information associated with it:

• Correct Answer
• Content Focus
  ◦ NOTE: Although EBSR items specifically call out textual evidence, this is an underlying feature in all items related to RI and RL standards. These are identified to highlight the nature of an EBSR item—supporting a response with direct text evidence.
• CCSS alignment
• Claim and Target alignment
• Depth of Knowledge (as item complexity measure)

**DOK 1** in vocabulary involves students using word parts (affixes, roots, and so on) to determine the meaning of an unknown word or non-contextual items assessing synonym/antonym and multiple-meaning words.

**DOK 2** in vocabulary involves students using context to determine the meaning of an unknown word and dealing with figurative language in context.

**DOK 1** in comprehension involves students identifying/locating information in the text.

**DOK 2** in comprehension involves students analyzing text structures/story elements.

**DOK 3** in comprehension involves students making inferences using text evidence and analyzing author’s craft.

**DOK 4** in comprehension involves using multiple stimulus texts and writing across texts.

**DOK 1** in ELC/PTs involves students editing to fix errors.

**DOK 2** in ELC/PTs involves students revising and planning writing or investigating sources.

**DOK 3** and **DOK 4** in ELC/PTs involve research and student full-writes.

The goal of each assessment is to evaluate student mastery of previously-taught material. The expectation is for students to score 80% or higher on the assessment as a whole. Within this score, the expectation is for students to score 75% or higher on each section of the assessment (and 7+ on the PT full-write)

For students who do not meet these benchmarks at a unit interval, refer to the Modify Instruction charts for possible reteaching opportunities.
Read the text. Then answer the questions.

Swimming Against the Current

On September 2, 2013, Diana Nyad realized her goal of becoming the first person to swim from Cuba to Florida without a shark cage. It was Nyad’s fifth attempt at the record but her first successful swim. Nyad fought exhaustion, jellyfish, and seasickness—not to mention the threat of sharks—to complete her historic 103-mile swim.

Nyad first got the idea to swim between Cuba and Florida while on a family vacation to Cuba in the 1950s. She looked across the Straits of Florida and wondered to her mother whether anyone had ever tried to swim across it.

Nyad’s first attempt at completing the swim occurred in 1978. At the time, she was 29 years old. Raging seas caused Nyad to become exhausted and delirious. She also suffered attacks from jellyfish. A jellyfish sting causes toxins to course through a victim’s body, creating a sensation like that of a burn. Nyad experienced partial paralysis from the stings and had problems breathing. In the end, she had to abandon her first attempt less than halfway through the swim.

All four of her remaining attempts occurred after Nyad turned 60 years old. In 2011, during the swimmer’s second attempt at the record, she suffered an 11-hour-long asthma attack that forced her to abandon her plan. During her third attempt the very next month, jellyfish repeatedly stung Nyad. She had to put a halt to the swim.

In 2012, Nyad attempted the record for a fourth time. Once again, jellyfish were a problem for the swimmer. Despite wearing a special suit to ward off stings, Nyad was attacked on her lips, a place on her body that remained exposed. She also had sharks circling beneath her and was thrown off course by a storm that passed over while she swam. Though disappointed, Nyad was forced to abandon the swim once again.

After four failed attempts by Nyad, many people were skeptical of her ability to swim across the Straits of Florida. Nonetheless, Nyad never gave up. In 2013, she made her fifth and last attempt. This time she took special precautions to avoid some of the difficulties she’d faced during previous attempts. To prevent jellyfish from stinging her, for example, Nyad wore a special mask and surgical gloves. Her
35-member team, which sailed alongside her in two boats, also helped keep jellyfish—and sharks—away from the swimmer. Team members monitored Nyad’s health and provided her with food during the swim, as they had done during previous attempts.

Despite Nyad’s precautions and the help she received from her team, the swimmer still had plenty of challenges to contend with. Nyad faced strong winds and sunburn during the swim. She also became sick from swallowing salt water. Nonetheless, after 53 long hours of swimming, the 64-year-old Nyad emerged from the water in Florida, successful at last. Though exhausted, Nyad was happy and proud of her achievement.
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of the following statements is a central idea of the text?

A. Swimming is a dangerous activity.
B. Breaking a record is the only reason to try new things.
C. Some goals require overcoming many challenges.
D. Jellyfish stings are very painful.

**Part B:** Which sentence from the text **best** supports this central idea?

A. “After four failed attempts by Nyad, many people were skeptical of her ability to swim across the Straits of Florida.”
B. “She also had sharks circling beneath her and was thrown off course by a storm that passed over while she swam.”
C. “To prevent jellyfish from stinging her, for example, Nyad wore a special mask and surgical gloves.”
D. “Nonetheless, after 53 long hours of swimming, the 64-year-old Nyad emerged from the water in Florida, successful at last.”
2. The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of the following statements is another central idea of the text?

- **A** Failure sometimes precedes success.
- **B** It’s best to take time to reach a destination.
- **C** Seeking help is the best way to reach a goal.
- **D** It’s important to learn first aid in case of emergencies.

**Part B:** How does the author convey this central idea?

- **A** by stating the amount of hours it took Nyad to reach Florida
- **B** by listing Nyad’s multiple attempts before finally completing the journey
- **C** by discussing the various health problems Nyad endured during her swims
- **D** by mentioning the assistance that team members gave to Nyad

3. The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Based on the five attempts to swim from Cuba to Florida in the text, which three statements best describe Nyad?

- **A** She enjoys ocean travel.
- **B** She has a determined personality.
- **C** She thinks this accomplishment was a great achievement.
- **D** She is interested in studying jellyfish.
- **E** She thinks swimming long distances is easy.
- **F** She is intent on conquering this challenge.

**Part B:** Which of Nyad’s actions best supports these statements?

- **A** She wears special gear for her swim.
- **B** She visits Cuba as a child with her family.
- **C** She ultimately swims for 53 hours straight.
- **D** She has 35 team members sail alongside her.
4 Read the following sentence from the text.

A jellyfish sting causes toxins to course through a victim’s body, creating a sensation like that of a burn.

What does the author’s use of like that of a burn tell about a jellyfish’s sting?

A It feels hot and is painful.
B It feels cold and is unpleasant.
C It involves a flame and heat.
D It leaves a large scar.

5 Read the following sentence from the text.

This time she took special precautions to avoid some of the difficulties she’d faced during previous attempts.

In this sentence, the word precautions most likely refers to ____________________.

A steps that prevent problems in advance
B equipment designed to enhance a swimmer’s abilities
C food with a high nutritional value
D assistants who could provide medical support
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the most likely reason Nyad waited so long after her first attempt to try to swim to Florida again?

A. She was waiting to become a more experienced swimmer.  
B. She wanted to give her jellyfish stings time to heal completely.  
C. She wanted to have better equipment for her swim.  
D. She was discouraged by her first unsuccessful attempt.

**Part B:** Which sentence from the text best explains why Nyad waited so long after her first attempt to try to swim to Florida again?

A. “During her third attempt the very next month, jellyfish repeatedly stung Nyad.”  
B. “Team members monitored Nyad’s health and provided her with food during the swim, as they had done during previous attempts.”  
C. “In the end, she had to abandon her first attempt less than halfway through the swim.”  
D. “All four of her remaining attempts occurred after Nyad turned 60 years old.”
Read the text. Then answer the questions.

from *The Errand Boy*  
by Horatio Alger

In the novel *The Errand Boy*, a boy named Phil Brent leaves his stepmother’s home in 1922 to seek his fortune in New York City. With only a small amount of money to his name, he purchases a railroad ticket and encounters a fellow passenger who talks him into accepting a valuable ring in exchange for five of Phil’s precious dollars. Suddenly, in this excerpt, an anxious-looking young lady and an unpleasant railroad conductor are at Phil’s side, accusing him of theft.

No matter how honest a boy may be, a sudden charge of theft is likely to make him look confused and guilty.

“I assure you,” Phil said earnestly, “that I did not steal this ring.”

“Where did you get it, then?” demanded the conductor roughly.

“It was handed me by a young man who just left the car,” said Phil.

“That’s a likely story,” sneered the conductor, “young men are not in the habit of giving valuable rings to strangers.”

“He did not give it to me, I advanced him five dollars on it,” Phil said politely.

“What was the young man’s name?” asked the conductor incredulously.

“There’s his name and address,” answered Phil, drawing from his pocket the paper handed him by Mr. Lake.

“Lionel Lake, 237 Broadway, New York” repeated the conductor.

“If there is any such person, which I very much doubt, you are probably a confederate of his.”

“You have no right to say this to me,” returned Phil indignantly.

“Do you know what I am going to do with the likes of you?”

“If you wish me to return the ring to this young lady, I will do so, if she is positive it is hers.”

“Yes, you must do that, but it won’t get you out of trouble. I shall hand you over to a policeman as soon as we reach New York.” Phil was certainly dismayed, for he felt that it might be difficult for him to prove that he came honestly in possession of the ring.
“Conductor,” said a new voice, “you are doing the boy an injustice.” The speaker was an old man with gray hair, who had been sitting in the seat just behind Phil.

“I understand my business,” said the conductor impertinently, “and I don’t need any instructions from you.”

“Young man,” said the old gentleman, in a very dignified tone, “I have usually found officials of your class polite and gentlemanly, but you are an exception to this rule.”

“Who are you,” asked the conductor rudely, “and what right have you to put in your oar?”

“As to who I am, I will answer you by and by. In reference to the boy, I have to say that his story is correct—I heard the whole conversation between him and the young man from whom he received the ring, and I can testify that he has told the truth.”

“At any rate he has received stolen property,” the conductor scoffed.

“Not knowing it to be stolen—the young man was an entire stranger to him, and though I suspected that he was an unscrupulous adventurer, the boy has not had experience enough to judge men.”

“Very well, if he’s innocent he can prove it when he’s brought to trial,” said the conductor, “and as for you, sir, it’s none of your business.”

“Young man, you asked me a short time since who I am—do you want to know?”

“Sir, I have to inform you that I am Richard Grant, the president of this railroad.”

The conductor’s face was a curious and interesting study when he heard this announcement. “I beg your pardon, sir,” he said in a composed tone. “If I had known who you were I wouldn’t have spoken as I did and if you say the boy’s all right, I won’t interfere with him.”

Upon this Philip drew the ring from his finger and handed it to the young lady, who went back to the car where her friends were sitting, while the conductor humbly took his leave.

“I am very much indebted to you, sir,” Phil said to Richard Grant, “but for you I should have found myself in serious trouble.”

“I am glad to have prevented an injustice, my lad, but I am sorry I could not save you from loss also. I hope the loss will not be a serious one to you.”

“It was more than a third part of my capital, sir,” said Phil, rather ruefully.
“And what are your plans, if you are willing to tell me?”

“I am going to New York to try to make a living.”

“I cannot commend your plan, my young friend, unless there is a good reason for it. I hope you have not run away from home.”

“I left home with my step-mother’s knowledge and consent.”

“That is well. I don’t want wholly to discourage you, and so I will tell you that I, too, came to New York at your age with the same object in view, with less money in my pocket than you possess.”

“And now you are the president of a major railroad!” said Phil hopefully.

“Yes, but I had a very hard struggle before I reached that position.”

“Sincerely, I am not afraid of hard work, sir,” said Phil.

“That is in your favor. Perhaps you may be as lucky as I have been. You may call at my office in the city, if you feel so inclined.”

“Thank you, sir,” said Phil gratefully. “I shall be glad to call, since I may need advice.”

“If you seek advice and follow it you will be an exception to the general rule,” said the president, smiling. “One thing more—you have met with a loss which, to you, is a serious one. Allow me to bear it, and accept this bill.”

“But, sir, it is not right that you should bear it,” commenced Phil.

Then, looking at the bill, he said: “Haven’t you made a mistake—this is a TEN-dollar bill?”

“I know—accept the other five as an evidence of my interest in you.”

“I am in luck after all,” thought Phil cheerfully, “in spite of the mean trick of Mr. Lionel Lake.”
7 Read the following sentence from the text.

“Not knowing it to be stolen—the young man was an entire stranger to him, and though I suspected that he was an unscrupulous adventurer, the boy has not had experience enough to judge men.”

Which two words best represent the meaning of the word unscrupulous in the sentence?

A brave  
B youthful  
C dishonest  
D unfamiliar  
E risky  
F devious

8 The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which of the following best explains how the story’s setting on a train helps advance its plot?

A It gives readers background information on train travel.  
B It allows characters to overhear conversations easily.  
C It is a place with a variety of actions happening.  
D It is a location where thefts take place.

Part B: Which sentence from the text supports how the setting advances the story?

A “Upon this Philip drew the ring from his finger and handed it to the young lady, who went back to the car where her friends were sitting, while the conductor humbly took his leave.”

B “‘Sir, I have to inform you that I am Richard Grant, the president of this railroad.’”

C “‘In reference to the boy, I have to say that his story is correct—I heard the whole conversation between him and the young man from whom he received the ring, and I can testify that he has told the truth.’”

D “No matter how honest a boy may be, a sudden charge of theft is likely to make him look confused and guilty.”

GO ON →
9 Read the following sentences from the text.

“Young man,” said the old gentleman, in a very dignified tone, “I have usually found officials of your class polite and gentlemanly, but you are an exception to this rule.”

“Who are you,” asked the conductor rudely, “and what right have you to put in your oar?”

Based on these sentences from the text, in this situation to put in your oar means ________________.

A to row  C to lie
B to deny  D to intrude

10 The following question has two parts. First, answer part A. Then, answer part B.


A that he sympathizes with Philip
B that he wants to embarrass the conductor
C that he knew that the other boy was a thief
D that he was already friends with Philip
E that he identifies with Phillip

Part B: Which three of Grant’s actions best support this view?

A He informs the conductor that he is the president of the railroad.
B He describes his experience in New York when he was younger.
C He notifies the conductor that the other man on the train seemed unscrupulous.
D He gives Philip ten dollars to make up for the money Philip lost to the thief.
E He tells Philip to come to his office after Phillip gets to New York.
Read the texts. Then answer the questions.

from *Anne of Green Gables*  
by Lucy Maud Montgomery

In the novel *Anne of Green Gables*, a young orphan named Anne Shirley is brought to Prince Edward Island in Canada in 1908 to be adopted by Matthew and Marilla Cuthbert. There is one problem—they asked to adopt a boy to help out on the farm. While Matthew has developed a fondness for Anne’s candor and spirit, Marilla is still set on adopting a boy. In this excerpt, she brings Anne back to Mrs. Spencer to try to resolve the issue.

Marilla knew Mrs. Peter Blewett only by sight as a small, shrewish-faced woman without an ounce of superfluous flesh on her bones. But she had heard of her. “A terrible worker and driver,” Mrs. Peter was said to be; and discharged servant girls told fearsome tales of her temper and stinginess, and her family of pert, quarrelsome children. Marilla felt a qualm of conscience at the thought of handing Anne over to her tender mercies.

“Well, I’ll go in and we’ll talk the matter over,” she said.

“And if there isn’t Mrs. Peter coming up the lane this blessed minute!” exclaimed Mrs. Spencer, bustling her guests through the hall into the parlor, where a deadly chill struck on them as if the air had been strained so long through dark green, closely drawn blinds that it had lost every particle of warmth it had ever possessed. “That is real lucky, for we can settle the matter right away. Take the armchair, Miss Cuthbert and Anne, you sit here on the ottoman and don’t wiggle. Let me take your hats. Flora Jane, go out and put the kettle on. Good afternoon, Mrs. Blewett. We were just saying how fortunate it was you happened along. Let me introduce you two ladies. Mrs. Blewett, Miss Cuthbert. Please excuse me for just a moment as I forgot to tell Flora Jane to take the buns out of the oven.”

Mrs. Spencer whisked away, after pulling up the blinds. Anne sitting mutely on the ottoman, with her hands clasped tightly in her lap, stared at Mrs. Blewett as one fascinated. Was she to be given into the keeping of this sharp-faced, sharp-eyed woman? She felt a lump coming up in her throat and her eyes smarted painfully. She was beginning to be afraid she couldn’t keep the tears back when Mrs. Spencer returned, flushed and beaming, quite capable of taking any and every difficulty, physical, mental or spiritual, into consideration and settling it out of hand.
“It seems there’s been a mistake about this little girl, Mrs. Blewett,” she said. “I was under the impression that Mr. and Miss Cuthbert wanted a little girl to adopt and I was certainly told so. But it seems it was a boy they wanted. So if you’re still of the same mind you were yesterday, I think she’ll be just the thing for you.”

Mrs. Blewett darted her eyes over Anne from head to foot.

“How old are you and what’s your name?” she demanded.

“Anne Shirley,” faltered the shrinking child, not daring to make any stipulations regarding the spelling thereof, “and I’m eleven years old.”

“Humph! You don’t look as if there was much to you. But you’re wiry. I don’t know but the wiry ones are the best after all. Well, if I take you you’ll have to be a good girl, you know—good and smart and respectful. I’ll expect you to earn your keep, and no mistake about that. Yes, I suppose I might as well take her off your hands, Miss Cuthbert. The baby’s awful fractious, and I’m clean worn out attending to him. If you like I can take her right home now.”

Marilla looked at Anne and softened at sight of the child’s pale face with its look of mute misery—the misery of a helpless little creature who finds itself once more caught in the trap from which it had escaped. Marilla felt an uncomfortable conviction that, if she denied the appeal of that look, it would haunt her to her dying day and more-over, she did not fancy Mrs. Blewett. To hand a sensitive, “highstrung” child over to such a woman! No, she could not take the responsibility of doing that!

“Well, I don’t know,” she said slowly. “I didn’t say that Matthew and I had absolutely decided that we wouldn’t keep her. In fact I may say that Matthew is disposed to keep her and I just came over to find out how the mistake had occurred. I think I’d better take her home again and talk it over with Matthew. I feel that I oughtn’t to decide on anything without consulting him. If we make up our mind not to keep her we’ll bring or send her over to you tomorrow night and if we don’t you may know that she is going to stay with us. Will that suit you, Mrs. Blewett?”

“I suppose it’ll have to,” said Mrs. Blewett ungraciously.

During Marilla’s speech a sunrise had been dawning on Anne’s face. First the look of despair faded out; then came a faint flush of hope; her eyes grew deep and bright as morning stars. The child was quite transfigured; and, a moment later, when Mrs. Spencer and Mrs. Blewett went out in quest of a recipe the latter had come to borrow, she sprang up and flew across the room to Marilla.
Orphan Trains

Between the mid-19th and early 20th centuries, at least 120,000 orphans were loaded onto trains and shipped across the country. They were passengers on so-called “orphan trains.” These trains transported parentless children to different parts of the country with the goal of providing them with temporary or permanent homes.

**Reasons for Relocation**
In the 1850s, about 30,000 children in New York were either homeless or living in orphanages. Many were the children of immigrants who had died in epidemics or were forced to abandon their children for a variety of reasons. Often, the parents were too poor to care for them. Other times, the parents had diseases and were physically unable to provide for the children.

At orphanages, children were typically underfed and undereducated. Once children reached the age of 14, the orphanages would usually release them. The orphans would then have to live on their own, with no means of support. In the mid-1850s, a man named Charles Loring Brace founded an organization called the Children’s Aid Society. Brace believed that children would function better by living with families than they would by living either in orphanages or on their own. In Europe, Brace had first observed the practice of bringing orphans to specific areas for placement with families. He decided to try a similar experiment in the United States.

**Train Rides Begin**
Brace began transporting children via train from New York City, which had a large number of orphans, to central and western states. He believed those parts of the country—in particular, the Midwest—could offer the children a better environment than the east would. Some of these trains even managed to stop at points as far away as Canada and Mexico. Fliers would announce in advance when the trains were expected to arrive at various destinations. Then, once they arrived at the train station, the orphans would be put on display. This was often a humiliating experience for the children, who were examined and questioned by people they’d never met before.

Families who were interested in children would first have to be approved. Once the children joined them, the families would receive yearly visits from agents. If agents found a household was unsuitable, they would remove the child.

GO ON ➔
Difficulties for the Children
Not all children were happy in their new homes. Some felt unwelcome at school because their classmates regarded them as “train children.” Others felt like strangers in their new homes. Still others resented having been taken away and moved elsewhere without their consent. In fact, when they boarded the trains, many children never knew where they were headed or even why they were on a train.

Nonetheless, due to the success of the orphan trains, other organizations mimicked the practice. The stream of cross-country trains didn’t end until the early 1900s. At that point, social service agencies began to place greater emphasis on keeping families together. New laws also restricted or prohibited the transport of orphans between states, and immigrants began to receive greater assistance.

The orphan-train experiment was not a practice without controversy. Though the motivation to match children with families was admirable, the actual practice often received mixed results.
Answer these questions about *Anne of Green Gables*.

11. The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Why does Marilla begin to have doubts about allowing Mrs. Peter Blewett to take Anne?

- A. She is afraid Mrs. Blewett will be unable to take Anne soon enough.
- B. She thinks Anne is too young to go with Mrs. Blewett.
- C. She is unsure if Anne will be able to take care of Mrs. Blewett’s baby.
- D. She thinks Anne will be miserable with Mrs. Blewett.

**Part B:** Which paragraph is the best evidence for the reason Marilla begins to doubt allowing Mrs. Peter Blewett to take Anne?

- A. Paragraph 8
- B. Paragraph 9
- C. Paragraph 10
- D. Paragraph 11

12. What is the overall theme of the story? Use details from the text to support your answer.

________________________________________________________________________

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GO ON →
13  Read the following sentences from *Anne of Green Gables*.

Mrs. Blewett darted her eyes over Anne from head to foot. “How old are you and what’s your name?” she demanded.

“Anne Shirley,” faltered the shrinking child, not daring to make any stipulations regarding the spelling thereof, “and I’m eleven years old.”

The author’s use of shrinking tells the reader that Mrs. Blewett makes Anne feel ________________.

A  short  
B  remorseful  
C  frightened  
D  young

Answer these questions about “Orphan Trains.”

14  Which two sentences best describe how Charles Loring Brace developed the idea to use trains to transport orphans?

A  Brace saw orphans living in poor conditions, and he wanted to try to help find them homes.  
B  Brace observed orphans in Europe being brought to specific places to be paired with families.  
C  Brace was offered money by a railroad company for using its trains to transport the orphans.  
D  Brace enjoyed riding trains and thought it would be fun for the orphans to do the same.  
E  Brace was going to earn an award for placing orphans in more permanent homes.
Determine which text structure **best** defines the type of organization used in the “Orphan Trains” section “Reasons for Relocation.” Then explain how “Reasons for Relocation” contributes to the development of ideas in the article.

Read the following sentences from the text.

Not all children were happy in their new homes. Some felt unwelcome at school because their classmates regarded them as “train children.” Others felt **like strangers** in their new homes.

What does the author’s use of **like strangers** most likely tell the reader about how the orphans felt?

- A They felt like the family did not accept them.
- B They felt like they were in a large crowd.
- C They felt like the family was suspicious of them.
- D They felt like they were not allowed to leave.
How is Anne’s experience in *Anne of Green Gables* similar to the orphans’ experiences discussed in “Orphan Trains”? Use details from both texts to support your ideas.
Informational Performance Task

Task
Mount Everest is the highest mountain in the world. Over the years, more and more people have made the attempt to climb it. But the popularity of Mount Everest troubles some people who worry about the mountain’s future.

For this task, you will be writing a comparison-contrast essay related to the topic of Mount Everest. Before you write your essay, you will review two sources that provide information about who first climbed Mount Everest and the concern that Mount Everest has become too polluted by climbers.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an essay.

In Part 2, you will write a comparison-contrast essay on a topic related to the sources.

Directions for Part 1
You will now read two sources. You can re-examine the sources as often as you like.

Research Questions
After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your informational article.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the space provided.
Source #1: The World’s Highest Mountain

On May 29, 1953, Sir Edmund Hillary and Tenzing Norgay became the first people known to reach the summit of Mount Everest, the world’s highest mountain. In doing so, the men set a precedent that many climbers spend their lives trying to reproduce. Sir Edmund Hillary was not necessarily someone people would have expected to set such a monumental record on Everest. Though Hillary had climbed many mountains before, his main profession, like that of his father, was beekeeping. But Hillary’s drive to climb Mount Everest was unstoppable. He first took part in an expedition there in 1951 and then was invited to return for a subsequent expedition in 1953. The goal of that expedition was to reach Everest’s summit.

Hillary’s climbing partner, Tenzing Norgay, had climbed Mount Everest many times, though never to the summit. Norgay was a Sherpa, one of the mountain people who live near Mount Everest in the country of Nepal. Sherpas are accomplished climbers who often serve as guides for others.

Before Hillary and Norgay’s historic accomplishment, many climbers had tried to reach Mount Everest’s summit but failed. In some cases, climbers even died trying. In fact, just a couple days before Hillary and Norgay managed to reach the mountain’s summit, two other climbers had already given up and descended the mountain, unsuccessful in their quest.

The goal Hillary and Norgay set for themselves wasn’t easy. The pair encountered difficult challenges on the way to the summit, such as narrow ridges and 10,000-foot drops off the mountain. Nonetheless, they managed to persevere. Once Hillary and Norgay reached the summit, they remained for about 15 minutes. The pair took photos of the surroundings and celebrated their accomplishment.

Much fanfare followed the duo’s success. Shortly after the successful climb, the newly crowned Queen Elizabeth II knighted Hillary. As a result the beekeeper from New Zealand became Sir Edmund Hillary. In Nepal Norgay was a true national hero who was awarded the Star of Nepal by that country’s king.

Despite all the praise he received as a result of reaching Everest’s summit, Sir Edmund Hillary never considered the feat his most important achievement. For many years after the historic climb, Hillary raised money to help support the Sherpas of Nepal. The money he raised helped build schools and hospitals and provide educational funding for the Sherpas.
Hillary was also deeply concerned about the environment. He helped establish reforestation programs in Nepal. He also demanded that mountain climbers clean up the garbage that often got left behind on Mount Everest—materials like used oxygen bottles, which climbers would discard because of their weight.

In spite of Hillary’s many achievements, he remained a humble man. It wasn’t until many years after Tenzing Norgay’s death that Hillary even admitted to being the first of the pair to reach Everest’s summit. He also refused to describe himself as anything more than just an ordinary person, attributing his achievements to his imagination, enthusiasm, and energy rather than any particular genius. In both his climbing accomplishments and his work as a humanitarian, Hillary was indeed a tough act to follow.
Source #2: A Mountain of Garbage

It’s been over 60 years since Sir Edmund Hillary and Tenzing Norgay became the first climbers to reach the summit of Mount Everest. Since that time, many other climbers have set the same goal for themselves. In doing so they’ve carried needed supplies up the mountain with them. Unfortunately, many of these materials haven’t made their way back down again. As a result Everest has been turning more and more into a mountain of garbage.

By mid-2013, a total of nearly 4,000 people had reached the mountain’s summit. With that number of people comes an even greater amount of food containers, tents, empty oxygen canisters, and even human waste. Most of these materials get left behind on the mountain. Climbers don’t want to carry the extra weight down, especially when they’re already tired. Due to the extreme weather conditions on Everest, the debris stays frozen in place. Some food cans found on Everest even date from as far back as the early 1960s. Several organizations are now trying to clean up Mount Everest for good. Launched in 2008, Eco Everest Expedition annually collects piles of debris covering the mountain. Since the expedition’s start, climbers have removed more than 13 tons of garbage from Everest. In 2013, a joint effort by Indian and Nepalese military personnel resulted in the additional removal of two tons of waste from the mountain.

Some mountain-guiding operations on Mount Everest also go the extra mile to ensure the mountain is kept clean. Himalayan Experience, for example, requires all climbers to remove their own human waste and other debris from Everest.

Keeping the mountain clean isn’t always a riskfree pursuit, though. Climbers face strong winds, bitter cold, steep drops, and altitude sickness on Everest. As a result, eco-mountaineers are at constant risk of injury or even death. In 2012, several climbers participating in an Eco Everest Expedition perished on the mountain during an especially deadly season.

Removing greater amounts of waste isn’t the only solution to the problem, though. Climbers and environmentalists have recommended additional methods to combat Everest’s pollution. Some promote issuing fines to people who don’t remove their debris from the mountain. Others suggest placing greater restrictions on the total number of climbers allowed onto Everest.
One way to do this is by limiting the size of teams that guiding organizations can bring up the mountain. The hope is that allowing fewer people up the mountain will mean less garbage getting left behind. Many people, however, think it’s unlikely that a poor country like Nepal will ever turn away the massive sums of money it makes from Everest mountaineers. Greater numbers of climbers mean bigger financial rewards for Nepal.

Though the solutions to the mountain’s pollution aren’t easy, some combination of these approaches just might return Everest to its naturally unspoiled state.
18 How did Sir Edmund Hillary’s relationship with Sherpa Tenzing Norgay influence Hillary?
   A He asked that Tenzing Norgay be knighted as well.
   B He started a guiding organization with Tenzing Norgay.
   C He raised money to help Sherpas in many ways.
   D He decided to become a Sherpa himself.

19 How did both Sir Edmund Hillary and organizations like Eco Everest Expedition share similar concerns about Mount Everest? Use details from both sources to support your ideas. Be sure to identify the source of each piece of information by title or number.
20. Which source would be more useful for writing a research report about the reasons why Mount Everest is polluted? Explain why, and provide at least two pieces of evidence from that source to support your ideas.

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Directions for Part 2
You will now look at your sources; take notes; and plan, draft, revise, and edit your essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your comparison-contrast essay will be scored; then begin your work.

Your Assignment
Your teacher would like you to write a comparison-contrast essay about the benefits and drawbacks of completing certain activities. You have decided to write about climbing Mount Everest. Write a multi-paragraph essay that gives the pros and cons of climbing the mountain. Your essay will be read by the teacher and students in your class. In your essay, clearly state the main idea and support your main idea with reasons that are thoroughly developed using information from what you have read.

Comparison-Contrast Essay Scoring
Your article will be scored using the following:

1. Statement of Purpose/Focus: How well did you clearly state your main idea on the topic? How well did you maintain your focus?

2. Organization: How well did your ideas logically flow from the introduction to the conclusion? How often did you use effective transitions? How well did you stay on topic throughout the essay?

3. Elaboration of Evidence: How well did you provide evidence from sources about your main idea? How well did you elaborate with specific information?

4. Language and Vocabulary: How well did you effectively express your ideas? How often did you use precise language appropriate for your audience and purpose?

5. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your informational article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.
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Comprehension: Selected Response 1A, 1B, 2A, 2B, 3A, 3B, 6A, 6B, 8A, 8B, 10A, 10B, 11A, 11B, 14, 18

Comprehension: Constructed Response 12, 15, 17, 19, 20, Article

Vocabulary 4, 5, 7, 9, 13, 16

Total Unit Assessment Score /51 %

12 2-point response: The overall theme of the story is that people should be compassionate toward each other. When Marilla realizes how awful Mrs. Blewett is and how sad Anne would be living with her, she makes an excuse about having to talk the matter over with Matthew. She is never going to allow Mrs. Blewett to take Anne.

15 2-point response: The text structure that best defines the type of organization used in “Reasons for Relocation” is cause and effect. The section contributes to the development of ideas by explaining how children first became orphans and why Charles Loring Brace thought moving orphans was a good idea.

17 4-point response: Both Anne in Anne of Green Gables and the orphans discussed in “Orphan Trains” had to undergo embarrassing examinations by strangers. In Anne of Green Gables, Mrs. Blewett demands that Anne tell her how old she is. Then she says to her, “You don’t look as if there was much to you.” “Orphan Trains” also talks about how the orphans were “put on display” and “examined and questioned by people they’d never met before.”

19 2-point response: Both Sir Edmund Hillary and organizations like Eco Everest Expedition were concerned with keeping Mount Everest clean. “The World’s Highest Mountain” talks about how Hillary “demanded that mountain climbers clean up the garbage that often got left behind on Mount Everest.” “A Mountain of Garbage” talks about how climbers from Eco Everest Expedition collect garbage from the mountain.

20 2-point response: The best source is “A Mountain of Garbage.” It focuses on the pollution of Everest and its causes. It mentions reasons for the pollution: too many people climb the mountain; climbers don’t want to carry their garbage; and debris freezes on Everest. The article talks about the difficulty involved with cleaning up the mountain, such as how climbers have died while collecting materials.

10-point anchor paper: Climbing Mount Everest, the world’s highest mountain, can be one of the greatest accomplishments that any person can achieve, but there are terrible drawbacks to this activity. The climb is a tremendous accomplishment of physical strength, knowledge, and skill. Unfortunately, the activity puts people in great danger, leaves garbage on the slopes of this mountain, and harms the natural ecosystem.

Both Sir Edmund Hillary and Tenzing Norgay received praise from the people in their nations and from around the world. They became famous national heroes around the world. They received awards and recognition. This fame enabled them to express their opinions to a large audience. Not only did they receive a lot of praise, they had the power to achieve other goals. While such an achievement is enough of a reason for anyone to attempt this task, there are many obstacles in the way of success.
Climbing the tallest mountain gave great advantages to the two men, but it caused problems, as well. Once the pair had proven that it was possible to climb to such great heights, many others followed, or attempted to follow.

Of course, climbing a massive mountain such as Everest requires a lot of time and special equipment. There are many dangers to face, as well. Climbers must bring food, medical supplies, and necessary gear.

Many climbers who attempt to reproduce the accomplishment of Sir Edmund Hillary and Tenzing Norgay leave garbage behind on the slopes of this famous summit. Some people find it too difficult to remove the waste that they easily leave. The climb is too strenuous to carry extra weight off the mountain. This trash pollutes the natural environment. The cold temperatures are the main reason the waste remains on the site for a long time.

Those people who are concerned for the mountain’s ecosystem take great risks to keep the area clean. They have suffered from illness, injury, and even death to accomplish their goal.

Perhaps this problem may be solved by restricting the number of people who are allowed to climb the mountain. Perhaps it can be solved by the threat of large fines. In any case, the goal of reaching the highest point may become even more difficult.

In conclusion, while the achievement of this amazing goal can be the highlight of a person’s life, it can also damage the environment and bring harm to others.
The Oregon Trail
by Francis Parkman, Jr.

The book The Oregon Trail tells how Francis Parkman, Jr., and his cousin Quincy Shaw set out on an excursion to see the Rocky Mountains in the spring of 1846. They traveled by train from the East to St. Louis. Then they traveled by steamboat for 500 miles down the Missouri River to Kansas. Upon their arrival, the men were relieved to team up with other adventure seekers on a hunting trip. Unfortunately, as the group approached Fort Leavenworth, Parkman and Shaw began to realize that the hunters were not following the same travel schedule they were.

The path soon after led inland; and as we crossed an open meadow we saw a cluster of buildings on a rising ground before us, with a crowd of people surrounding them. They were the storehouse, cottage, and stables of the Kickapoo trader’s establishment. Just at that moment, as it chanced, he was beset with half the Indians of the settlement. They had tied their wretched, neglected little ponies by dozens along the fences and outhouses, and were either lounging about the place, or crowding into the trading house. Here were faces of various colors; red, green, white, and black, curiously intermingled and disposed over the visage in a variety of patterns. Calico shirts, red and blue blankets, brass ear-rings, wampum necklaces, appeared in profusion. The trader was a blue-eyed open-faced man who neither in his manners nor his appearance betrayed any of the roughness of the frontier; though just at present he was obliged to keep a lynx eye on his suspicious customers, who, men and women, were climbing on his counter and seating themselves among his boxes and bales.

The village itself was not far off, and sufficiently illustrated the condition of its unfortunate and self-abandoned occupants. Fancy to yourself a little swift stream, working its devious way down a woody valley; sometimes wholly hidden under logs and fallen trees, sometimes issuing forth and spreading into a broad, clear pool; and on its banks in little nooks cleared away among the trees, miniature log-houses in utter ruin and neglect. A labyrinth of narrow, obstructed paths connected these habitations one with another. Sometimes we met a stray calf, a pig or a pony, belonging to some of the villagers, who usually lay in the sun in front of their dwellings, and looked on us with cold, suspicious eyes as we approached. Farther on, in place of the log-huts of the Kickapoos, we found the pukwi lodges of their neighbors, the Pottawattamies, whose condition seemed no better than theirs.
Growing tired at last, and exhausted by the excessive heat and sultriness of the
day, we returned to our friend, the trader. By this time the crowd around him had
dispersed, and left him at leisure. He invited us to his cottage, a little white-and-
green building, in the style of the old French settlements; and ushered us into a
neat, well-furnished room. The blinds were closed, and the heat and glare of the
sun excluded; the room was as cool as a cavern. It was neatly carpeted too and
furnished in a manner that we hardly expected on the frontier. The sofas, chairs,
tables, and a well-filled bookcase would not have disgraced an Eastern city;
though there were one or two little tokens that indicated the rather questionable
civilization of the region. A pistol, loaded and capped, lay on the mantelpiece;
and through the glass of the bookcase, peeping above the works of John Milton
glittered the handle of a very mischievous-looking knife.

Our host went out, and returned with iced water, glasses, and a bottle of excellent
claret; a refreshment most welcome in the extreme heat of the day; and soon after
appeared a merry, laughing woman, who must have been, a year or two before, a
very rich and luxuriant specimen of Creole beauty. She came to say that lunch
was ready in the next room. Our hostess evidently lived on the sunny side of life,
and troubled herself with none of its cares. She sat down and entertained us while
we were at table with anecdotes of fishing parties, frolics, and the officers at the
fort. Taking leave at length of the hospitable trader and his friend, we rode back
to the garrison.
1. The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What best describes the text structure paragraph 1 uses to describe events?

A. cause and effect  
B. problem and solution  
C. sequential  
D. compare and contrast

**Part B:** Which phrases in the paragraph best show this structure? Select two options.

A. “neither in his manners nor his appearance”  
B. “soon after”  
C. “either lounging about the place, or crowding into the trading house”  
D. “just at that moment”  
E. “in a variety of patterns”

2. Read the following sentences from the text.

Just at that moment, as it chanced, he was beset with half the Indians of the settlement. They had tied their wretched, neglected little ponies by dozens along the fences and outhouses, and were either lounging about the place, or crowding into the trading house. Here were faces of various colors; red, green, white, and black, curiously intermingled and disposed over the visage in a variety of patterns.

Based on the context, what is the meaning of visage?

A. pony  
B. outhouse  
C. face  
D. fence
3 The following question has two parts. First, answer part A. Then, answer part B.

Part A: In paragraph 2, how does the narrator perceive the Kickapoo village?

A He thinks it’s comfortable.
B He thinks he’d like to live there.
C He thinks the residents are happy.
D He thinks it’s in bad shape.

Part B: What key details in the paragraph tell you this? Select two options.

A He describes the log-houses as being “in utter ruin and neglect.”
B He references the “unfortunate and self-abandoned occupants.”
C He talks about “a little swift stream, working its devious way down a woody valley.”
D He says the villagers “usually lay in the sun in front of their dwellings.”

4 The following question has two parts. First, answer part A. Then, answer part B.

Part A: In paragraph 3, why do the men return to the trader after traveling to the village?

A They feel threatened by the villagers.
B They’re tired and hot from being outside.
C They’re hoping to see a crowd of people at the trader’s.
D They’d like to see the trader’s furnishings.

Part B: What sentence in the paragraph tells you this?

A “Sometimes we met a stray calf, a pig or a pony, belonging to some of the villagers, who usually lay in the sun in front of their dwellings, and looked on us with cold, suspicious eyes as we approached.”
B “Growing tired at last, and exhausted by the excessive heat and sultriness of the day, we returned to our friend, the trader.”
C “By this time the crowd around him had dispersed, and left him at leisure.”
D “He invited us to his cottage, a little white-and-green building, in the style of the old French settlements; and ushered us into a neat, well-furnished room.”
The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the following sentences from the text.

It was neatly carpeted too and furnished in a manner that we hardly expected on the frontier. The sofas, chairs, tables, and a well-filled bookcase would not have disgraced an Eastern city; though there were one or two little tokens that indicated the rather questionable civilization of the region.

What best describes the text structure used?

- A sequential
- B compare and contrast
- C cause and effect
- D problem and solution

Part B: Which word in the text best shows this structure?

- A frontier
- B questionable
- C disgraced
- D though

Read the following sentence from the text.

The blinds were closed, and the heat and glare of the sun excluded; the room was as cool as a cavern.

Based on the context, what is the meaning of cavern?

- A cave
- B fireplace
- C lake
- D stove
Read the text. Then answer the questions.

from *Oliver Twist*
by Charles Dickens

In the novel *Oliver Twist*, a boy named Oliver Twist, who has suffered many misfortunes, runs away from his orphanage to try surviving on the streets of London. Along the way, Oliver meets a questionable character called the Dodger. Exhausted from travel, Oliver accepts the Dodger’s offer of a warm meal and a place to sleep. Once Oliver recovers from his journey, he is given the task of cleaning the many handkerchiefs in the Dodger’s home. After cleaning for some time, Oliver is asked to join the Dodger and another boy, Master Bates, for a day of “work.” On his first day, Oliver discovers why the Dodger has so many handkerchiefs.

The three boys sallied out; the Dodger with his coat-sleeves tucked up, and his hat cocked, as usual; Master Bates sauntering along with his hands in his pockets; and Oliver between them, wondering where they were going, and what branch of manufacture he would be instructed in, first.

The pace at which they went, was such a very lazy, ill-looking saunter, that Oliver soon began to think his companions were going to deceive the old gentleman [who employed them], by not going to work at all. The Dodger had a vicious propensity, too, of pulling the caps from the heads of small boys and tossing them down areas; while Charley Bates exhibited some very loose notions concerning the rights of property, by pilfering divers apples and onions from the stalls at the kennel sides, and thrusting them into pockets which were so surprisingly capacious, that they seemed to undermine his whole suit of clothes in every direction. These things looked so bad, that Oliver was on the point of declaring his intention of seeking his way back, in the best way he could; when his thoughts were suddenly directed into another channel, by a very mysterious change of behaviour on the part of the Dodger.

They were just emerging from a narrow court not far from the open square in Clerkenwell, which is yet called, by some strange perversion of terms, ‘The Green’: when the Dodger made a sudden stop; and, laying his finger on his lip, drew his companions back again, with the greatest caution and circumspection.

‘What’s the matter?’ demanded Oliver.
‘Hush!’ replied the Dodger. ‘Do you see that old cove at the bookstall?’
‘The old gentleman over the way?’ said Oliver. ‘Yes, I see him.’

GO ON ➔
'He’ll do,’ said the Dodger.

‘A prime plant,’ observed Master Charley Bates.

Oliver looked from one to the other, with the greatest surprise; but he was not permitted to make any inquiries; for the two boys walked stealthily across the road, and slunk close behind the old gentleman towards whom his attention had been directed. Oliver walked a few paces after them; and, not knowing whether to advance or retire, stood looking on in silent amazement.

The old gentleman was a very respectable-looking personage, with a powdered head and gold spectacles. He was dressed in a bottle-green coat with a black velvet collar; wore white trousers; and carried a smart bamboo cane under his arm. He had taken up a book from the stall, and there he stood, reading away, as hard as if he were in his elbow-chair, in his own study. It is very possible that he fancied himself there, indeed; for it was plain, from his abstraction, that he saw not the book-stall, nor the street, nor the boys, nor, in short, anything but the book itself: which he was reading straight through: turning over the leaf when he got to the bottom of a page, beginning at the top line of the next one, and going regularly on, with the greatest interest and eagerness.

What was Oliver’s horror and alarm as he stood a few paces off, looking on with his eyelids as wide open as they would possibly go, to see the Dodger plunge his hand into the old gentleman’s pocket, and draw from thence a handkerchief! To see him hand the same to Charley Bates; and finally to behold them, both running away round the corner at full speed!

In an instant the whole mystery of the handkerchiefs, and the watches, and the jewels . . . rushed upon the boy’s mind.
What evidence in paragraph 2 helps you know that the text was written for third-person limited omniscient point of view? Select two options.

A. The narrator does not reveal the thoughts of any of the characters.
B. The narrator uses the pronouns *I, me,* and *my* to refer to himself or herself.
C. The narrator reveals the thoughts of Oliver, Charley Bates, and the Dodger.
D. The narrator uses the pronouns *they, his,* and *he* to refer to the characters.
E. The narrator reveals Oliver’s thoughts but not the thoughts of other characters.

Read the following sentences from the text.

Oliver looked from one to the other, with the greatest surprise; but he was not permitted to make any inquiries; for the two boys walked stealthily across the road, and slunk close behind the old gentleman towards whom his attention had been directed. Oliver walked a few paces after them; and, not knowing whether to advance or retire, stood looking on in silent amazement.

Based on the context, what is the meaning of *stealthily*?

A. very quickly
B. as a group
C. in a sneaky way
D. making a lot of noise
9 Read the following sentence from the text.

He had taken up a book from the stall, and there he stood, reading away, as hard as if he were in his elbow-chair, in his own study.

What does the author’s use of as if he were in his elbow-chair, in his own study tell you about the man?

A He was concentrating hard on his book.
B He had a dog at his feet.
C He was sitting on the ground.
D He was falling asleep while reading.

10 The following question has two parts. First, answer part A. Then, answer part B.

Part A: How do the actions of the other boys affect Oliver?

A He’s excited to discover he’s working with such hardworking boys.
B He’s jealous that he didn’t get the handkerchief first.
C He’s worried the boys are leaving without him.
D He’s shocked to learn the boys are professional thieves.

Part B: What theme does this convey?

A People should work hard at their jobs.
B It’s sometimes acceptable to steal things.
C People aren’t always who they appear to be.
D It’s important to have adventures in life.
Read the texts. Then answer the questions.

**Tiny Homes**

As the rate of homelessness continues to rise in our country, many organizations are desperately searching for answers to the problem. Though homeless shelters have traditionally been seen as a solution, they are often overcrowded. Also, many homeless people don’t feel safe there. As a result several communities have instead begun focusing their efforts on constructing “tiny homes” to alleviate the problem of homelessness. With their ability to provide safety and security at a relatively low cost, tiny homes may just be the best answer yet to the needs of the homeless.

**Small Size, Low Cost**
Tiny homes are just that—homes with minimal square footage. They are typically under 500 square feet, and, in many cases, are significantly less than that. Because they are so small, builders can construct tiny homes relatively quickly and cheaply. The homes are often made of low-cost materials, such as recycled shipping containers or prefab products, which also helps keep prices down.

The small size of tiny homes doesn’t just make them easy and affordable to build but also to maintain. Because they consist of such minimal square footage, the homes don’t require as much heating and cooling as larger-sized houses do.

**Differences in Communities**
Communities like Madison, Wisconsin; Ithaca, New York; Austin, Texas; and Portland, Oregon, have either already begun constructing tiny home villages or are preparing to. Though the communities share a similar vision of providing tiny houses for the homeless, some differences exist in their approaches.

In Madison, Wisconsin, the homeless people who live in tiny homes are responsible for helping to build them. This requirement mimics the practice of Habitat for Humanity, another source of housing for the homeless. The idea is that, by helping to build their own houses, people are helping themselves. Residents can take pride in knowing they participated in their home’s construction. These tiny homes cost less than $5,000 apiece to build.

Near Ithaca, New York, a large group of volunteers helped build six small cottages for the homeless on property owned by Carmen Guidi. Guidi is an auto body shop owner who led the effort to collect funds for the houses and plan their construction. The cost of these homes is $12,000 to $15,000 each. Guidi hopes eventually to have a total of 18 cottages for homeless men on his property, along with a community center. He then plans to build an additional village for homeless women.
Launched in August 2014, Austin’s tiny-home community consists of a 27-acre plot of land located just outside of the city. In addition to featuring about 150 tiny homes, the community also offers about 100 lots for refurbished recreational vehicles. Residents share shower and laundry facilities and a community garden.

Portland, Oregon, is expected to have its first batch of tiny homes ready by February 2015. In doing so, the city hopes to address the needs of its homeless population, which numbers around 2,000. One architecture firm bidding on the job estimates the cost at about $20,000 per house.

At the opposite end of the cost spectrum, California artist Gregory Kloehn uses salvaged materials to create small, portable homes that cost less than $100 each. Kloehn finds his materials—items people are throwing away—on the street. He adds wheels to his structures so that occupants can easily move them.

Though many differences exist in the cost, features, and construction of the different types of tiny homes, one central theme remains: homeless people have homes they can call their own. In communities across the country, tiny homes can provide a permanent solution to a long-standing problem.
Tiny Houses with Big Issues

Many people support the construction of tiny houses for the homeless. But supporters sometimes fail to address serious issues with these houses. Tiny houses frequently violate local housing and health regulations, and tiny-house villages often meet with a lot of resistance from local residents. Until organizers of tiny-house villages better address these issues, communities should resist their construction.

In most—if not all—communities, tiny houses violate zoning and health-code regulations. For example, one Michigan couple voluntarily chose to live in a tiny house with no running water or electricity. After moving in, they discovered that their house was actually illegal. The local health department notified the couple that their house must have running water to comply with health-code regulations. The couple also found out that their 200-square-foot home was actually considered too small to be a livable home in their township. As a result, they could no longer reside in their tiny home. This couple’s experience is one that could potentially occur all across the country if regulations aren’t carefully examined, or even altered, beforehand to accommodate tiny-house villages.

Portable tiny houses have their own set of regulatory blockades. Having a house on wheels typically means that the homeowner has to register the house as either a mobile home, an RV, or a semi-trailer. If city officials consider the house a mobile home, then the owner can only park the house in a mobile-home park. If officials consider the home an RV, then the owner typically has to move the house frequently—for example, every 30 days. If officials consider the house a semi-trailer, then the owner cannot live in the house at all.

Another challenge to the tiny-house movement is the need for acceptance within the greater community. Not everyone is fond of the idea of tiny-house villages popping up in their neighborhoods. And the stigma associated with homelessness unfortunately still exists. When seeking to establish tiny-house villages, many groups struggle with residents who question the safety of the village and the mental and physical well-being of its occupants. Residents are also concerned about the effects a tiny-house village will have on their property values. In fact, when one group tried to establish a tiny-house village within the city of Austin, Texas, residents reacted very strongly. The village had to move to a location just outside of the city instead.

Though tiny-house communities might seem like a feasible solution to homelessness, many issues remain unresolved. Proponents of tiny-house villages must better address the concerns of city officials and other residents. Until they do, communities should continue to resist constructing the villages.
Answer these questions about “Tiny Homes.”

11 Read the following sentences from the text.

Though homeless shelters have traditionally been seen as a solution, they are often overcrowded. Also, many homeless people don’t feel safe there. As a result several communities have instead begun focusing their efforts on constructing “tiny homes” to alleviate the problem of homelessness.

Based on the context, what is the meaning of alleviate?  
A increase the incidence of  
B forget about  
C lessen the severity of  
D raise awareness about

12 According to the article, why are tiny homes affordable to build? Cite details from the text to support your ideas.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the best description of the author’s point of view of tiny homes?

- A Tiny homes are too small for people to live in comfortably.
- B Communities can’t agree on how to provide tiny homes to the homeless.
- C The materials used to make tiny homes are often of a low quality.
- D Tiny homes are a good solution for ending homelessness.

**Part B:** Which sentences in the text best support this view? Select two options.

- A “At the opposite end of the cost spectrum, California artist Gregory Kloehn uses salvaged materials to create small, portable homes that cost less than $100 each.”
- B “With their ability to provide safety and security at a relatively low cost, tiny homes may just be the best answer yet to the needs of the homeless.”
- C “They are typically under 500 square feet, and, in many cases, are significantly less than that.”
- D “Though the communities share a similar vision of providing tiny houses for the homeless, some differences exist in their approaches.”
- E “In communities across the country, tiny homes can provide a permanent solution to a longstanding problem.”

Answer these questions about “Tiny Houses with Big Issues.”

How does the author use the example of a Michigan couple to support his or her points? Cite details from the text to support your ideas.
Another challenge to the tiny-house movement is the need for acceptance within the greater community. Not everyone is fond of the idea of tiny-house villages popping up in their neighborhoods. And the stigma associated with homelessness unfortunately still exists. When seeking to establish tiny-house villages, many groups struggle with residents who question the safety of the village and the mental and physical well-being of its occupants. Residents are also concerned about the effects a tiny-house village will have on their property values.

What does the author’s use of stigma tell you about how people perceive homelessness?

A. They see homelessness as a negative quality.
B. They see homelessness as an unfortunate reality.
C. They see homelessness as something that is common.
D. They see homelessness as something to be envied.

What is the best description of the author’s point of view of tiny houses?

A. Portable tiny houses are a better alternative to permanent ones because they have simpler regulations.
B. Communities should avoid constructing tiny-house villages until issues with the houses get addressed.
C. Regulatory issues are a small problem that shouldn’t prevent the construction of tiny-house villages.
D. Residents are generally accepting of tiny-house villages.
How is the claim the author makes in “Tiny Homes” different from the claim the author makes in “Tiny Houses with Big Issues”? Use evidence from both texts to support your ideas.
Narrative Performance Task

Task
People can improve the lives of others in a lot of different ways. They can provide shelter, food, clothing, and other necessities. They can also volunteer their time to teach and support members of their community. For this task, you will be writing a narrative related to the topic of Jane Addams, a person who devoted her life to helping the needy. Before you write your narrative, you will review two sources that provide biographical information about Jane Addams and tell more about one of her most important achievements. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write a narrative.

In Part 2, you will write a narrative related to the sources and told from the perspective of someone who knew Jane Addams.

Directions for Part 1
You will now read two sources. You can re-examine the sources as often as you like.

Research Questions
After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your narrative. You may refer to the sources when you think it would be helpful. Take notes while you read. Answer the questions in the space provided.
Source #1: Jane Addams

Jane Addams was one of the most important American social reformers of the 19th and 20th centuries. During her life Addams worked diligently to promote both human dignity and pacifism throughout the world. In doing so, she left a lasting mark on society.

Addams was born in Illinois in 1860. Her mother died just a couple years later when Jane was only a toddler. Addams’s father, an Illinois state senator and a friend of Abraham Lincoln, had a great influence on Jane. His sense of ethics guided her throughout her life.

In 1881, Addams received a degree from Rockford College. That same year, Jane’s beloved father died. Addams spent the next few years ill and unsure of what to do with her life. She spent a short time at the Women’s Medical College in Philadelphia before traveling to Europe and Baltimore for the next four years. At the end of this time, she still hadn’t found a position for herself.

It wasn’t until Addams made a trip to London in 1887 that she finally found her calling. Along with her former college roommate, Ellen Gates Starr, Addams visited Toynbee Hall. Toynbee Hall was a settlement house in London’s Whitechapel district, a very poor area of the city. The settlement house provided support and assistance to people living in the community. The women’s experience became the inspiration for their eventual establishment of Hull House in Chicago. Hull House was a settlement house designed to help the city’s newly arrived immigrants in a variety of capacities.

Assisting immigrants wasn’t Addams’s only contribution to society, however. She also worked hard on behalf of women and workers. Addams took part in the women’s suffrage movement, working to secure a woman’s right to vote. She also promoted an eight-hour workday for women and served as the chairwoman of the International Congress of Women. In 1920, Addams helped found the American Civil Liberties Union.

Addams also spent a great deal of her life championing the cause of world peace. In 1907, she wrote Newer Ideals of Peace. She also founded the Women’s Peace Party and later served as the chairwoman of the Women’s International League for Peace and Freedom, which had evolved from the Women’s Peace Party.
Though Addams’s outspoken criticism of World War I resulted in a strong backlash from those who saw it as unpatriotic, Addams eventually was awarded the Nobel Peace Prize in 1931 for her work on behalf of worldwide peace.

Though it may have taken young Jane Addams several years to find her place in life, she more than made up for it. By the time of her death in 1935, Addams had made a profound impact not just on her neighborhood in Chicago but on people throughout the world.
Source #2: Hull House

When Jane Addams first opened Hull House in Chicago in 1889, she became the first person to establish a settlement house, or social welfare agency, in the city. For over 40 years, Addams lived at Hull House, supporting the neighborhood’s working-class immigrant population. In doing so, she provided a vital service to a community that was otherwise generally neglected.

Early Days of Hull House
When Addams and her friend Ellen Gates Starr first conceived of the idea of Hull House, they had no idea what it would eventually become. At first, the pair merely intended to teach art and literary classes at the settlement house. However, at the request of neighborhood residents, Hull House expanded its offerings to include classes in English, along with practical skills like sewing and cooking. The settlement house also offered daycare services. Many women in the neighborhood worked in factories, but they couldn’t take care of their young children as well as work. As a result, the women were forced to leave their children home alone. Hull House’s daycare center helped relieve families of some of the struggles related to childcare.

Hull House Expands
Hull House originally consisted of just one building. Eventually, though, it grew to include 13 buildings and a camp in nearby Wisconsin. As part of this expansion, the settlement house was able to offer a wider variety of services. Hull House consisted of a kindergarten, public baths, a communal kitchen, a playground, a library, an art gallery, and a salon where people could engage in political discussions.

Social Reform
Hull House not only created an environment in which immigrants could learn and socialize, however. It also served as a place where reformers could gather and put their theories into practice. Addams and her colleagues drew a direct link between poor living conditions and crime. Poverty-stricken children were often hungry or cold. As a result, they would sometimes steal food and coal. These crimes could lead to harsh jail sentences for the children. To combat such a turn of events, Addams helped establish the first juvenile court in the country. If youths were found guilty of committing a crime, they were either assigned probation officers or sent to a detention facility instead of a prison. In this way, Addams helped keep young people out of jail.
The reformers succeeded in bringing about change at the national level as well as the local level. Besides assisting in the passage of a statewide Illinois law in 1893 that banned child labor, for example, the reformers also helped establish the Federal Children’s Bureau in 1912. And in 1916, they got a federal child labor law passed.

When Jane Addams and Ellen Gates Starr first opened the doors to Hull House, they couldn’t have imagined the profound impact it would have. Besides teaching the community useful and practical skills, the women also gave its residents two irreplaceable gifts: dignity and hope.
18 According to “Jane Addams,” what event helped Jane decide what she wanted to do with her life?

A She received her degree from Rockford College.
B She suffered from an illness.
C She visited Toynbee Hall in London.
D She wrote *Newer Ideals of Peace*.

19 How do the authors of “Jane Addams” and “Hull House” emphasize different types of information about Jane Addams? Cite details from both texts to support your ideas.

20 Which source would be more useful for writing a narrative about the struggles of immigrants in the 19th and 20th centuries? Explain why, and provide at least two pieces of evidence from that source to support your ideas.
Directions for Part 2
You will now look at your sources; take notes; and plan, draft, revise, and edit your narrative. You may use your notes and refer to the sources. Now read your assignment and the information about how your narrative will be scored; then begin your work.

Your Assignment
Your teacher would like you to write a narrative told from the perspective of someone who knew Jane Addams. You have decided to write a narrative that focuses on Addams’ inspiration for and work at Hull House. Write a multi-paragraph narrative that discusses how Jane first thought of the idea to open Hull House and what her experiences were as she worked there. Your narrative will be read by the teacher and students in your class. Remember to tell your narrative from someone who knew Jane and use information taken from both sources to write about her experiences.

Narrative Scoring
Your story will be scored using the following:

1. Organization/Purpose: How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, story, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?

2. Development/Elaboration: How well did you develop your story using description, details, and dialogue? How well did you incorporate sensory and figurative language that is appropriate for your audience and purpose? How well did you use relevant material from the sources in your story?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your narrative. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your story. Write your response on a separate piece of paper.
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**Comprehension: Selected Response**

1A, 1B, 3A, 3B, 4A, 4B, 5A, 5B, 7, 10A, 10B, 13A, 13B, 16, 18

**Comprehension: Constructed Response**

12, 14, 17, 19, 20, Story

**Vocabulary**

2, 6, 8, 9, 11, 15

**Total Unit Assessment Score**

/51%

12 2-point response: First, the homes are small, so they don’t use a lot of materials. The text says the homes “are typically under 500 square feet” and “Because they are so small, builders can construct tiny homes relatively quickly and cheaply.” Second, the homes are often made of low cost materials, “such as recycled shipping containers or prefab products, which also helps keep prices down.”

14 2-point response: The author uses the example of the couple to describe how people can have problems with regulations when building a tiny house. In describing the couple’s situation, the author says, “After moving in, they discovered that their house was actually illegal.” The author then explains how the couple found out that their house had to have running water and more square footage to comply with regulations.

17 4-point response: The author in “Tiny Homes” makes the claim that tiny homes are a good way to end homelessness. He or she points out that the homes can be built quickly and cheaply, saying, “With their ability to provide safety and security at a relatively low cost, tiny homes may just be the best answer yet to the needs of the homeless.” The author of “Tiny Houses with Big Issues,” however, makes the claim that tiny homes present too many problems, both in terms of regulations and other community residents, to work well. He or she says, “Tiny houses frequently violate local housing and health regulations, and tiny-house villages often meet with a lot of resistance from local residents. Until organizers of tiny-house villages better address these issues, communities should resist their construction.”

19 2-point response: “Jane Addams” talks more generally about Jane Addams’ life. It discusses when she was born, where she went to school, how she got the idea to open Hull House, and how she was involved with the peace movement. “Hull House” focuses more specifically on Hull House itself. It talks about when it opened, what services it provided, how it expanded, and what other types of reform the residents took part in.

20 2-point response: “Hull House” would be a better source to use for writing a narrative about immigrants’ struggles in the 19th and 20th centuries. The text talks about a lot of the problems immigrants faced at that time. It says, “Poverty stricken children were often hungry or cold. As a result, they would sometimes steal food and coal. These crimes could lead to harsh jail sentences for the children.” “Jane Addams” talks about how Addams was inspired to open Hull House, but it doesn’t go into detail about the struggles immigrants faced at the time.

10-point anchor paper: Jane Addams is one of the most important people I have ever met. During the time I knew Jane, she became one of the most important American social reformers of the 19th and 20th centuries. Jane Addams worked hard to promote peace and well-being throughout the world. It was an honor knowing Jane and seeing the lasting mark she left on society.
I met Jane at the Women’s Medical College in Philadelphia before she left for Europe and Baltimore. I heard about how she was inspired by Toynbee Hall, a settlement house that provided support and assistance to people living in the community. I got in touch with Jane and heard about her dream to create Hull House in Chicago. Hull House was a settlement house meant to help newly arrived immigrants. Hull House was the first social welfare agency in the city. Jane was changing the world! Hull House created a place where immigrants could learn and socialize. It also served as a place where reformers could gather and put their theories into practice. I was so proud of everything Jane was doing at Hull House!

However, Hull House was not the only accomplishment of Jane’s. She also worked hard on behalf of women and workers. Jane took part in the women’s suffrage movement. I watched her work to secure a woman’s right to vote. I also listened to Jane as she promoted an eight-hour workday for women and served as the chairwoman of the International Congress of Women. Jane was helping women everywhere! Jane was also focused on championing the cause of world peace. Jane gave a wonderful speech when she won the Nobel Peace Prize for her work on worldwide peace. I was so happy to have her as a friend!

It took a little while for Jane to find her calling, but she did so much to help people in need! Jane not only made an impact on me by being a great friend but she also made an impact on the world. She taught communities useful and practical skills and helped women find dignity and hope in the valuable skills they had. I am so lucky to have known Jane!
A Universal Declaration of Human Rights

The United Nations Commission on Human Rights set an important precedent on December 10, 1948. On that date, it established the first Universal Declaration of Human Rights. Adopted by the United Nations General Assembly, the declaration established guidelines for the basic treatment of all human beings. It promoted the idea that all people throughout the world should be treated fairly and equally. No such international bill of rights had ever existed before this.

The United Nations (U.N.) first formed in 1945, close to the end of World War II. It was originally comprised of the United States, the Soviet Union, the United Kingdom, France, and China. The main intention of the organization was to maintain peace and security between nations. But the suffering and human rights violations that took place during the war convinced people that a human rights declaration was necessary.

The Commission Convenes
In 1947, the Commission on Human Rights convened for the first time. Representatives from many countries, including China, France, Iran, the Soviet Union, the United Kingdom, and the United States, served on the commission. Eleanor Roosevelt, the wife of President Franklin D. Roosevelt, served as its chair. She had been unanimously elected to lead the commission in 1946.

Eleanor had been very active with various political groups and causes while her husband was president. She had been an advocate for European refugees during World War II. She had sought racial integration within the military. Eleanor had also encouraged her husband and his cabinet to appoint greater numbers of women and African Americans to government posts. These experiences, along with many others, gave Eleanor a strong foundation for promoting and defending human rights.

Ideological Differences
By serving as chair of the commission, Eleanor faced many challenges. Members vigorously debated the inclusion of certain rights in the declaration. Some developing countries were more concerned with social and economic rights than they were with civil and political ones. For them literacy, education, and the right to work were more immediate necessities for their citizens than, for example, freedom of speech was. Another challenge Eleanor faced was that some commission members wanted to emphasize the rights of the individual, while
others wanted to focus on the collective rights of a group. Eleanor tried to allow all sides to argue their cases while still emphasizing the need to make progress in their work. The commission finally established a list of rights to include in the declaration and produced its first draft in 1947.

In 1948, the commission convened again to make revisions to the declaration. Eleanor once again faced ideological differences between members of the commission. She also faced challenges from her own country. Eleanor knew that some people in the United States would object to the strongly anti-discriminatory stance of the declaration. But she also felt it was imperative that the United States set an example for the rest of the world by encouraging the elimination of discrimination.

Declaration’s Approval
The commission completed its work on the declaration in June 1948. However, the document couldn’t be finalized until the General Assembly first reviewed it. All of the 58 U.N. member nations now had a chance to suggest revisions to the declaration. In the end, the nations’ delegates offered almost 170 amendments. This frustrated Eleanor, who, along with the rest of the commission, had spent nearly two years crafting the document. Most of the revisions that the commission ultimately allowed merely refined ideas already present in the declaration.

Finally, on December 10, 1948, the General Assembly voted to adopt the declaration. Afterwards, the delegates gave Eleanor Roosevelt a standing ovation for her leadership of the commission. The declaration consisted of 30 articles, or legal sections, containing various rights due to all. Among these articles was the declaration that all humans are born free and equal. They are entitled to own property, receive an education, express themselves freely, be employed, and receive equal pay for equal work.

Some people say it is too difficult to implement many of the principles outlined in the declaration, but these critics misinterpret the document’s purpose. The main achievement of the declaration is that it provides a blueprint of human rights that all nations should aspire to uphold. The principles outlined in the declaration have influenced the constitutions of new nations. They have also provided a foundation for human rights groups seeking to hold governments accountable for their actions. These are important accomplishments.
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Why was Eleanor Roosevelt chosen to lead the commission?

- **A** She had been the country’s First Lady.
- **B** She had taken part in many human rights-related activities when her husband was president.
- **C** She had a lot of free time.
- **D** She had always wanted to work for the United Nations.

**Part B:** Which sentences in the text **best** support this view? Select three options.

- **A** “She had been an advocate for European refugees during World War II.”
- **B** “She had sought racial integration within the military.”
- **C** “Eleanor had also encouraged her husband and his cabinet to appoint greater numbers of women and African Americans to government posts.”
- **D** “By serving as chair of the commission, Eleanor faced many challenges.”
- **E** “Afterwards, the delegates gave Eleanor Roosevelt a standing ovation for her leadership of the commission.”
2 The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Why did members of the commission sometimes disagree with each other when drafting the declaration?

A They didn’t want to work with people from other countries.

B They didn’t like each other.

C They had fought each other during World War II.

D They had different ideas about which rights the declaration should focus on.

**Part B:** Which sentences in the text **best** support this view? Select two options.

A “Representatives from many countries, including China, France, Iran, the Soviet Union, the United Kingdom, and the United States, served on the commission.”

B “Some developing countries were more concerned with social and economic rights than they were with civil and political ones.”

C “Another challenge Eleanor faced was that some commission members wanted to emphasize the rights of the individual, while others wanted to focus on the collective rights of a group.”

D “But she also felt it was imperative that the United States set an example for the rest of the world by encouraging the elimination of discrimination.”

3 Read the following sentences from the text.

All of the 58 U.N. member nations now had a chance to suggest revisions to the declaration. In the end, the nations’ delegates offered almost 170 amendments. This frustrated Eleanor, who, along with the rest of the commission, had spent nearly two years crafting the document. Most of the revisions that the commission ultimately allowed merely refined ideas already present in the declaration.

What does the author’s use of **amendments** tell you about the delegates’ response to the declaration?

A They approved of all of the declaration’s articles.

B They couldn’t understand it.

C They thought it needed a lot of changes.

D They thought it was well written.
Read the following sentence from the text.

The main achievement of the declaration is that it provides a **blueprint** of human rights that all nations should aspire to uphold.

What does the word **blueprint** mean in the sentence above? Match the word with its meaning.

A. desirable model
B. colored piece of paper
C. prehistoric document
D. distinctive characteristic

The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the **best** description of the author’s purpose for writing this text?

A. to persuade readers to work for the United Nations
B. to inform readers about human rights violations that took place during World War II
C. to entertain readers with stories about Eleanor Roosevelt’s time in the White House
D. to inform readers about what the Universal Declaration of Human Rights is and why it is significant

**Part B:** Which paragraph **best** conveys this purpose?

A. paragraph 1
B. paragraph 2
C. paragraph 4
D. paragraph 7
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the author’s point of view about the declaration as expressed in the last paragraph?

- **A** The declaration’s principles should apply to some nations but not to others.
- **B** The declaration helps ensure that nations respect the human rights of their citizens.
- **C** The declaration’s principles are flawed.
- **D** The declaration is the most important document ever created.

**Part B:** Which sentence in the last paragraph best distinguishes the author’s point of view from that of others?

- **A** “Some people say it is too difficult to implement many of the principles outlined in the declaration, but these critics misinterpret the document’s purpose.”
- **B** “The principles outlined in the declaration have influenced the constitutions of new nations.”
- **C** “They have also provided a foundation for human rights groups seeking to hold governments accountable for their actions.”
- **D** “These are important accomplishments.”
Read the poem. Then answer the questions.

The Raven
by Edgar Allan Poe

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"'Tis some visitor," I muttered, "tapping at my chamber door—
Only this, and nothing more."

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow:—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Nameless here for evermore.

And the silken sad uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"'Tis some visitor entreating entrance at my chamber door
Some late visitor entreating entrance at my chamber door;—
This it is, and nothing more."

Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you”—here I opened wide the door;—
Darkness there, and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, "Lenore!"
This I whispered, and an echo murmured back the word, "Lenore!"
Merely this and nothing more.
Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping, somewhat louder than before.
“Surely,” said I, “surely that is something at my window lattice;
Let me see, then, what thereat is, and this mystery explore—
Let my heart be still a moment and this mystery explore;—
’Tis the wind and nothing more!”

Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately Raven of the saintly days of yore.
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door—
Perched upon a bust of Pallas just above my chamber door—
Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,
By the grave and stern decorum of the countenance it wore,
“Though thy crest be shorn and shaven, thou,” I said, “art sure no craven,
Ghastly grim and ancient Raven wandering from the nightly shore,—
Tell me what thy lordly name is on the Night’s Plutonian shore!”
Quoth the Raven, “Nevermore.”

Much I marvelled this ungainly fowl to hear discourse so plainly,
Though its answer little meaning—little relevancy bore
For we cannot help agreeing that no living human being
Ever yet was blessed with seeing bird above his chamber door—
Bird or beast upon the sculptured bust above his chamber door,
With such name as “Nevermore.”

But the Raven, sitting lonely on the placid bust, spoke only
That one word, as if his soul in that one word he did outpour.
Nothing further then he uttered—not a feather then he fluttered—
Till I scarcely more than muttered, “Other friends have flown before—
On the morrow he will leave me, as my hopes have flown before.”
Then the bird said, “Nevermore.”

Startled at the stillness broken by reply so aptly spoken,
“Doubtless,” said I, “what it utters is its only stock and store,
Caught from some unhappy master whom unmerciful Disaster
Followed fast and followed faster till his songs one burden bore—
Till the dirges of his Hope that melancholy burden bore
Of ‘Never—nevermore.’”
But the Raven still beguiling all my sad soul into smiling,
Straight I wheeled a cushioned seat in front of bird and bust and door;
Then, upon the velvet sinking, I betook myself to linking
Fancy unto fancy, thinking what this ominous bird of yore—
What this grim, ungainly, ghastly, gaunt and ominous bird of yore
Meant in croaking “Nevermore.”

This I sat engaged in guessing, but no syllable expressing
To the fowl whose fiery eyes now burned into my bosom’s core;
This and more I sat divining, with my head at ease reclining
On the cushion’s velvet lining that the lamplight gloated o’er,
But whose velvet violet lining with the lamplight gloating o’er
She shall press, ah, nevermore!

Then, methought, the air grew denser, perfumed from an unseen censer
Swung by seraphim whose foot-falls tinkled on the tufted floor.
“Wretch,” I cried, “thy God hath lent thee—by these angels he hath sent thee
Respite—respite and nepenthe from thy memories of Lenore!
Quaff, oh quaff this kind nepenthe, and forget this lost Lenore!”
Quoth the Raven, “Nevermore.”

“Prophet!” said I, “thing of evil!—prophet still, if bird or devil!—
Whether Tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted—
On this home by Horror haunted—tell me truly, I implore—
Is there—is there balm in Gilead?—tell me—tell me, I implore!”
Quoth the Raven, “Nevermore.”
“Prophet!” said I, “thing of evil—prophet still, if bird or devil!
By that Heaven that bends above, us—by that God we both adore—
Tell this soul with sorrow laden if, within the distant Aidenn,
It shall clasp a sainted maiden whom the angels name Lenore—
Clasp a rare and radiant maiden whom the angels name Lenore.”
Quoth the Raven, “Nevermore.”

“Be that word our sign of parting, bird or fiend!” I shrieked, upstarting—
“Get thee back into the tempest and the Night’s Plutonian shore!
Leave no black plume as a token of that lie thy soul hath spoken!
Leave my loneliness unbroken!—quit the bust above my door!
Take thy beak from out my heart, and take thy form from off my door!”
Quoth the Raven, “Nevermore.”

And the Raven, never flitting, still is sitting, still is sitting
On the pallid bust of Pallas just above my chamber door;
And his eyes have all the seeming of a demon’s that is dreaming,
And the lamplight o’er him streaming throws his shadow on the floor;
And my soul from out that shadow that lies floating on the floor
Shall be lifted—nevermore!
Read the following lines from the poem.

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow:—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Nameless here for evermore.

What meaning do the words **each separate dying ember wrought its ghost upon the floor** convey to the reader?

A. Winter was turning into spring.
B. The narrator kept seeing images of someone who had died.
C. The dying fire was casting shadows on the floor.
D. The narrator was sleeping.

Read the following lines from the poem.

Presently my soul grew stronger; hesitating then no longer,
“Sir,” said I, “or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you”—here I opened wide the door;—
Darkness there, and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, “Lenore!”

What meaning do the words **and the darkness gave no token** convey to the reader?

A. The stranger has not left any money at the door.
B. Nothing can be seen that helps explain where the tapping noise came from.
C. No sounds can be heard at the door.
D. The stranger at the door is not who the speaker was hoping to see.
9 Read the following lines from the poem.

Deep into that darkness peering, long I stood there wondering, fearing, Doubting, dreaming dreams no mortal ever dared to dream before; But the silence was unbroken, and the darkness gave no token, And the only word there spoken was the whispered word, “Lenore!” This I whispered, and an echo murmured back the word, “Lenore!” Merely this and nothing more.

Which phrases in the lines reflect the author’s use of alliteration? Select three options.

A Deep into that darkness peering,
B long I stood there wondering, fearing,
C Doubting, dreaming dreams
D But the silence was unbroken,
E was the whispered word, “Lenore!”

10 Read the following lines from the poem.

Startled at the stillness broken by reply so aptly spoken, “Doubtless,” said I, “what it utters is its only stock and store, Caught from some unhappy master whom unmerciful Disaster Followed fast and followed faster till his songs one burden bore— Till the dirges of his Hope that melancholy burden bore Of ‘Never—nevermore.’”

What meaning do the words what it utters is its only stock and store convey to the reader?

A The bird has only learned how to speak one word.
B The bird has run out of food and is asking to be fed.
C The bird has spent its entire life feeling miserable all the time.
D The bird has escaped from its owner and is seeking a place to hide.
Read the following lines from the poem.

Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately Raven of the saintly days of yore.
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door—
Perched upon a bust of Pallas just above my chamber door—
Perched, and sat, and nothing more.

Why is flung a more effective word for the author to use than open? Select two options.

A It better conveys the speaker’s desperation to find out who or what is tapping at his window.
B It rhymes better with other words in the poem.
C It is more reflective of the time period in which the poem was written.
D It more accurately describes the speaker’s actions.

Read the following lines from the poem.

“Prophet!” said I, “thing of evil!—prophet still, if bird or devil!—
Whether Tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted—
On this home by Horror haunted—tell me truly, I implore—
Is there—is there balm in Gilead?—tell me—tell me, I implore!"
Quoth the Raven, “Nevermore.”

The speaker’s question, Is there—is there balm in Gilead? is a biblical reference meaning, “Will I be healed?”

What kind of healing is the speaker longing for?

A healing from his fear of the Raven
B healing from his grief over Lenore’s death
C healing from being startled
D healing from a physical injury
The Boston Tea Party

On December 16, 1773, a group of American colonists boarded three ships docked in Boston Harbor. The ships were stocked with British-owned tea. The colonists proceeded to dump all the tea into the harbor. The event served as an act of American rebellion against both British taxes and corporate monopoly. Known as the Boston Tea Party, the event came to represent the American colonists’ larger desire for independence from Britain.

A few years before the Boston Tea Party, Britain had relinquished most taxes on imported items in the colonies. This came about as a result of colonists successfully boycotting goods to avoid paying British taxes on them. Tea, however, was an exception, and the British continued to tax it. To the colonists, the tea tax represented British Parliament asserting its power over them. They also regarded the tax as unconstitutional. Colonists didn’t believe they should have to pay taxes to Britain when their interests weren’t represented in Parliament.

Things got even worse for the colonists when, in 1773, British Parliament passed the Tea Act. The act gave the East India Company a monopoly on tea importation and sales in the American colonies. The company was financially struggling at the time, and Britain relied heavily on its contributions to the British economy. The purpose of the Tea Act was to help keep the company afloat. East India Company agents were now the only people allowed to sell tea in the colonies. This infuriated colonial merchants since it took valuable business away from them.

To protest the Tea Act, several cities in the colonies began rejecting British tea shipments. Boston, however, was still allowing East India Company ships to moor in the city’s harbor. The patriots were furious about this. At 10AM on the morning of December 16, 1773, a group of about 5,000 people met at the Old South Meeting House in Boston. There, they decided which steps to take.
Later that evening, Samuel Adams led dozens of men to Boston Harbor. The men were called the Sons of Liberty, a group made up of craftsmen, business owners, laborers, and others who were devoted to fighting British rule. Once at the harbor, the men, disguised as Mohawk Indians, boarded the East India Company ships. Over the course of three hours, the men threw 342 chests’ worth of tea into Boston Harbor. A large group of spectators watched the event. Though the men destroyed all of the tea on the ships, they were careful not to damage the ships themselves. The men were solely there to make a statement to the British.

In retaliation for the patriots’ actions, the British closed Boston’s port. They also instituted a series of acts designed to punish the colonists for their deeds. The colonists nonetheless continued to defend their right to self-government. Ultimately, the Boston Tea Party played a significant role in the colonists’ eventual independence from Britain.
Dear Elizabeth,

The most astonishing thing happened this evening! I must tell you all about it. But let me not get ahead of myself—I shall start at the beginning.

I spent the day much as I spend most days—at my father’s shop, selling tonics and elixirs to cure our neighbors’ ailments. Being just down the road from the harbor, we are able to see many of the ships right from the shop.

I was in the shop after dinner, just getting ready to close for the evening, when Mr. Merriman suddenly came rushing in, looking for a remedy for a toothache. I assisted him and, just as I was writing out a receipt for a poultice, he and I heard a great shouting coming from the street. People were rushing toward the harbor like a stampede of horses! Mr. Merriman and I looked at each other, then at the commotion outside.

“What do you suppose is the matter?” I asked.

“I fear I do not know,” replied Mr. Merriman, “but I intend to find out.”

“Oh, Mr. Merriman, let me come with you!” I pleaded.

“No, no,” said Mr. Merriman, shaking his head. “Whatever is afoot, I am sure it is nothing for a respectable young lady such as yourself.” And with that, he left the shop and headed for the harbor.

I do not mind telling you, Elizabeth, I was quite angry. As Mother and Father were both out on errands, and my younger sister Constance was staying with my grandmother, I decided to venture out on my own. I put on my cloak, hung the “Closed” sign in the shop window, and dashed out into the street, where I followed the rush of people down to the harbor. The streets were positively filled with throngs of people, and I found Mr. Merriman standing near a docked ship. His eyes were completely alight. To my absolute astonishment, a group of men dressed as Mohawk Indians were dumping chests of tea into the harbor! I knew they were not really Mohawks, as I could recognize Mr. Goode, who lives down the road from us. I asked Mr. Merriman what in the world was happening.

He said, “As you know, for the last several years, we colonists have been quite unhappy with the state of affairs concerning Britain.”

“Yes,” I replied, “I have often heard my father complain of ‘taxation without representation’ and such things.”
He went on, “Well, they have now imposed a particularly unfair tax on tea, and they have made the East India Company the only importer of tea allowed in the colonies, which takes business away from us colonists. A group of men met this morning to determine what should be done, and they decided it was time to show Britain that we will no longer accept tea from the East India Company. They have dumped all the tea overboard into the harbor! Isn’t that marvelous?” With that, he gave a great laugh. How stirring to be so close to what I am sure will be a momentous event in our colonial history! My heart is still beating quite fast. I fear British retaliation, but I have utter faith that the colonists who organized this feat of bravery and action will find a way to deal justly with whatever comes next. We can only wait to see!

Your loving cousin,
Annabelle
Answer these questions about “The Boston Tea Party.”

13. Read the following sentences from the text.

The act gave the East India Company a monopoly on tea importation and sales in the American colonies. The company was financially struggling at the time, and Britain relied heavily on its contributions to the British economy. The purpose of the Tea Act was to help keep the company afloat. East India Company agents were now the only people allowed to sell tea in the colonies.

Based on the context, the word monopoly means _____.

A. exclusive access
B. monetary bonus
C. preferred status
D. recommendation letter

14. The following question has two parts. First, answer part A. Then, answer part B.

Part A: How did Britain react to the colonists’ actions in Boston Harbor?

A. They congratulated the colonists for thinking of such a clever idea.
B. They ignored the colonists.
C. They punished the colonists.
D. They voluntarily gave the colonists their independence.

Part B: Which sentences in the text best support this view? Select two options.

A. “Tea, however, was an exception, and the British continued to tax it.”
B. “Things got even worse for the colonists when, in 1773, British Parliament passed the Tea Act.”
C. “In retaliation for the patriots’ actions, the British closed Boston’s port.”
D. “They also instituted a series of acts designed to punish the colonists for their deeds.”
Identify **two** main ideas in the text. Use evidence from the text to explain how the author develops these ideas.

________________________________________________________________________________________

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________________________________________________________________________________________
Answer these questions about “A Most Astonishing Evening at Boston Harbor.”

16 What does the phrase like a stampede of horses most likely mean? Select two meanings.

A People were galloping.
B People were making high-pitched noises.
C People were tightly packed together.
D People were moving very quickly.

17 Read the following lines from the text.

As Mother and Father were both out on errands, and my younger sister Constance was staying with my grandmother, I decided to venture out on my own. I put on my cloak, hung the “Closed” sign in the shop window, and dashed out into the street, where I followed the rush of people down to the harbor.

Why is dashed a more effective word for the author to use than moved? Select two options.

A It lets the reader know she wasn’t sure where she was going.
B It lets the reader know she was in a hurry.
C It lets the reader know she left reluctantly.
D It lets the reader know she moved swiftly.

18 Identify the theme of the text. Use evidence from the text to explain how the author develops this idea.
How do “The Boston Tea Party” and “A Most Astonishing Evening at Boston Harbor” discuss the same event? In what ways are the two texts similar and different? Use evidence from both texts to support your ideas.
Argument Performance Task

Task
Fighting for justice is not an easy task. It takes many people working against resistance to bring real change about. Together, though, people can make a great difference in our world.

For this task, you will be writing an argument piece related to the topic of human rights. Before you write your piece, you will review two sources that provide information about the Emancipation Proclamation and abolitionist Frederick Douglass. Take notes while you read.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write your response.

In Part 2, you will write on a topic related to the sources.

Directions for Part 1
You will now read two sources. You can re-examine the sources as often as you like.

Research Questions
After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your response.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the space provided.
Source #1: The Emancipation Proclamation

On September 22, 1862, in the midst of the United States’ Civil War, President Abraham Lincoln issued the Emancipation Proclamation. This proclamation ensured freedom for most slaves in the United States. By issuing the proclamation, Lincoln took an important first step to ending the practice of slavery in the United States.

Americans elected Abraham Lincoln president in 1860. Many southern states were unhappy with the anti-slavery stance of Lincoln’s Republican Party, however. Shortly after Lincoln’s election, these states seceded from the nation and formed the Confederate States of America. In March 1861, just a few weeks after Lincoln’s inauguration, members of the Confederacy attacked a federal fort in South Carolina. Federal troops fought back. In April 1861, the Civil War officially began, and several more states joined the Confederacy in its fight against the Union. Lincoln, focused on keeping the country whole, maintained that the war’s purpose was to retain a unified United States. Though Lincoln supported the emancipation of slaves, he thought unification was a greater priority than emancipation was.

Slaves nonetheless found their freedom as a result of the war, even if in an indirect way. Confederate soldiers had forced many slaves to aid them in the war effort. Slaves built forts and worked in hospitals and armories, among other tasks. Runaway slaves who had performed such labor on behalf of the Confederacy were considered “contraband of war.” This meant that, once they entered Union territory, the slaves were considered enemy property. Since Union soldiers retained all enemy property that crossed into their territory, the slaves had to remain in Union territory. This practice indirectly served as a pathway to freedom for slaves. In August 1861, an official federal policy was instituted that directed “contraband” slaves who had fled into Union territory to be declared free.

By 1862, Lincoln realized that the full emancipation of slaves was a necessity. It would not only give the slaves their freedom, but it would also weaken the Confederacy. With emancipation in place, Confederates would no longer have access to slave labor.
On September 22, 1862, Lincoln issued a preliminary decree. The decree included a warning to the Confederacy: if it did not surrender by January 1, 1863, then slaves in Confederate states would be freed. When that date arrived and the Confederates still refused to surrender, Lincoln issued his Emancipation Proclamation. As Lincoln promised, all slaves in states not under Union control became free. The proclamation did not, however, free slaves in states loyal to the Union because Lincoln was afraid such an action would antagonize these states. Though some people criticized the proclamation for not freeing all slaves, most others rejoiced. Former slave and abolitionist Frederick Douglass saw the proclamation as the beginning of slavery’s ultimate demise.

The Emancipation Proclamation brought about other changes, as well. Before Lincoln issued the proclamation, African-Americans could not join the federal army. After the proclamation, however, they were allowed to become soldiers, albeit in solely African-American regiments. In both the North and the South, Frederick Douglass and Harriet Tubman actively recruited African-American soldiers for the Union army. In total, around 180,000 fought in the war.

In April 1865, the Confederate army finally surrendered to the Union. By the end of the year, the Thirteenth Amendment, which officially abolished slavery, was ratified. Four million slaves were now, at last, free.

Though the Emancipation Proclamation did not have the same sweeping effects that the Thirteenth Amendment did, it nonetheless served as an important stepping-stone to the total abolition of slavery.
Source #2: Frederick Douglass

Abolitionist Frederick Douglass was born on a Maryland plantation in 1818. Though Douglass, a slave, eventually won his freedom, he never forgot the horrors of slavery. His experiences provided the foundation for his eventual work to help free other African Americans from the system’s shackles.

Douglass’s mother was a slave who died when Douglass was seven years old. Having only seen his mother a handful of times before her death, the boy was primarily raised by his grandparents and aunt. At the age of eight, Douglass was sent to live in Baltimore with a ship carpenter who was a relative of Douglass’s slave owner. In Baltimore, Douglass learned to read. He also discovered the abolitionist movement, which sought to end slavery.

After spending seven years in Baltimore, Douglass was sent to work on a farm in the country. The man he worked for beat and starved Douglass, and in 1836, Douglass made a plan to escape. Douglass’s plan was discovered, however, and he went to jail. Two years later, he was back in Baltimore working at a shipyard when he decided to make a second attempt at an escape.

In 1838, Douglass dressed in disguise as a sailor and boarded a train. After making his way to New York City, Douglass continued on to New Bedford, Massachusetts. He settled there, declaring his freedom and changing his name from Frederick Bailey to Frederick Douglass to avoid capture. Douglass became involved with the abolitionist movement in Massachusetts, attending speeches and meetings. In 1841, leading abolitionist William Lloyd Garrison asked Douglass to give his own speech to the Massachusetts Anti-Slavery Society. After the speech the society asked Douglass to serve as their lecturer for three years, and he agreed.

Douglass was such an effective speaker that some people found it hard to believe he had been a slave. To put to rest people’s disbeliefs, Douglass published his autobiography in 1845. In the book, Douglass gave his real name, the names of his slave owners, and his birthplace. Revealing this information made Douglass, a fugitive slave, vulnerable to capture. To prevent this from happening, Douglass went on a speaking tour of Scotland, Ireland, and England. British supporters were so taken with Douglass that they bought his freedom in the United States. After being abroad for over two years, Douglass returned to his home country a legally free man.
Now living in Rochester, New York, Douglass began publishing his own abolitionist newspaper. He continued to work on the paper for several years. After the Civil War broke out in 1861, Douglass met with President Abraham Lincoln. Douglass encouraged the inclusion of African-American soldiers in the Union army and encouraged the abolition of slavery. These recommendations ultimately influenced Lincoln’s actions during the war.

Until his death in 1895, Douglass continued working to better the lives of his fellow African Americans. To many, he was not only a hero of the abolitionist movement but a model for the civil rights movement of the 20th century.
20. According to “The Emancipation Proclamation,” why was President Lincoln at first reluctant to emancipate slaves entirely?

A. He was more focused on keeping the nation unified.
B. He was waiting until the war got worse.
C. He was afraid the Confederate states would retaliate.
D. He thought slaves would eventually free themselves.

21. How do the authors of “The Emancipation Proclamation” and “Frederick Douglass” emphasize different approaches people took to fight slavery? Cite details from both sources to support your ideas. Be sure to identify the source of each piece of information by title or number.

22. Which source would be more useful for making the argument that Confederates used slave labor to help them during the Civil War? Explain why, and provide at least two pieces of evidence from that source to support your ideas.
Directions for Part 2
You will now look at your sources; take notes; and plan, draft, revise, and edit your argument piece. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment
Your teacher would like you to write a piece that argues your interpretation of a central idea of the two sources you have read. You have decided to write about the most effective ways people can defend human rights, both for themselves and for others. Write a multi-paragraph essay that references the different methods President Lincoln and Frederick Douglass used to defend the rights of African-Americans. Your essay will be read by the teacher and students in your class. In your essay, clearly state your claim and support it by using thoroughly developed reasons and evidence taken from both sources you have read.

Argumentative Article Scoring
Your article will be scored using the following:

1. Organization/Purpose: How clearly did you state and maintain your claim with a logical progression of ideas from beginning to end? How logically did your ideas flow from beginning to end? How often did you use effective transitions? How effective was your introduction and your conclusion?

2. Evidence/Elaboration: How well did you provide evidence from sources about your argument? How well did you elaborate with specific information?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.
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**Comprehension: Selected Response**  
1A, 1B, 2A, 2B, 5A, 5B, 6A, 6B, 7-10, 14A, 14B, 16, 20  

**Comprehension: Constructed Response**  
15, 18, 19, 21, 22, Article  

**Vocabulary** 3, 4, 11, 12, 13, 17  

**Total Unit Assessment Score**  

15 2-point response: Two main ideas in the text are the need for independence and the need for people to defend themselves. The colonists “didn’t believe they should have to pay taxes to Britain when their interests weren’t represented in Parliament” and wanted independence from Britain so they could govern themselves and make their own decisions. They fought back against the Tea Act, saying they “boarded the East India Company ships” and “threw 324 chests’ worth of tea into Boston Harbor.” According to the text, “the Boston Tea Party played a significant role in the colonists’ eventual independence from Britain.”

18 2-point response: The theme of the text is that change, though sometimes frightening, can also be for the best. Annabelle writes, “I fear British retaliation, but I have utter faith that the colonists who organized this feat of bravery and action will find a way to deal justly with whatever comes next. We can only wait to see!” Though she knows something bad might happen as a result of what the colonists did, she still thinks their actions were brave, and she’s eager to see what will happen next.

19 4-point response: Both “The Boston Tea Party” and “A Most Astonishing Evening at Boston Harbor” talk about the Boston Tea Party. Both texts include some factual details about the event, though “The Boston Tea Party” includes more. For example, both texts talk about the Tea Act and how the East India Company was the only company allowed to import and sell tea in the colonies. They also both talk about how the colonists dressed as Mohawk Indians to dump the crates of tea off the ship and how a big group of people gathered to watch them. However, only “The Boston Tea Party” specifies the date, the number of chests dumped, the fact that the men were called the Sons of Liberty and were led by Samuel Adams, the way they met earlier that morning to plan the event, and the ways the British retaliated. “A Most Astonishing Evening at Boston Harbor” tells the story from the perspective of someone watching the event, though. It lets readers know how someone who had been there might have felt to watch the event happen.

21 2-point response: “The Emancipation Proclamation” focuses specifically on President Lincoln’s use of the Emancipation Proclamation to free slaves. It only briefly mentions other methods of freeing slaves, such as the use of the Thirteenth Amendment or the “contraband of war” policy. “Frederick Douglass,” however, talks about how Douglass lectured for an anti-slavery society, printed an abolitionist newspaper, and met with President Lincoln to influence the direction he took during the war.
22 2-point response: “The Emancipation Proclamation” would be more useful for making the argument that confederates used slave labor to help them during the Civil War. It says, “Confederate soldiers had forced many slaves to aid them in the war effort. Slaves built forts and worked in hospitals and armories, among other tasks.” In contrast, “Frederick Douglass” talks about encouraging the inclusion of African-American soldiers in the Union army, but it doesn’t talk about the Confederate army using slave labor.

10-point anchor paper: People can defend their own human rights and those of other people in many ways, but some of those ways are more effective than others. By studying the actions of two people—President Abraham Lincoln and the writer, speaker, and former slave Frederick Douglass—whose lives were particularly influential in ending the enslavement of African-Americans in the United States, we can find out some of the most effective ways that people can defend human rights, both for themselves and for others. I believe that the most effective ways people can defend human rights are through persuasive speech and writing, traveling to other lands where certain threats to human rights are reduced, and using incentives and penalties.

Douglass used persuasive speech and writing to advance the cause of human rights for slaves. Douglass was lucky to have a chance to learn to read while he was a slave. This allowed him to gain an unusually good education, learning about the abolitionist movement and eventually escaping from slavery. The article “Frederick Douglass” tells how Douglass began attending abolitionist speeches and meetings in New Bedford, Massachusetts, after his escape from slavery. It explains that when he eventually gave his own speech to the Massachusetts Anti-Slavery Society, the society members were sufficiently impressed that they “asked Douglass to serve as their lecturer for three years.”

This gave Douglass a great platform for persuading more people to join the abolitionist cause, and the article reports that “Douglass was such an effective speaker that some people found it hard to believe he had been a slave. To put to rest people’s disbeliefs, Douglass published his autobiography in 1845.” Douglass’s autobiography proved that if slaves gained an education and their freedom, they were capable of great speeches and writing. Douglass therefore served as a living example of what the slaves were being robbed of by being kept in slavery. This impressed many people and inspired some of them to purchase Douglass’s freedom so he no longer needed to fear being re-enslaved. It also won Douglass an audience with President Lincoln, which Douglass used to urge Lincoln to abolish slavery and allow African-American soldiers in the Union army—actions which Lincoln ultimately decided to take.

Another important strategy that Douglass used to defend human rights, particularly but not exclusively his own human rights, was to travel to places where he was safer from being re-captured and re-enslaved. According to the article “Frederick Douglass,” he first tried to escape slavery in 1836 but was caught and jailed. Two years later, he succeeded in escaping on a train to New York City, disguised as a sailor. Under an assumed name, he made his new home in New Bedford, Massachusetts, and attended abolitionist speeches and meetings there. When it became important to reveal his real name to prove that he was a former slave, Douglass traveled to Scotland, Ireland, and England to be farther away from the people who sought to re-capture and re-enslave him. The speeches he made in Europe helped draw more attention to the abolitionist cause, which benefited all the slaves, and also inspired British supporters to buy Douglass’s freedom so that Douglass was free to return home. Douglass then started publishing an abolitionist newspaper in Rochester, New York, to continue fighting for the freedom of the remaining slaves.
Abraham Lincoln’s role in defending the human rights of slaves was considerably different, since Lincoln did not need to worry about escaping slavery himself and had all the power of the presidency at his disposal. Under these circumstances, the ideal strategies for him to use in defending the rights of slaves were different than the ideal strategies for Douglass to use. The article “The Emancipation Proclamation” explains how Lincoln used incentives and penalties to try to motivate slave states to do what he wanted them to. The article explains that when the southern states attacked a federal fort in South Carolina, Lincoln sent federal troops to fight them. Under the Lincoln administration’s “contraband of war” policy, the federal government also directed that any slave from the Confederate states would be considered free immediately upon entering Union territory. Lincoln then went even further when he threatened to declare that all slaves in Confederate states were free immediately, even without leaving Confederate territory—and he soon followed through on that threat by issuing the Emancipation Proclamation. However, slaves in slave states that remained in the Union were not yet declared free, because Lincoln wanted to give those states a motivation to remain in the Union. Those slaves were not freed until a little over two years later, when the Thirteenth Amendment was ratified.

Frederick Douglass and Abraham Lincoln used different strategies to advance the cause of human rights for slaves because their circumstances were very different. Douglass relied on persuasive speech and writing to persuade people to support the cause, and he used travel to secure his own freedom as well as to find a broader audience for his speeches. Lincoln used the “carrot and stick” method to reward states that remained in the Union while punishing states that seceded from the Union. Ultimately, Douglass’s persuasion helped expand the abolitionist movement and persuade President Lincoln to issue the Emancipation Proclamation, and Lincoln’s leadership also helped ensure that all the slaves were freed. Both men’s strategies were valuable and can serve as models for future efforts to defend human rights.
Read the text. Then answer the questions.

**from *The Railway Children***

by E. Nesbit

In the book *The Railway Children*, a once happy and fortunate family's life suddenly changes when the father is falsely accused of being a spy and taken to jail. The mother is left to support the three children: Bobbie, Peter, and Phyllis. They can no longer afford their home and are forced to move to a smaller place in the country. The children become fascinated with the railroad that runs near their garden and quickly become friends with the driver, guards, and passengers at the railway station. One day the children are watching a train go by when they see someone wave a newspaper at them. This makes Bobbie curious, and she keeps wondering about the significance of the newspaper. 

Preoccupied by her thoughts, she abandons her schoolwork and, in this excerpt, leaves to investigate.

Bobbie could not wait.

“I’ll go down to the station,” she said, “and talk to Perks and ask about the signalman’s little boy.”

So she went down. On the way she passed the old lady from the Post-office, who gave her a kiss and a hug, but, rather to Bobbie’s surprise, no words except:—

“God bless you, love—” and, after a pause, “run along—do.”

The draper’s boy, who had sometimes been a little less than civil and a little more than contemptuous, now touched his cap, and uttered the remarkable words:—

“'Morning, Miss, I’m sure—”

The blacksmith, coming along with an open newspaper in his hand, was even more strange in his manner. He grinned broadly, though, as a rule, he was a man not given to smiles, and waved the newspaper long before he came up to her. And as he passed her, he said, in answer to her “Good morning”:—

“Good morning to you, Missie, and many of them! I wish you joy, that I do!”

“Oh!” said Bobbie to herself, and her heart quickened its beats, “something IS going to happen! I know it is—everyone is so odd, like people are in dreams.”
The Station Master wrung her hand warmly. In fact he worked it up and down like a pump-handle. But he gave her no reason for this unusually enthusiastic greeting. He only said:—

“The 11.54’s a bit late, Miss—the extra luggage this holiday time,” and went away very quickly into that inner Temple of his into which even Bobbie dared not follow him.

Perks was not to be seen, and Bobbie shared the solitude of the platform with the Station Cat. This tortoiseshell lady, usually of a retiring disposition, came to-day to rub herself against the brown stockings of Bobbie with arched back, waving tail, and reverberating purrs.

“Dear me!” said Bobbie, stooping to stroke her, “how very kind everybody is to-day—even you!”

Perks did not appear until the 11.54 was signaled, and then he, like everybody else that morning, had a newspaper in his hand.

“Hullo!” he said, “’ere you are. Well, if THIS is the train, it’ll be smart work! Well, God bless you, my dear! I see it in the paper, and I don’t think I was ever so glad of anything in all my born days!” He looked at Bobbie a moment, then said, “One I must have, Miss, and no offence, I know, on a day like this ’ere!” and with that he kissed her, first on one cheek and then on the other.

“You ain’t offended, are you?” he asked anxiously. “I ain’t took too great a liberty? On a day like this, you know—”

“No, no,” said Bobbie, “of course it’s not a liberty, dear Mr. Perks; we love you quite as much as if you were an uncle of ours—but—on a day like WHAT?”

“Like this ’ere!” said Perks. “Don’t I tell you I see it in the paper?” “Saw WHAT in the paper?” asked Bobbie, but already the 11.54 was steaming into the station and the Station Master was looking at all the places where Perks was not and ought to have been.

Bobbie was left standing alone, the Station Cat watching her from under the bench with friendly golden eyes.

Of course you know already exactly what was going to happen. Bobbie was not so clever. She had the vague, confused, expectant feeling that comes to one’s heart in dreams. What her heart expected I can’t tell—perhaps the very thing that you and I know was going to happen—but her mind expected nothing; it was almost blank, and felt nothing but tiredness and stupidity and an empty feeling, like your body has when you have been a long walk and it is very far indeed past your proper dinner-time.
Only three people got out of the 11.54. The first was a countryman with two baskety boxes full of live chickens who stuck their russet heads out anxiously through the wicker bars; the second was Miss Peckitt, the grocer’s wife’s cousin, with a tin box and three brown-paper parcels; and the third—

“Oh! my Daddy, my Daddy!” That scream went like a knife into the heart of everyone in the train, and people put their heads out of the windows to see a tall pale man with lips set in a thin close line, and a little girl clinging to him with arms and legs, while his arms went tightly round her.

“I knew something wonderful was going to happen,” said Bobbie, as they went up the road, “but I didn’t think it was going to be this. Oh, my Daddy, my Daddy!”

“Then didn’t Mother get my letter?” Father asked.

“There weren’t any letters this morning. Oh! Daddy! it IS really you, isn’t it?”

The clasp of a hand she had not forgotten assured her that it was.

“You must go in by yourself, Bobbie, and tell Mother quite quietly that it’s all right. They’ve caught the man who did it. Everyone knows now that it wasn’t your Daddy.”

“I always knew it wasn’t,” said Bobbie. “Me and Mother and our old gentleman.”

“Yes,” he said, “it’s all his doing. Mother wrote and told me you had found out. And she told me what you’d been to her. My own little girl!” They stopped a minute then.

And now I see them crossing the field. Bobbie goes into the house, trying to keep her eyes from speaking before her lips have found the right words to “tell Mother quite quietly” that the sorrow and the struggle and the parting are over and done, and that Father has come home.
1. How does Bobbie’s walk to the railway station help build suspense in the plot? Select two options.

A. It makes the story longer.
B. It allows Bobbie to have curious conversations with other characters along the way.
C. It makes the reader wonder what information Bobbie is about to discover.
D. It helps the reader better understand the different personalities.
E. It helps the reader visualize the route from Bobbie’s house to the railway station.

2. Read the following sentences from the text.

The Station Master wrung her hand warmly. In fact he worked it up and down like a pump-handle. But he gave her no reason for this unusually enthusiastic greeting.

Based on the context, what does the phrase he worked it up and down like a pump-handle tell you about how the Station Master feels?

A. He’s amused with Bobbie.
B. He’s angry with Bobbie.
C. He’s suspicious of Bobbie.
D. He’s happy for Bobbie.

3. Read the following sentences from the text.

Of course you know already exactly what was going to happen. Bobbie was not so clever. She had the vague, confused, expectant feeling that comes to one’s heart in dreams.

In this context, the word vague means _____________________.

A. excited
B. unclear
C. lighthearted
D. gloomy
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Why is Bobbie so surprised by her father’s presence on the train?

A. She has no idea he is on the train until he gets off it.
B. She thinks her father doesn’t like riding on trains.
C. She thinks the train is empty.
D. She forgets what her father looks like.

**Part B:** Which sentence in the text tells you this?

A. “Perks did not appear until the 11.54 was signaled, and then he, like everybody else that morning, had a newspaper in his hand.”
B. “Bobbie was left standing alone, the Station Cat watching her from under the bench with friendly golden eyes.”
C. “Only three people got out of the 11.54.”
D. “I knew something wonderful was going to happen,” said Bobbie, as they went up the road, ‘but I didn’t think it was going to be this.’”

How is Bobbie’s reunion with her father an example of situational irony?

A. She’s disappointed when she finally sees him.
B. She was waiting for someone else.
C. She thinks he will be angry with her.
D. She isn’t expecting to see her father at the station.
6. How does the author contrast different points of view in the text? Select two options.

A. The author implies that all the characters present at the railway station, except Bobbie, know what’s about to happen.

B. The author implies that Bobbie’s father is the only character who knows what’s about to happen.

C. The author implies that the narrator knows what’s about to happen.

D. The author implies that Bobbie is the only character who knows what’s about to happen.

E. The author implies that all the characters, except Bobbie and the narrator, know what’s about to happen.

7. The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which of the following best explains the theme of this text?

A. It is best to avoid talking to others.

B. Animals can sometimes be your best friends.

C. Great things can happen even when they seem unlikely.

D. Railway stations are good places to visit with people.

Part B: Which detail in the text reflects this theme?

A. The Station Cat affectionately rubs herself up against Bobbie’s legs.

B. Even though Bobbie wasn’t expecting her father to come home, he did anyway.

C. Bobbie has a friendly conversation with Perks before the train arrives.

D. Bobbie unexpectedly talks to several people on her walk to the station.
How does the author’s use of dialect help make the story more effective? Select **two** ways.

A. It helps reveal the personalities of the characters.
B. It helps suggest how the story will end.
C. It helps establish what sort of place the story happens in.
D. It helps establish what time period the story happens in.
E. It helps convey the story’s theme.
Read the excerpt from a play. Then answer the questions.

from *Pygmalion*
by George Bernard Shaw

*In the play* Pygmalion, Eliza, also known as Liza, is a “flower girl” selling flowers on a street corner in London. One evening she tries to sell flowers to an elderly gentleman named Colonel Pickering while they both take cover from the rain. As Eliza talks to Pickering, a professor named Henry Higgins secretly takes notes while listening to Eliza speak. Professor Higgins studies speech and is interested in Eliza’s accent. He tells the girl that he could teach her how to talk like a duchess in just a matter of months. Colonel Pickering is interested in speaking more with Higgins about his work, and the two men meet at the professor’s house the next day. Eliza arrives unexpectedly at the house. Higgins’s housekeeper, Mrs. Pearce, shows her in.

PICKERING [gently] What is it you want, my girl?

THE FLOWER GIRL. I want to be a lady in a flower shop stead of selling at the corner of Tottenham Court Road. But they won’t take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him—not asking any favor—and he treats me as if I was dirt.

MRS. PEARCE. How can you be such a foolish ignorant girl as to think you could afford to pay Mr. Higgins?

THE FLOWER GIRL. Why shouldn’t I? I know what lessons cost as well as you do; and I’m ready to pay . . .

HIGGINS [thundering at her] Sit down.

MRS. PEARCE [severely] Sit down, girl. Do as you’re told. [She places the stray chair near the hearthrug between Higgins and Pickering, and stands behind it waiting for the girl to sit down].

THE FLOWER GIRL. Ah—ah—ah—ow—ow—oo! [She stands, half rebellious, half bewildered].

PICKERING [very courteous] Won’t you sit down?

THE FLOWER GIRL [coyly] Don’t mind if I do. [She sits down. Pickering returns to the hearthrug].

HIGGINS. What’s your name?
THE FLOWER GIRL. Liza Doolittle.

HIGGINS. [declaming gravely] Eliza, Elizabeth, Betsy and Bess, They went to the woods to get a birds nes’.

PICKERING. They found a nest with four eggs in it.

HIGGINS. They took one apiece, and left three in it.

They laugh heartily at their own wit.

LIZA. Oh, don’t be silly.

MRS. PEARCE. You mustn’t speak to the gentleman like that.

LIZA. Well, why won’t he speak sensible to me?

HIGGINS. Come back to business. How much do you propose to pay me for the lessons?

LIZA. Oh, I know what’s right. A lady friend of mine gets French lessons for eighteen pence an hour from a real French gentleman. Well, you wouldn’t have the face to ask me the same for teaching me my own language as you would for French; so I won’t give more than a shilling. Take it or leave it.

HIGGINS [walking up and down the room, rattling his keys and his cash in his pockets] You know, Pickering, if you consider a shilling, not as a simple shilling, but as a percentage of this girl’s income, it works out as fully equivalent to sixty or seventy guineas from a millionaire.

PICKERING. How so?

HIGGINS. Figure it out. A millionaire has about 150 pounds a day. She earns about half-a-crown.

LIZA [haughtily] Who told you I only—

HIGGINS [continuing] She offers me two-fifths of her day’s income for a lesson. Two-fifths of a millionaire’s income for a day would be somewhere about 60 pounds. It’s handsome. By George, it’s enormous! It’s the biggest offer I ever had.

LIZA [rising, terrified] Sixty pounds! What are you talking about? I never offered you sixty pounds. Where would I get—

HIGGINS. Hold your tongue.

LIZA [weeping] But I ain’t got sixty pounds. Oh—
MRS. PEARCE. Don’t cry, you silly girl. Sit down. Nobody is going to touch
your money.

HIGGINS. Somebody is going to touch you, with a broomstick, if you don’t stop
snivelling. Sit down.

LIZA [obeying slowly] Ah—ah—ah—ow—oo—o! One would think you was
my father.

HIGGINS. If I decide to teach you, I’ll be worse than two fathers to you. Here [he
offers her his silk handkerchief]!

LIZA. What’s this for?

HIGGINS. To wipe your eyes. To wipe any part of your face that feels moist.
Remember: that’s your handkerchief; and that’s your sleeve. Don’t mistake the
one for the other if you wish to become a lady in a shop.

Liza, utterly bewildered, stares helplessly at him.

MRS. PEARCE. It’s no use talking to her like that, Mr. Higgins: she doesn’t
understand you. Besides, you’re quite wrong: she doesn’t do it that way at all
[she takes the handkerchief].

LIZA [snatching it] Here! You give me that handkerchief. He give it to me, not to you.

PICKERING [laughing] He did. I think it must be regarded as her property,
Mrs. Pearce.

MRS. PEARCE [resigning herself] Serve you right, Mr. Higgins.

PICKERING. Higgins: I’m interested. What about the ambassador’s garden party?
I’ll say you’re the greatest teacher alive if you make that good. I’ll bet you all the
expenses of the experiment you can’t do it. And I’ll pay for the lessons.

LIZA. Oh, you are real good. Thank you, Captain.

HIGGINS [tempted, looking at her] It’s almost irresistible. She’s so deliciously
low—so horribly dirty—

washed my face and hands afore I come, I did.

PICKERING. You’re certainly not going to turn her head with flattery, Higgins.

MRS. PEARCE [uneasy] Oh, don’t say that, sir: there’s more ways than one of
turning a girl’s head; and nobody can do it better than Mr. Higgins, though
he may not always mean it. I do hope, sir, you won’t encourage him to do
anything foolish.
HIGGINS [becoming excited as the idea grows on him] Never lose a chance: it doesn’t come every day. I shall make a duchess of this draggletailed guttersnipe.

LIZA [strongly deprecating this view of her] Ah—ah—ah—ow—ow—oo!

HIGGINS [carried away] Yes: in six months—in three if she has a good ear and a quick tongue—I’ll take her anywhere and pass her off as anything. We’ll start today: now! this moment! Take her away and clean her, Mrs. Pearce . . .

HIGGINS [storming on] Take all her clothes off and burn them. Ring up Whiteley or somebody for new ones. Wrap her up in brown paper till they come.
9. Read the following lines from the play.

PICKERING [gently] What is it you want, my girl?
THE FLOWER GIRL. I want to be a lady in a flower shop stead of selling at the corner of Tottenham Court Road. But they won’t take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him—not asking any favor—and he treats me as if I was dirt.

What does the phrase *as if I was dirt* tell you about how Professor Higgins behaves toward Liza? Select two options.

A. He behaves disrespectfully toward her.
B. He wants her to stay off his furniture.
C. He acts as if he thinks he is better than she is.
D. He expects her to grow plants for him.
E. He worries that there might be bugs on her.

10. Read the following lines from the play.

LIZA [rising, terrified] Sixty pounds! What are you talking about? I never offered you sixty pounds. Where would I get—
HIGGINS. Hold your tongue.
LIZA [weeping] But I ain’t got sixty pounds. Oh—

What does the phrase *Hold your tongue* tell you about the characters?

A. that Professor Higgins wants Liza to use her hand to grab her tongue
B. that Professor Higgins wants Liza to be quiet
C. that Liza is sticking her tongue out at Professor Higgins
D. that Liza is hiding the money away from Professor Higgins in her mouth
Read the following lines from the play.

PICKERING. You’re certainly not going to turn her head with flattery, Higgins.

MRS. PEARCE [uneasy] Oh, don’t say that, sir: there’s more ways than one of turning a girl’s head; and nobody can do it better than Mr. Higgins, though he may not always mean it. I do hope, sir, you won’t encourage him to do anything foolish.

HIGGINS [becoming excited as the idea grows on him] Never lose a chance: it doesn’t come every day. I shall make a duchess of this draggletailed guttersnipe.

LIZA [strongly deprecating this view of her] Ah—ah—ah—ow—ow—oo!

Based on the context, what is the meaning of deprecating?

A flattered by
B supportive of
C saddened by
D disapproving of

How do the stage directions that appear in brackets help you better understand the characters? Select three options.

A They tell the way in which the characters say their lines.
B They give information about the time it takes for the characters to say their lines.
C They give information about the characters’ emotions.
D They tell how the characters move or behave.
E They give information about the characters’ backgrounds.
This question has two parts. First, answer part A. Then, answer part B.

Part A: Which statement summarizes the main conflict that drives the plot?

A Mrs. Pearce and Liza are jealous of one another.
B Liza and Professor Higgins have a confrontational relationship.
C Mrs. Pearce and Professor Higgins have a mother/son relationship.
D Colonel Pickering does not support Professor Higgins teaching Liza.

Part B: What is the main conflict that drives the plot of the play? Select two details that reveal the conflict that drives the plot.

A Liza says to Professor Higgins, “Ah—ah—ah—ow—ow—oooo!! I ain’t dirty: I washed my face and hands afore I come, I did.”
B Liza says to Mrs. Pearce, “Here! You give me that handkerchief. He give it to me, not to you.”
C Professor Higgins says to Liza, “Somebody is going to touch you, with a broomstick, if you don’t stop snivelling.”
D Mrs. Pearce says to Colonel Pickering, “Oh, don’t say that, sir: there’s more ways than one of turning a girl’s head; and nobody can do it better than Mr. Higgins, though he may not always mean it. I do hope, sir, you won’t encourage him to do anything foolish.”
E Colonel Pickering says to Mrs. Pearce, “I think it must be regarded as her property, Mrs. Pearce.”
F Mrs. Pearce says to Liza, “You mustn’t speak to the gentleman like that.”
Limit Your Screen Time!

Over the last several decades, people have increasingly replaced face-to-face contact with screen time, whether by playing video games, browsing the Internet, or texting with others. The results of this increased time in front of a screen are poorer physical fitness, increased attention problems, and a growing detachment from others. As a country, we should set strict parameters to limit our exposure to screens—and increase our exposure to each other. It’s estimated that most children spend five to seven hours a day in front of a screen for one reason or another. This exposure leads to a host of problems.

Health
People who sit in front of a screen for long periods of time engage less in physical activity. And, due to the influence of junk-food commercials on television, the food they eat is frequently unhealthy. Together, these factors lead to a wide variety of health problems.

Attention and Mood Problems
Watching television or using a computer for more than two hours a day can sometimes lead to attention problems. Screens can trigger a “stress response,” causing overstimulation in a child. Playing video games heightens the problem even more. And a study in England found that children who spent more than two hours a day in front of screens had greater psychological difficulties. The kids reported greater feelings of sadness than those who received less screen exposure. This problem occurred even when the children balanced the screen time with regular physical activity.
Relationships with Others
People addicted to the Internet or gaming have shown atrophy, or shrinkage, in the gray matter areas of their brains. These areas are related to processing. Damage to one specific region, called the insula, results in decreased empathy for others and a reduced ability to link physical signals with emotions. These deficiencies can affect personal relationships with others. During one study conducted by the University of California, Los Angeles, researchers divided sixth graders into two groups. One of the groups went without access to technology, instead spending time at an outdoor-education camp. The other group had normal access to phones, computers, and televisions. At the end of the five-day period, researchers showed the two groups of sixth-graders the pictures of 50 people’s faces. The researchers then asked the kids to identify the emotions reflected in the faces.

The kids who’d attended the camp and refrained from using technological devices did significantly better in identifying the emotions than the other group of kids did. Going just five days without any exposure to technology somehow enabled the group to read emotions better. The researchers attributed the difference in responses to the fact that the kids at camp had far more direct interaction with people.

People may ask why the problem with screen time is any worse now than it was before. After all, people have been watching television since the 1950s. While this is true, the more recent advent of cell phones, personal computers, and gaming devices has greatly increased our level of screen exposure.

We now know that technological devices can have an adverse effect not just on our health but on our relationships as well. It is important for families, schools, and communities to recognize the problems associated with too much screen exposure. We should disconnect from our devices and reconnect with each other.
The Upside of Screen Time

A lot of people argue that we should spend less time in front of screens. They say we devote too much time to activities like surfing the Internet and playing video games. But critics fail to acknowledge the upside of these activities. In fact, these practices can actually improve children’s learning skills and moods and also help create greater bonds between people. For this reason, we should be more hesitant to condemn any time spent in front of a screen.

Video Games

Studies have shown that gaming can help develop such cognitive skills as reasoning, memory, and spatial navigation. These skills can be useful in a person’s personal and professional life. For example, good spatial-navigation skills are often necessary in fields such as engineering and technology.

Furthermore, studies have shown that video games involving roleplaying can help improve a person’s problem-solving skills and games requiring quick thinking can help players learn how to make decisions more quickly. Simple video games, which are quick and easy, can improve a player’s mood by helping him or her relax.

Successfully playing a video game can also help build a player’s self-esteem and sense of achievement. But even when a player doesn’t do well, he or she gains some benefits. Video games can help teach players to be persistent and resilient in the face of failure. They can also help players cope with feelings like aggression and separation in a non-threatening environment. These skills can ultimately help people address similar challenges in their daily lives.

One common misconception of gamers is that they’re socially isolated people. In fact, it’s estimated that 70% of gamers play with friends, while many others engage in virtual play with worldwide communities. This exposure allows gamers to develop cooperation and team-building skills. Furthermore, those who play on teams rather than individually report a lower occurrence of hostile feelings. This is even the case when gamers play more aggressive video games. In fact, Oxford University conducted a study that found that children who played video games every day, but for less than one hour per day, had more positive social interactions than children who either didn’t play any video games at all or who played for longer than three hours a day. So the key may be not to eliminate game time completely but to limit it to a reasonable amount of time.
The Internet

Video games aren’t the only screen-based activity that provides social benefits to participants, however. The Internet also offers many chances for people to connect with others. Social networking sites, for example, allow people to share their interests with each other. And online virtual study groups let students interact and exchange ideas. Some researchers even believe that online study groups help students learn more effectively than they would by studying on their own.

To summarize, people need to take a more measured approach to forbidding screen time. Activities like gaming and social networking can actually help develop important cognitive and social skills. They can even put us in a better mood. And who doesn’t want that?
Answer these questions from “Limit Your Screen Time!”

14 Read the following sentences from the text.

People addicted to the Internet or gaming have shown atrophy, or shrinkage, in the gray matter areas of their brains. These areas are related to processing. Damage to one specific region, called the insula, results in decreased empathy for others and a reduced ability to link physical signals with emotions. These deficiencies can affect personal relationships with others.

Based on the context, what is the insula?

A It’s a component in a video game.
B It’s a feature on a website.
C It’s an area in the brain.
D It’s a type of emotion.

15 What purpose do the headings in the text serve? How do these sections help you better understand the text? Use details to support your ideas.
The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What are the central ideas of this text? Select two options.

A. Commercials about junk food often lead to unhealthy eating habits.
B. People spend too much time in front of screens.
C. Attending an outdoor-education camp will help you recognize other people’s emotions more easily.
D. Gaming is the most damaging type of screen exposure.
E. Too much screen time can have many negative effects on people’s lives.

**Part B:** Which sentences in the text best support this view? Select two options.

A. “The results of this increased time in front of a screen are poorer physical fitness, increased attention problems, and a growing detachment from others.”
B. “It’s estimated that most children spend five to seven hours a day in front of a screen for one reason or another.”
C. “And, due to the influence of junk-food commercials on television, the food they eat is frequently unhealthy.”
D. “Playing video games heightens the problem even more.”
E. “The kids who’d attended the camp and refrained from using technological devices did significantly better in identifying the emotions than the other group of kids did.”
Answer these questions from “The Upside of Screen Time.”

17 Read the following sentences from the text.

Studies have shown that gaming can help develop such cognitive skills as reasoning, memory, and spatial navigation. These skills can be useful in a person’s personal and professional life. For example, good spatial-navigation skills are often necessary in fields such as engineering and technology.

Based on the context, what is the meaning of cognitive?

A unimportant and disconnected  
B related to knowledge and understanding  
C cheerful and carefree  
D having to do with movement

18 Which of the following best describes the author’s point of view about screen time?

A People should spend far less time in front of screens.  
B Internet screen time is acceptable, but people should avoid playing video games.  
C Screen time can result in many positive effects for a person, and we should be more accepting of it  
D People who spend a lot of time in front of screens can develop useful skills but also can become socially isolated.

19 What is the author’s purpose for writing this essay? Use details from the text to support your ideas.
How is the claim the author makes in “Limit Your Screen Time!” different from the claim the author makes in “The Upside of Screen Time”? Use evidence from both texts to support your ideas. Be sure to identify the source of each piece of information by title or number.
Argumentative Performance Task

Task
It’s sometimes difficult for people to get along. We all have our own ideas about how things should be. Sometimes we don’t agree with each other.

For this task, you will be writing an argument related to the topic of speech. Before you write your analysis, you will review two sources that provide more information about freedom of speech and the need for civil discourse. Take notes while you read.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write an argument.

In Part 2, you will write an argument on a topic related to the sources.

Directions for Part 1
You will now read two sources. You can re-examine the sources as often as you like.

Research Questions
After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your argument.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the space provided.
Source #1: Freedom of Speech

The founders of our country considered freedom of speech a right that everyone was born with. That is why they ensured the protection of this right under the Bill of Rights’ First Amendment. However, understanding exactly what is covered under freedom of speech can sometimes be a challenge.

Examples of Protected Speech
Nonverbal symbols are generally protected under freedom of speech because they’re seen as extensions of free speech. (The use of symbols to desecrate someone else’s property is not covered under freedom of speech, however.) In 1965, public school students wore black armbands to school to protest the Vietnam War. In a landmark decision made in 1969, the Supreme Court upheld the students’ right to freedom of speech in wearing the armbands.

People are allowed to condemn speech for its offensive nature. But forbidding someone from sharing his or her thoughts can become a constitutional issue. “Fighting words,” or comments made to a specific person that might provoke a violent reaction, are not protected by freedom of speech. But offensive comments that are more generally shared are. For example, “hate speech” is protected when it’s not directed at a specific person. This is speech that targets certain groups of people based on specific traits. These traits might be a person’s religion or national origin, for example. Upholding one group’s civil rights and another person’s right to freedom of speech can create a challenging atmosphere, however.

Examples of Unprotected Speech
Making or distributing obscene materials is not covered by the First Amendment, nor are certain types of obscene speech. Certain school-related activities, such as printing articles in the school newspaper over the objections of the school administration, are also not covered.
Difficulties with the First Amendment
Many people find it difficult to understand why offensive language like hate speech is protected by the First Amendment. But organizations such as the American Civil Liberties Union think the best way to fight offensive language like hate speech is not to forbid it. Instead, the organization promotes using speech itself to fight it. In other words, if a university invites a controversial public figure to speak on campus, the student body should do its best to refute the person’s ideas. It should not try to forbid the speech. The ACLU contends that getting controversial ideas out in the open actually makes them easier to oppose. It might even bring about a change in the person’s controversial ideas. Allowing offensive speech, the ACLU argues, also helps unite different organizations to speak out against the ideas contained in the speech.

Freedom of speech can sometimes make us uncomfortable. It requires us to listen to ideas that we don’t necessarily agree with or that make us angry. But in a democracy, it’s important to allow for a free exchange of ideas to keep the country moving forward.
Source #2: The Return of Civil Discourse

With the advent of the Internet, communication between people has become both more informal and more universal. The lack of formality has often resulted in discussions tainted by rudeness and disrespect. As a result, an effort is underway to bring civility back to discussions.

Of course, determining exactly what incivility is can be difficult. One scholar defines it as behavior that threatens democracy, denies the personal freedoms of people, or stereotypes particular social groups. The scholar makes a distinction between this type of uncivil communication and more harmless acts, such as writing in all-capital letters or using sarcasm. While this type of behavior may be seen as impolite, she argues, it is nonetheless civil. In fact, many researchers see examples of argumentation and mildly bad manners as beneficial to a debate. They argue that these behaviors tend to move the debate forward.

Regardless of incivility’s exact definition, the public’s perception of its growth is well documented. A 2011 survey of 1,000 Americans found that 65% of respondents believed the country had a general problem with incivility. Nearly half of the respondents found social networks to be uncivil. A majority of those surveyed also believed that the problem would worsen. About half of them blamed social networks for this increase. Almost 50% of those surveyed had “defriended” or blocked someone. And more than one-third had stopped visiting social network or other online sites due to incivility.

Critics attribute the current state of incivility on web sites to different factors. First, some people see anonymity as an easy way for people to exchange ideas in an undignified manner. A person can easily assume a fictional name or falsify a profile. That way, no one will ever know his or her true identity. As a result, the anonymous person feels free to insult whatever or whomever he or she wants. And because the person’s identity is hidden, no consequences result. Sometimes these people are referred to as “anons” due to their anonymous nature. Other times, they’re called “trolls.” These are people who specifically try to provoke online arguments with others or make off-topic comments to detract from the current conversation.

Another factor that’s seen as contributing to the incivility crisis is a general disregard for learning the art of debate. It’s been argued that citizens should receive more training to learn what makes communication acceptable or unacceptable. In addition, they must be held accountable for sticking to the guidelines of appropriate behavior.
Of course, others argue that people are no more uncivil now than they have been in the past. The difference, they say, is that the Internet merely offers people a much larger forum for broadcasting their opinions. As a result, the commentary, whether civil or uncivil, reaches a much larger audience.

Nonetheless, people are taking action to try to discourage the use of rude or demeaning communication as much as possible. For example, some web sites enlist staff moderators to determine the appropriateness of readers’ comments. These moderators decide which comments are or are not allowed to appear on the site.

Other sites use moderation software that makes a similar determination by automatically searching for off-topic or angry language in a post. Many colleges and universities are also making strides to encourage healthy debate. They are establishing specific centers and institutions devoted to advocating and practicing civil discourse.

A true democracy requires a healthy exchange of ideas. However, many take issue with the ways in which some ideas are exchanged. More than one approach might be necessary for discouraging unseemly behavior. But it is certainly helpful to revisit the practices that keep debates honest and clean and help us avoid falling into a void of uncivil behavior.
21 According to “Freedom of Speech,” how does the American Civil Liberties Union feel about the expression of controversial ideas?

A People should be allowed to express controversial ideas.
B People should be forbidden from expressing controversial ideas.
C People should be allowed to express some, but not all, controversial ideas.
D People should only be allowed to express controversial ideas in a university setting.

22 How do the two sources focus on different aspects of speech in society? Cite details from both sources to support your ideas. Be sure to identify the source of each piece of information by title or number.
23 Which source would be more useful for making the argument that people need to develop better and more appropriate debate skills? Explain why, and provide at least two pieces of evidence from that source to support your ideas. Be sure to identify the source of each piece of information by title or number.
Directions for Part 2
You will now look at your sources; take notes; and plan, draft, revise, and edit your argument. You may use your notes and refer to the sources. Now read your assignment and the information about how your argument will be scored; then begin your work.

Your Assignment
Your teacher would like you to write an argument about controlling speech in society using the two sources you have read. You have decided to write an argument stating that the best way to control speech in society is to self-monitor. Write a multi-paragraph argument that explains some of the speech issues society faces and why self-monitoring is the best solution to the problem. Your argument will be read by the teacher and students in your class. In your argument, clearly state your claim and support it by using thoroughly developed reasons and evidence taken from both sources you have read.

Argumentative Article Scoring
Your article will be scored using the following:

1. Organization/Purpose: How clearly did you state and maintain your claim with a logical progression of ideas from beginning to end? How logically did your ideas flow from beginning to end? How often did you use effective transitions? How effective was your introduction and your conclusion?

2. Evidence/Elaboration: How well did you provide evidence from sources about your argument? How well did you elaborate with specific information?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.
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**Comprehension: Selected Response**

- 1, 4A, 4B, 5, 6, 7A, 7B, 8, 12, 13A, 13B, 16A, 16B, 18, 21

**Comprehension: Constructed Response**

- 15, 19, 20, 22, 23, Article

**Vocabulary**

- 2, 3, 9, 10, 11, 14, 17

**Total Unit Assessment Score**

/57%

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**15 2-point response:** The headings tell what information is being discussed in those sections. They help the reader better understand what specific problems are caused by too much screen exposure. For example, the section with the heading “Health” talks about how sitting in front of a screen for long periods can lead to poor physical fitness and poor nutrition. “Attention and Mood Problems” talks about how too much screen time can cause attention problems and sadness. “Relationships with Others” talks about how spending too much time in front of a screen can negatively affect your interactions with other people.

**19 2-point response:** The author’s purpose for writing the essay is to persuade readers that screen time can be a good thing. The author talks about how video games can improve people’s skills, such as by helping them make decisions more quickly. The author also talks about how video games can improve a person’s mood, enhance self-esteem, and develop team-building skills. Finally, the author talks about how the Internet can help bring people together and make learning more effective.

**20 4-point response:** The author of “Limit Your Screen Time!” makes the claim that too much screen time has many negative effects. Some of these effects include poor physical fitness and nutrition, attention and mood problems, and a difficulty relating to others. The author argues that we should spend less time in front of screens to avoid these problems. The author says, “As a country, we should set strict parameters to limit our exposure to screens—and increase our exposure to each other.”

By contrast, the author of “The Upside of Screen Time” makes the claim that screen time has benefits. This author argues that playing video games helps people develop better reasoning, memory, spatial navigation skills, problem-solving ability, and self-esteem, while the Internet helps people connect with others, share their interests, exchange ideas, and study together. The author says, “Some researchers even believe that online study groups help students learn more effectively than they would by studying on their own.”

**22 2-point response:** “Freedom of Speech” discusses which types of speech qualify for protection under the First Amendment. For example, “fighting words” addressed to a specific person do not qualify for protection but hate speech against specific groups does. It explains why the ACLU defends the right to hate speech. “The Return of Civil Discourse” tells how a survey showed that people are very concerned about the lack of civility in discussions. It then says how anonymity on the Internet makes it easier for people to get away with being uncivil and suggests that teaching the art of debate might be a solution.
2-point response: “Freedom of Speech” doesn’t really focus on people’s debate skills, so “The Return of Civil Discourse” would be a better source to use for making the argument that people need to develop better debate skills. It describes a “general disregard for learning the art of debate” as a factor “seen as contributing to the incivility crisis” and suggests that perhaps people need to “receive more training to learn what makes communication acceptable or unacceptable.” It also says that some colleges and universities are already addressing this problem by “establishing specific centers and institutions devoted to advocating and practicing civil discourse.”

10-point anchor paper: We are lucky to live in a democracy that allows for a free exchange of ideas. Though some speech is unpleasant, we nonetheless must allow people the right to say it. Yet, more and more often, citizens are finding it difficult to cope with others’ incivility. Our best answer to the problem seems to be to self-monitor ourselves rather than restrict what others have to say. Self-monitoring will help ensure that everyone’s speech is respectful and polite but also allow for freedom of speech.

The First Amendment guarantees people the right to state their beliefs, even if offensive. This guarantee holds true as long as a person’s comments aren’t directed at, and meant to provoke, a specific person. While this guarantee helps keep our society free, it also sometimes makes discussions challenging. Due to the Internet’s existence, we’re now exposed to a much greater number of comments and opinions than ever before. And these comments come from people who may or may not share our ideas.

Many people are bothered by the uncivil commentary they see on the Internet. Some are so bothered that they’re beginning to avoid social networks, along with other online sites, altogether. According to “The Return of Civil Discourse,” the problem has become such a big issue that, in a 2011 survey, 65% of those surveyed believed that general incivility in the country was a problem. And a majority of the people surveyed also thought that the problem was going to worsen.

So, what is the answer for addressing incivility? Is it to deny people the right to speak their minds? Organizations like the American Civil Liberties Union say no. According to “Freedom of Speech,” the organization instead says that a greater exposure to speech actually helps keep offensive ideas at bay. The ACLU’s reasoning is that it’s easier to openly oppose ideas that are aired freely.

A better solution to the problem of rudeness and disrespect in conversations might be to encourage people to self-monitor their own speech to a greater extent. It’s easy to get swept up by emotions when having a disagreement with someone. But if we all work harder to keep our discussions polite and respectful, then the move toward greater civility will happen naturally. It will become something we expect from each other.

It might be argued that not everyone will “play along” with this idea. People might say that if commentators were concerned with being civil, we wouldn’t have these problems in the first place. Of course, it’s true that we can’t convince everyone to be reasonable. But appealing to the more reasonable among us will help the cause along. And openly holding others accountable for their bad behavior might also help them finally see the light.

It’s not always easy living in a democracy. We sometimes find ourselves exposed to ideas that we find troubling. While we don’t have to like everything we hear, we should at least respect a person’s right to say it. And we should show our respect by keeping our own speech courteous and polite.
Read the passage. Then answer the questions.

from *White Fang*
by Jack London

White Fang tells the story about a special wolf. This excerpt describes the first few weeks of this wolf’s life.

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf; while he alone, in this particular, took after his father. He was the one little grey cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true to old One Eye himself, physically, with but a single exception, and that was he had two eyes to his father’s one.

The grey cub’s eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion. And long before his eyes had opened he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

Most of the first month of his life had been passed thus in sleeping; but now he could see quite well, and he stayed awake for longer periods of time, and he was coming to learn his world quite well. His world was gloomy; but he did not know that, for he knew no other world. It was dim-lighted; but his eyes had never had to adjust themselves to any other light. His world was very small. Its limits were the walls of the lair; but as he had no knowledge of the wide world outside, he was never oppressed by the narrow confines of his existence.
But he had early discovered that one wall of his world was different from the rest. This was the mouth of the cave and the source of light. He had discovered that it was different from the other walls long before he had any thoughts of his own, any conscious volitions\(^1\). It had been an irresistible attraction before ever his eyes opened and looked upon it. The light from it had beat upon his sealed lids, and the eyes and the optic nerves had pulsed to little, sparklike flashes, warm-coloured and strangely pleasing. The life of his body, and of every fibre of his body, the life that was the very substance of his body and that was apart from his own personal life, had yearned toward this light and urged his body toward it in the same way that the cunning chemistry of a plant urges it toward the sun.

Always, in the beginning, before his conscious life dawned, he had crawled toward the mouth of the cave. And in this his brothers and sisters were one with him. Never, in that period, did any of them crawl toward the dark corners of the back-wall. The light drew them as if they were plants; the chemistry of the life that composed them demanded the light as a necessity of being; and their little puppet-bodies crawled blindly and chemically, like the tendrils of a vine. Later on, when each developed individuality and became personally conscious of impulsions\(^2\) and desires, the attraction of the light increased. They were always crawling and sprawling toward it, and being driven back from it by their mother.

It was in this way that the grey cub learned other attributes\(^3\) of his mother than the soft, soothing tongue. In his insistent crawling toward the light, he discovered in her a nose that with a sharp nudge administered rebuke\(^4\), and later, a paw, that crushed him down and rolled him over and over with swift, calculating stroke. Thus he learned hurt; and on top of it he learned to avoid hurt, first, by not incurring the risk of it; and second, when he had incurred the risk, by dodging and by retreating. These were conscious actions, and were the results of his first generalisations upon the world. . . .

\(^1\) volitions—conscious decisions

\(^2\) impulsions—driving forces

\(^3\) attributes—character traits or qualities

\(^4\) rebuke—sharp disapproval
1. Which sentence from the text best supports the conclusion that the grey cub is more important than his brothers and sisters in some way?

   A. “He had bred true to the straight wolf-stock—in fact, he had bred true to old One Eye himself, physically, with but a single exception, and that was he had two eyes to his father’s one.”

   B. “He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion.”

   C. “Always, in the beginning, before his conscious life dawned, he had crawled toward the mouth of the cave.”

   D. “Later on, when each developed individuality and became personally conscious of impulsions and desires, the attraction of the light increased.”

2. Read the sentences from the text.

   His world was very small. Its limits were the walls of the lair; but as he had no knowledge of the wide world outside, he was never oppressed by the narrow confines of his existence.

   What does the word **oppressed** most likely suggest about the lair?

   A. It has no escape routes for the cubs.

   B. It is hidden from other wolves in the area.

   C. It limits the activities available to the cubs.

   D. It provides a warm resting place for the wolf pack.
3 Underline the sentence from the paragraph that best describes what causes the cub’s relationship with his mother to change.

It was in this way that the grey cub learned other attributes of his mother than the soft, soothing tongue. In his insistent crawling toward the light, he discovered in her a nose that with a sharp nudge administered rebuke, and later, a paw, that crushed him down and rolled him over and over with swift, calculating stroke. Thus he learned hurt; and on top of it he learned to avoid hurt, first, by not incurring the risk of it; and second, when he had incurred the risk, by dodging and by retreating. These were conscious actions, and were the results of his first generalisations upon the world. . . .

4 What is the central idea of the text? Use key events in the text to show how the author develops this idea.
Read the passage. Then answer the questions.

Rain Rituals

Have you ever wished you could control the weather? Perhaps as a child you chanted, “Rain, rain, go away!” People in ancient times believed that some people had the power to control the weather. Different cultures from all around the globe have been trying to control the weather with rain rituals and ceremonies for thousands of years. Rainwater is vital for growing crops, drinking, and washing. However, early civilized humans did not have the specialized tools and technology available today to predict when rain would occur. They also did not have an understanding for the science behind rain and other weather phenomena. Instead, people relied on their rituals and superstitions.

How People Made the Rain

The ancient Mayans of Central America worshipped many different gods of nature. The god of rain and lightning was named Chaac. Mayans believed that Chaac lived in caves and wells and he could make rainstorms by striking the clouds with an axe. The Mayans convinced Chaac to give more rain in times of drought by creating feasts in his honor.

Like the Mayans, the Guajiro people from South America believed in a god of rain and hunting called Juya. They thought they could bring rain by piercing clouds with arrows to release it. Other South American tribes shot arrows at storms to intimidate them and frighten them away.

Many Native American tribes from the dry regions in the southwest United States performed elaborate rain dance ceremonies. Both men and women participated in the rain dances because rain was significant to everyone in the tribe. Tribe members wore particular clothing and headdresses for the ceremonies.

Shamans, or religious leaders, of the San people in South Africa carried out rainmaking rituals at the top of a 1,000-foot hill. A shaman would appeal to the gods for rain by burning an animal sacrifice. The site of the ritual could only be visited by the shaman. If other people went to the hill, the San people believed the gods would become angry.

In Romania during times of drought, a young girl was chosen to perform a ceremony that appealed to the goddess of rain, Paparuda. The chosen girl wore a skirt made of leaves. The tradition required her to walk to each house in the village and dance. Sometimes other villagers would follow along and participate in the ritual.
Tibetans believed that people called oracles had supernatural powers. They thought that certain oracles, called weather makers, had the ability to affect the weather. During a special ceremony, the oracle would listen to music, burn incense, drink tea, and sway back and forth. After falling into a trance, the oracle would tell the people that rain was on the way.

Many cultures continue to perform rain rituals to keep their traditions alive or because they believe the rituals actually work.

**Predicting Rain Today**

Today, we no longer need to evoke ancient rituals to predict the weather. Modern science has given us the methods, tools, and knowledge necessary to determine when rain or droughts will occur. Scientists know that rain patterns have changed because our climate is warming. This climate change could lead to changes in weather patterns. Because these situations are dangerous to people and the environment, scientists are using technology to predict when this weather will occur.

NASA, the National Aeronautics and Space Administration, launched the Global Precipitation Measurement satellite to map and monitor rain all over Earth. The data collected by this satellite will help scientists understand how rainfall is changing. This will then help them determine which areas are in danger of floods or droughts.

NASA also has the Soil Moisture Active Passive satellite. It can determine how much water is being stored in soil. This tool will help scientists better predict the weather. They will be able to use the data to figure out the weather sooner. In some cases they will be able to globally predict the weather weeks ahead of time. This type of information will help NASA prepare for potential droughts and other extreme weather.
5 Which sentence from the text best supports the conclusion that rain is universally important?

- **A** “Mayans believed that Chaac lived in caves and wells and he could make rainstorms by striking the clouds with an axe.”
- **B** “Tibetans believed that people called oracles had supernatural powers.”
- **C** “Many cultures continue to perform rain rituals to keep their traditions alive or because they believe the rituals actually work.”
- **D** “The data collected by this satellite will help scientists understand how rainfall is changing.”

6 Read the sentence from the text.

Both men and women participated in the rain dances because rain was significant to everyone in the tribe.

What does the word **significant** most likely mean?

- **A** generous
- **B** important
- **C** normal
- **D** sensible
Have you ever wished you could control the weather? Perhaps as a child you chanted, “Rain, rain, go away!” People in ancient times believed that some people had the power to control the weather. Different cultures from all around the globe have been trying to control the weather with rain rituals and ceremonies for thousands of years. Rainwater is vital for growing crops, drinking, and washing. However, early civilized humans did not have the specialized tools and technology available today to predict when rain would occur. They also did not have an understanding for the science behind rain and other weather phenomena. Instead, people relied on their rituals and superstitions.

This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Select the statement that best describes what the information in the section “Predicting Rain Today” reveals about the author’s point of view.

A The author believes that soil moisture is the biggest indicator of drought in an area.

B The author believes that modern weather predicting is more helpful than traditional rituals.

C The author believes that NASA is responsible for finding a solution to long periods of drought.

D The author believes that NASA must invent more weather predicting devices as soon as possible.

**Part B:** Which sentence from the section best supports your answer in part A?

A “Modern science has given us the methods, tools, and knowledge necessary to determine when rain or droughts will occur.”

B “This climate change could lead to changes in weather patterns.”

C “NASA, the National Aeronautics and Space Administration, launched the Global Precipitation Measurement satellite to map and monitor rain all over Earth.”

D “NASA also has the Soil Moisture Active Passive satellite.”
Read the passage. Then answer the questions.

from *Dot and the Kangaroo*

by Ethel C. Pedley

In *Dot and the Kangaroo*, *Dot explores an amazing world with her new friend, Kangaroo. In this excerpt, Dot meets some of the characters that live in this world.*

. . . The great shining surface of the creek caught the rosy evening light, and every pink cloudlet in the sky looked doubly beautiful reflected in the water. Here and there out of the water arose giant skeleton trees, with huge silver trunks and contorted dead branches. On these twisted limbs were numbers of birds: Shag, blue and white Cranes, and black and white Ibis with their bent bills. Slowly paddling on the creek, with graceful movements, were twenty or thirty black Swans, and in and out of their ranks, as they passed in stately procession, shot wild Ducks and Moor Hens, like a flotilla of little boats amongst a fleet of big ships. All these birds were watching a pretty sight that arrested Dot’s attention at once. By the margin of the creek, where tufted rushes and tall sedges shed their graceful reflection on the pink waters, were a party of Native Companions dancing.

“In these times it is seldom we can see a sight like this,” said the Kangaroo. “The water is generally too unsafe for the birds to enjoy themselves. It often means death to them to have a little pleasure.”

As the Kangaroo spoke, one of the Native Companions caught sight of her, and leaving the dance, opened her wings, and still making dainty steps with her long legs, half danced and half flew to where the Kangaroo was sitting.

“Good evening, Kangaroo,” she said, gracefully bowing; “will you not come a little nearer to see the dance?” Then the Native Companion saw Dot in the Kangaroo’s pouch, and made a little spring of surprise. “Dear me!” she said, “what have you in your pouch?”

“It’s a Human,” said the Kangaroo, apologetically; “it’s quite a little harmless one. Let me introduce you.”

So Dot alighted\(^1\) from the pouch, and joined in the conversation, and the Native Companion was much interested in hearing her story.
“Do you dance?” asked the Native Companion, with a quick turn of her head, on its long, graceful neck. Dot said that she loved dancing. So the Native Companion took her down to the creek, and all the other Companions stopped dancing and gathered round her, whilst she was introduced and her story told. Then they spread their wings, and with stately steps escorted her to the edge of the water, whilst the Kangaroo sat a little way off, and delightedly watched the proceedings.

Dot didn’t understand any of the figures of the dance; but the scenery was so lovely, and so was the pink sunset, and the Native Companions were so elegant and gay, that, catching up her ragged little skirts in both hands, she followed their movements with her bare brown feet as best she could, and enjoyed herself very much. To Dot, the eight birds that took part in the entertainment were very tall and splendid, with their lovely grey plumage and greeny heads, and she felt quite small as they gathered round her sometimes, and enclosed her within their outspread wings. And how beautiful their dancing was! How light their dainty steps! as their feet scarcely touched the earth; and what fantastic measures they danced! advancing, retreating, circling round—with their beautiful wings keeping the rhythm of their feet. There was one figure that Dot thought the prettiest of all—when they danced in line at the margin of the water; stepping, and bowing, and gracefully **gyrating**\(^2\) to their shadows, which were reflected with the pink clouds of evening on the surface of the creek.

Dot was very sorry, and hot, and breathless, when the dance came to an end. The sun had been gone a long time, and all the pink shades had slowly turned to grey; the creek had lost its radiant colour, and looked like a silver mirror, and so desolate and sombre, that no one could have imagined it to have been the scene of so much gaiety shortly before.

Dot hastily returned to the Kangaroo, and all the Native Companions came daintily, and made graceful **adieus**\(^3\) to them both. . . .

\(^{1}\)alighted—descended  
\(^{2}\)gyrating—moving in a spiral motion  
\(^{3}\)adieus—goodbyes
Read the sentences from the text.

Slowly paddling on the creek, with graceful movements, were twenty or thirty black Swans, and in and out of their ranks, as they passed in stately procession, shot wild Ducks and Moor Hens, like a flotilla of little boats amongst a fleet of big ships.

Which statements best describe what the sentence adds to the overall text? Select two options.

A It shows the peaceful beauty of the moment.
B It helps the reader understand what will happen next.
C It shares information about the main characters in the text.
D It creates a silly picture intended to make the reader laugh.
E It contrasts the movements of the various birds in the water.
F It establishes a solemn tone that carries through the rest of the text.
10. This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of these inferences about Dot is supported by the text?

- **A** She is a quick and eager learner.
- **B** She is always willing to help others.
- **C** She is unafraid of new and different experiences.
- **D** She is unsure of herself when she is far from home.

**Part B:** Which detail from the text best illustrates the conclusion in part A?

- **A** “So Dot alighted from the pouch, and joined in the conversation, . . .”
- **B** “Dot didn’t understand any of the figures of the dance; but the scenery was so lovely, . . .”
- **C** “To Dot, the eight birds that took part in the entertainment were very tall and splendid, . . .”
- **D** “There was one figure that Dot thought the prettiest of all—when they danced in line at the margin of the water; . . .”

11. How do the **last two** paragraphs add to the overall meaning of the text?

- **A** The paragraphs help to contrast Dot’s personality with that of Kangaroo.
- **B** The paragraphs help the reader to understand that Dot is only dreaming.
- **C** The paragraphs suggest that the dance is not as difficult as it first appears.
- **D** The paragraphs indicate that some time passes while the dance takes place.
Read the passage. Then answer the questions.

Eisenhower’s Second Inaugural Address, 
January 21st, 1957

Mr. Chairman, Mr. Vice President, Mr. Chief Justice, Mr. Speaker, members of my family and friends, my countrymen, and the friends of my country wherever they may be:

We meet again, as upon a like moment four years ago, and again you have witnessed my solemn oath of service to you.

I, too, am a witness, today testifying in your name to the principles and purposes to which we, as a people, are pledged.

Before all else, we seek, upon our common labor as a nation, the blessings of Almighty God. And the hopes in our hearts fashion the deepest prayers of our whole people.

May we pursue the right—without self-righteousness.

May we know unity—without conformity\(^1\).

May we grow in strength—without pride in self.

May we, in our dealings with all peoples of the earth, ever speak truth and serve justice.

And so shall America—in the sight of all men of good will—prove true to the honorable purposes that bind and rule us as a people in all this time of trial through which we pass.

We live in a land of plenty, but rarely has this earth known such peril as today.

In our nation work and wealth abound. Our population grows. Commerce crowds our rivers and rails, our skies, harbors and highways. Our soil is fertile, our agriculture productive. The air rings with the song of our industry—rolling mills and blast furnaces, dynamos, dams and assembly lines—the chorus of America the bountiful.

Now this is our home—yet this is not the whole of our world. For our world is where our full destiny lies—with men, of all peoples and all nations, who are or would be free. And for them—and so for us—this is no time of ease or of rest.

In too much of the earth there is want, discord\(^2\), danger. New forces and new nations stir and strive across the earth, with power to bring, by their fate, great
good or great evil to the free world’s future. From the deserts of North Africa to the islands of the South Pacific one third of all mankind has entered upon an historic struggle for a new freedom: freedom from grinding poverty. Across all continents, nearly a billion people seek, sometimes almost in desperation, for the skills and knowledge and assistance by which they may satisfy from their own resources, the material wants common to all mankind.

No nation, however old or great, escapes this tempest of change and turmoil. Some, impoverished by the recent World War, seek to restore their means of livelihood. In the heart of Europe, Germany still stands tragically divided. So is the whole continent divided. And so, too, all the world.

The divisive force is International Communism and the power that it controls. The designs of that power, dark in purpose, are clear in practice. It strives to seal forever the fate of those it has enslaved. It strives to break the ties that unite the free. And it strives to capture—to exploit for its own greater power—all forces of change in the world, especially the needs of the hungry and the hopes of the oppressed.

Yet the world of International Communism has itself been shaken by a fierce and mighty force: the readiness of men who love freedom to pledge their lives to that love. Through the night of their bondage, the unconquerable will of heroes has struck with the swift, sharp thrust of lightning. Budapest is no longer merely the name of a city; henceforth it is a new and shining symbol of man’s yearning to be free.

Thus across all the globe there harshly blow the winds of change. And, we—though fortunate be our lot—know that we can never turn our backs to them.

We look upon this shaken earth, and we declare our firm and fixed purpose—the building of a peace with justice in a world where moral law prevails.

The building of such a peace is a bold and solemn purpose. To proclaim it is easy. To serve it will be hard. And to attain it, we must be aware of its full meaning—and ready to pay its full price.

We know clearly what we seek, and why.

1 conformity—exact sameness of belief and/or action

2 discord—conflict or war

3 Budapest—the capital of Hungary, where a political uprising against Communism recently took place
Circle the paragraph that supports the inference that Eisenhower is giving a speech to a large group.

Mr. Chairman, Mr. Vice President, Mr. Chief Justice, Mr. Speaker, members of my family and friends, my countrymen, and the friends of my country wherever they may be:

We meet again, as upon a like moment four years ago, and again you have witnessed my solemn oath of service to you.

I, too, am a witness, today testifying in your name to the principles and purposes to which we, as a people, are pledged.

Before all else, we seek, upon our common labor as a nation, the blessings of Almighty God. And the hopes in our hearts fashion the deepest prayers of our whole people.

Select the two sentences that should be in a summary of the text.

A. Nearly a billion people seek assistance to survive.
B. America will hopefully not be too proud as it grows.
C. America is not the whole world, even though it is home.
D. The hungry have important needs that cannot be ignored.
E. The fight for freedom can end Communism around the world.
F. International Communism is dividing the world and its people.
14 Read the sentences from the text.

May we pursue the right—without self-righteousness.
May we know unity—without conformity.
May we grow in strength—without pride in self.

What is the most likely reason that Eisenhower included these sentences before discussing a global problem?

A Eisenhower wants to sound witty before turning to a more serious subject.
B Eisenhower wants to show the meaning of freedom before discussing the meaning of Communism.
C Eisenhower wants to highlight some positive traits in the world before discussing a global problem.
D Eisenhower wants to give Americans confidence in their nation before calling on their support against a global problem.

15 Read the sentence from the text.

Thus across all the globe there harshly blow the winds of change.

What does the phrase there harshly blow the winds of change suggest about some people in other nations?

A They are fighting for their freedom.
B They are being forced to do something.
C They secretly dislike their governments.
D They carefully generate renewable energy.
16 This question has two parts. First, answer part A. Then, answer part B.

Part A: Select the statement that best describes how the author’s point of view develops over the course of the text.

A It becomes angrier to make a greater impact.
B It becomes more focused on a specific concern.
C It shows more and more pride in America as a nation.
D It begins to show confusion over the best course of action.

Part B: Which detail from the text best supports your answer in part A?

A “. . . ever speak truth and serve justice.”
B “We live in a land of plenty, . . .”
C “In our nation work and wealth abound.”
D “We know clearly what we seek, and why.”

17 What inference can be made about Eisenhower’s opinion about America? Support your answer with evidence from the text.
Aztec Farming

The Aztec civilization existed in the Valley of Mexico from about 1200 until the early 1500s. The Aztecs used a very special system for farming. Their main city, Tenochtitlan, was not built on land that was ideal for crops, as it mostly consisted of swamps and marsh land. People would gather wild fruits and plants, but they needed to find a way to farm the land in order to feed the large amount of people who lived there. To solve their problem, the Aztecs used something called the chinampa system.

Chinampas were made by sectioning off a rectangular area in a shallow water bed. Farmers laid down different materials, such as mud and vegetation, to make the sectioned area high enough so that the surface would be above the water level. Essentially, the chinampa became a manmade island in which crops such as maize, squash, and tomatoes could successfully be planted. Many of the chinampas were used to grow flowers as well, which made the land as beautiful as it was functional!

Today, the Aztecs are no longer around, but you can still see the chinampas they left behind. In fact, some are still in use today. Modern visitors are very lucky to see this lasting remnant of a civilization long gone.
What is the central idea of the text? Support your answer with details from the text.

What conclusion can be drawn about the author’s point of view about chinampas? Support your answer with evidence from the text.
What did the author most likely intend by explaining that chinampas are still used in Mexico today? Support your answer with evidence from the text.
A student is writing a narrative for class about a mystery. The student wants to revise the draft to introduce the narrator more clearly. Read the draft of the narrative and complete the task that follows.

It was a perfect spring afternoon. We had volunteered to help clean up a neighborhood park along with our families. It had been an enjoyable and uneventful day. Then suddenly, from a dark corner of the park, my friend Jasper started calling for me and Samantha.

We joined Jasper near a huge wall covered in deep green vines. Jasper had his hands in some vines separating them so we could see something underneath. There, concealed in ivy, was an ancient plaque with two words on it: Warren Higgs. We assumed that this was the name of a person, someone at least as old as the plaque was. But this was called Thompson Park, not Higgs Park.

We each ran and asked our parents, but none of them had heard of Warren Higgs either. Then we asked the event coordinator, Mrs. Ward. We took her to the plaque and showed her the name. After a moment she announced, “You kids have uncovered a real mystery! Even I don’t know who Warren Higgs is or why the plaque is here!”

Choose two sentences that would best introduce the narrator.

A. The skies were a soft blue and the sunshine was plentiful.
B. None of us recalled anyone in our city’s history with that name.
C. “Ryan! Come here!” Jasper yelled. “I found something super cool!”
D. I was fortunate to be outdoors enjoying the day with some friends.
E. Samantha, who knew a lot about plants, told us that the vines were ivy.
F. Mrs. Ward was an expert after working in the Parks Department for years.
A student is writing a research paper for class about lasers. Read the draft of the research paper and complete the task that follows.

Laser light is different from regular light in a few different ways. First, though, it is important to understand what regular light is like in general terms. In regular light, such as that from the sun, a lamp, or a car headlight, light occurring on the same wavelength is the same color. When all of the colors (wavelengths) come together, the result is white light. This light is not very concentrated; think about how sunlight spreads in all directions.

Lasers use only one color, so all of the wavelengths are the same. In fact, they even wave together: the ups and downs of each wavelength are in sync. Because the wavelengths move together in one motion, it is easier to focus the light in a specific beam. This focus is one reason that lasers are so useful. This tiny beam of light can read CDs on your computer and barcodes at the grocery. A laser can help a doctor perform intricate surgery inside the human body, as well as cut huge sheets of steel for building airplanes.

Write a one- to two-paragraph introduction that provides a clear focus for the text and sets up or explains the context for what is to follow.
A student is writing an argumentative essay for the school newspaper about raising the driving age to 18. The student wants to revise the draft to more clearly support her claims. Read the draft of the essay. Underline two sentences that support the opposing viewpoint and should be deleted from the essay.

When people talk about raising the driving age to 18, most assume that kids under the age of 16 would object. After all, why would they want to wait longer to get their driver licenses? But the issue is not that black and white. There are pros and cons to the issue that could leave anyone wavering between opinions.

On one side, people argue that 16 is too young to have control of a powerful machine. The science of the brain says teenagers’ brains are underdeveloped, particularly the part of the brain that controls risk-taking. Others claim that this part of the brain is not much better developed at 18. But it is true that the 16–18 age group has a large number of traffic accidents. This could be the result of poor decision-making by young drivers.

On the other side, people claim that teens need access to transportation as much as adults. Teenagers have school, jobs, and extracurricular activities that lead to busy lives. A teen who drives can ease the burdens of a family’s overwhelming schedule. There might be other modes of transportation for teens to use, but none are as convenient as using one’s own car.
A student is writing a narrative for his teacher about hosting an art show. Read the draft of the narrative and answer the question that follows.

On the chalkboard were all of the usual suspects: bake sale, book sale, car wash, candy drive. However, none of the students were happy with their options. But they really wanted to raise money for their national park field trip.

“I just can’t participate in another bake sale,” Alexa complained. “They’re so boring!”

“I agree,” said Teegan. “We never make enough money through bake sales anyway.”

“Well, does anyone have any fresh suggestions for a fundraiser?” Ms. Stewart asked.

The new student, Carey, raised his hand, and the entire class looked at him in shock. These would be the first words he ever spoke in class.

“At my old school,” Carey began, “we put on an art show to raise money. It was a lot of fun!”

Some students smiled, and others nodded their heads in agreement. They liked the idea.

Carey explained how each student created one or more works of art. Then, they advertised the art show through flyers and posters at local businesses. Finally, they displayed all of the art work in the school’s all-purpose room as if it were a museum.

Which more precise word best replaces the underlined word?

A) admiration  
B) amusement  
C) annoyance  
D) astonishment
A student is writing a science article for her teacher about metal detectors. The student wants to make sure that he has used the right words to make her meaning clear. Read the draft of the article.

Metal detectors are extremely useful tools. They cannot only help you find objects you have lost, but they can locate objects that were never yours. Many of these objects were lost long ago and might be valuable today. A popular spot for using a metal detector is the beach, where people often lose stuff under the sand.

While metal detectors are a helpful thing, they are sometimes expensive and clunky to carry. It might not be practical to purchase and transport a metal detector with you. But what if you could make your own metal detector from just a few simple household products, such as a radio, a calculator, and some tape? It’s true; homemade metal detectors are inexpensive and effective!

Look at the underlined words. Which two words should be changed so they are more precise?

A beach
B stuff
C sand
D thing
E calculator

Choose the sentence that does not have an error in spelling.

A Sydney did not want to complicate the situation by suggesting too many options.
B The two anciest towers on the hill symbolised the spectacular history of my hometown.
C Our committee would surely face criticism if we failed to acknowledge the input of local residents.
D Tarek was certain to be an embarassment to his teammates if he missed this opportunity for an easy basket.
27 Choose two sentences that are punctuated correctly.

A The poet Shel Silverstein, is responsible for writing that quotation.
B The hikers were prepared for a long, challenging trek to the summit.
C The sun, the beach and tall, palm trees have long symbolized coastal climates.
D Tamara Jones, Sarah’s best friend, has won the student athlete of the week award.
E Near the center of the canvas the artist had made three, long, blue horizontal stripes.
F Miriam looked forward to writing, workshop days because she enjoyed crafting stories, poems and plays.

28 A student is writing an argumentative essay for social studies class. Read the sentences from her essay and the question that follows.

In summary, the electoral college is an outdated system. In modern times, nearly all citizens have access to political information. They are capable of choosing their own leader. Considering these points all together, it is clear that the president should be elected directly by popular vote of the people.

Which edit should be made to the underlined sentence to correct one grammar usage mistake?

A It is clear that the president should be elected directly by popular vote of the people considering these points all together.
B Considering these points all together, we can clearly see that the president should be elected directly by popular vote of the people.
C Considering these points all together, they are clear that the president should be elected directly by popular vote of the people.
D It is clear that these points are considered all together, and the president should be elected directly by popular vote of the people.
The sentence below contains one error in grammar usage. Read the sentence and the question that follows.

The coach said the uniforms on Monday we ordered last month had arrived.

Which two versions of the sentence have been correctly edited for grammar usage?

A. The coach said the uniforms we ordered last month had arrived on Monday.
B. On Monday, the coach said the uniforms last month we ordered had arrived.
C. On Monday, the coach said the uniforms we ordered last month had arrived.
D. Last month, the coach said on Monday the uniforms we ordered had arrived.
E. The coach said that on Monday the uniforms we ordered had arrived last month.
F. The coach said last month that the uniforms we ordered had arrived on Monday.

Read the student’s paragraph about jazz music. Underline the sentence that contains spelling errors.

The United States has made a number of contributions to the world of music. For example, jazz is a style that was developed in New Orleans, Louisiana. It was a swirling blend of ragtime, blues, religious music, African drumming, and a variety of other styles. No one really knows how many different musical styles influenced the development of jazz. But the end product of this recipe was a unique musical style.
A student is writing a research report about GPS for her science teacher. She found a trustworthy source. Read Source 1 and the directions that follow.

Source 1
The United States is a pioneer in the field of global location systems. In fact, the 24 satellites needed to power the U.S. Global Positioning System were in space by 1994. Other countries later created their own global location services, and some countries are still developing systems today. A functioning system requires a lot of hardware, including satellites in space and ground stations on Earth. It is no wonder that countries require considerable time and funding to bring a location system online.

The student found another source. Read the source. Underline one sentence in Source 2 that supports the information presented in Source 1.

Source 2
There are three parts to the Global Positioning System: users, space, and control stations. The users are people who use the GPS function on our phones, for example. A user receives signals from satellites in space. The control stations are on the ground, and they keep track of the satellites. The satellites orbit Earth in specific patterns, sending out signals. To cover the entire planet, twenty-four satellites must be in orbit transmitting signals at all times. The signals from four satellites are needed to determine a specific location on Earth.
A student is writing a report about the Great Sphinx of Giza. Read both sources and the directions that follow.

Source 1
The Great Sphinx of Giza is a statue that was built in Egypt over four thousand years ago. A sphinx is an ancient Greek word describing a creature with the head of a man and the body of a lion. At Giza, the statue’s head took the form of a specific pharaoh, or ruler. The statue was meant to guard the pyramids that stand near it. Over the centuries, the statue has been damaged by erosion, but it is still an inspiring site today.

Source 2
There are some interesting stories and legends associated with the Great Sphinx of Giza. If you had been around for thousands of years, there would probably be a lot of stories about you, too! For example, it is said that the ancient Greeks first called the landmark a sphinx when it was already hundreds of years old. In addition, a legend credits the Napoleon Bonaparte with destroying the statue’s nose. However, archaeologists learned that the nose was removed long before the French dictator saw the statue.

The student took notes about information in the sources. Which note correctly paraphrases, or restates, information from both sources?

A The Sphinx of Giza was built to watch over nearby pyramids.
B The word sphinx was given to the statue by the ancient Greeks.
C Some of the statue’s damage was caused by Napoleon Bonaparte.
D A sphinx is a figure that has the head of a human and the body of a lion.
A student is writing a research report about meteor showers. Read the paragraph from his report and the directions that follow.

One of the most spectacular—and most dependable—shows in the night sky is the Perseid meteor shower. This light show takes place each year during the middle of August. Certain factors make the meteors easier to see, but patience is the main tool needed to catch a glimpse of flaming space junk. Once you find a viewing area that is free of manmade light, just sit, train your eyes to the northeast, and wait to see white bursts of light shoot across the sky.

Choose two sources that would most likely give the student more information for the paragraph from his report.

A  www.scienceintheskies.com/perseid
    Are you trying to choose the perfect time to watch a star show in the night sky? Just tell us where you are located, and we’ll tell you the best time to watch the night skies for eclipses, meteor showers, and other space events.

B  www.mythsexplained.com/Perseid
    From a “Trojan horse” to the Titanic to the Perseid meteor shower, the world of myth and legend appears all around us. You can search our catalog of myths explained, or you can browse our popular features, such as “Myth of the Day”.

C  www.sciencyclopedia.com/meteorshowers
    At the Sciencyclopedia, we have created thousands of articles that explain scientific phenomena in everyday terms. Whether you want to learn something specific, or you just want to learn something new, Sciencyclopedia is ready to inform about all topics in the world of science.

D  www.meteorshots.org/Perseids
    We are a growing community of amateur photographers obsessed with capturing the night sky’s most awe-inspiring event, the meteor shower. From the Leonids to the Geminids, we seek and shoot meteor activity. Visit our Gallery to view or upload photographs of meteor showers.

E  www.wwma.org/Perseids
    The World Wide Meteorology Association is a global cooperative that collects and analyzes data on weather events around the world. The WWMA uses the data to forecast the likelihood of viewing local astronomical events.

F  www.astro.csu.edu/meteor
    The Astronomy Department at Central State University explains the roles that the sun, a comet, and the Earth’s atmosphere play in the formation of meteor showers. Explore the links to learn more about other astronomy topics, such as solar eclipses and the phases of the moon.
A student is writing a research report about mountain habitats for her geography class. She found a source that she is evaluating for accuracy. Read Source 1 and the directions that follow.

Source 1
The mountain ecosystem is difficult to describe because climate changes occur as the altitude gets higher. For example, if you start a hike near sea level, you will likely see some deciduous trees, or trees that shed their leaves. As you climb higher, you will see fewer trees and more coniferous trees. These trees, such as pines and firs, have needles rather than leaves. This allows them to grow better in the cooler temperatures in the higher altitudes. As you climb even higher, you will pass the tree line, above which no plant life is able to grow.

After looking at Source 2 below, the student realizes that the original information may be inaccurate. Underline one sentence in Source 2 that should make the student question the accuracy of Source 1.

Source 2
In a mountain ecosystem, one change is the effects of altitude on plant and animal species. When you observe at the base of a mountain, plant and animal life will be abundant. However, by the time you reach the highest peak, only a few hardy plants and animals can be found. Clinging to rocks and sand soil are lichens, a plant well-adapted to living at high altitudes. Elk and other mountain loving animals can be found leaping from rock to rock. In addition, a handful of bird species will make excursions to the high alpine areas.
A student is writing a research report about the mimic octopus. He found a trustworthy source. Read Source 1 and the directions that follow.

The mimic octopus is the great impersonator of the sea. This astounding creature can not only change its color, pattern, and texture for camouflage, but it can also change its shape. This allows it to look like a variety of sea creatures in its environment. However, the mimic octopus also changes its behavior to mimic the creature it is impersonating. For example, if the mimic octopus is mimicking a flatfish, it will pull in all of its tentacles and scuttle across the ocean floor much like actual flatfish do. This combination of appearance and behavior modifications makes the mimic octopus one of the most talented camouflage artists in the natural world.

The student found information in different sources. Which piece of information supports the author’s point of view in Source 1?

A There are a number of other species—both in the sea and on land—that can mimic other animals.

B The mimic octopus is not the only octopus that can change its color, pattern, and texture for camouflage.

C After hours of observation, researchers learned that the mimic octopus most often mimics the same several species.

D According to researchers, the mimic octopus does not mimic just any other fish, it mimics those that predators do not want to eat.
A student is writing an argumentative report about the effectiveness of public opinion polls. He found possible sources for his report. Read the sources and the directions that follow.

Source 1
When it comes to the effectiveness of a poll, the recipe for success has three required ingredients: clear wording, a controlled random sample, and size-to-sampling error ratio. First, all participants must have the same experience of the poll, so the wording must be easy to understand and without bias of any kind. In a poll, biased language could influence the responses of subjects. If biased language were identified, the credibility of the poll’s results would be called into question.

Source 2
Today, there are a variety of different polls used to gauge public opinion, such as telephone polls, mail/email polls, and face-to-face polls. In fact, you probably see one particular type of poll every time you surf the Web—the Internet click poll. Even though they are common, they are less than scientific. According to one expert, Internet click polls are “useless” because the participants cannot be controlled. This leads us to a perplexing question: How do we know when a poll is “good”?

The student wrote down some claims to use in his report. Look at the claims listed below. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim.

36A: Claim 1. Internet polls are one of the least effective polling methods.

A Source 1  
B Source 2  
C Both Sources  
D Neither Source

36B: Claim 2. Some polls are built to sway participants’ responses a certain way.

A Source 1  
B Source 2  
C Both Sources  
D Neither Source

36C: Claim 3. In recent years, polls conducted through mail or email have declined in use.

A Source 1  
B Source 2  
C Both Sources  
D Neither Source
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Comprehension: Selected Response 1, 5, 8A, 8B, 10A, 10B, 11, 13, 14, 16A, 16B /16 %
Comprehension: Constructed Response 3, 4, 6, 12, 17, 18, 19, 20 /16 %
Vocabulary 2, 6, 9, 15 /8 %
Drafting, Editing, Revising 21-25 /10 %
English Language Conventions 26-30 /10 %
Research 31-35, 36A, 36B, 36C /12 %
Total EOY Assessment Score /72 %
3 Students should underline the following sentence:
- In his insistent crawling toward the light, he discovered in her a nose that with a sharp nudge administered rebuke, and later, a paw, that crushed him down and rolled him over and over with swift, calculating stroke.

4 2-point response: The central idea of the text is that the cub slowly starts to be aware of his surroundings and possibilities. He is born into the dark, gloomy wolf den and his natural curiosity leads him towards the light. The narrator explains, “But he had early discovered that one wall of his world was different from the rest.” The narrator goes on to explain, “It had been an irresistible attraction . . .” and describes how the cub wishes to test his boundaries and explore the outside world.

7 Students should underline the following sentences:
- People in ancient times believed that some people had the power to control the weather.
- Different cultures from all around the globe have been trying to control the weather with rain rituals and ceremonies for thousands of years.
- Instead, people relied on their rituals and superstitions.

12 Students should circle the following paragraph:
- Mr. Chairman, Mr. Vice President, Mr. Chief Justice, Mr. Speaker, members of my family and friends, my countrymen, and the friends of my country wherever they may be:

17 2-point response: Eisenhower believed America was fortunate to have its freedom and that the people of America should lead the initiative for global freedom. In his speech, he says, “And, we—though fortunate be our lot—know that we can never turn our backs to them.” Later, Eisenhower explains his goal and how America can help, saying, “We look upon this shaken earth, and we declare our firm and fixed purpose—the building of a peace with justice in a world where moral law prevails.”

18 2-point response: The central idea of the text is that the Aztecs developed a successful method to farm swampy land. The text states that Tenochtitlan consisted of mostly swamp land, which was not conducive for farming. To solve the problem, the Aztecs developed the chinampa system, which raised the land above the water level and made it possible to grow crops.

19 2-point response: The author believes that chinampas were a creative and unique solution to the problem the Aztecs faced because they allowed for successful farming in a swampy area. The author explains how the chinampas had a positive effect on growing crops, and some were even used to grow flowers, making the land as beautiful as it was functional.

20 2-point response: The author wanted to show that the chinampas were so successful that they could still be used today, supporting the idea that the Aztecs developed a valuable system. The author explains that the Aztecs are no longer around, but you can still see the chinampas they left behind. This idea is further supported by information that visitors are lucky to see a remnant of an ancient civilization.

22 2-point response: People might think of lasers as the stuff of science fiction, but they are a very important tool in today’s world. From electronics to medicine, lasers help us accomplish a variety of detailed tasks that we were unable to do before their invention. While lasers and regular light have the same source, lasers are a more refined version of light.
Answer Key

23 Students should underline the following sentences:
- Others claim that this part of the brain is not much better developed at 18.
- There might be other modes of transportation for teens to use, but none are as convenient as using one’s own car.

30 Students should underline the following sentence:
- It was a swirling blend of ragtime, blues, religious music, African drumming, and a variety of other styles.

31 Students should underline the following sentence:
- To cover the entire planet, twenty-four satellites must be in orbit transmitting signals at all times.

34 Students should underline the following sentence:
- However, by the time you reach the highest peak, only a few hardy plants and animals can be found.
Explanatory Performance Task

Task
Severe weather affects communities in dramatic ways. It can be dangerous, but it is also awe-inspiring to witness. Your local meteorology club is studying severe weather in your area, and your club president has asked you to research the topic. As part of your research, you have found three sources about severe weather and how to prepare for it.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. Take notes while you read.

In Part 2, you will write an explanatory article on a topic related to the sources.

Directions for Part 1
You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions
After reviewing the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your explanatory article.

You may refer to your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your notes will be available to you in Part 1 and Part 2 of the performance task.
Source #1: Tropical Twisters—Hurricanes: How They Work and What They Do

Here is an article that explains what hurricanes are, how they form, and the damage they can do.

What are Hurricanes?
Most people associate twisters with tornadoes, but in fact tropical twisters come from hurricanes. Hurricanes are what scientists call “strong Tropical Cyclones.” They are formed when large areas of the ocean become heated, and the air pressure over that area drops. This causes thunderstorms and strong surface winds. Cyclones develop over tropical or sub-tropical waters (for example, in the Atlantic off the coast of Africa, or in the Pacific). As they travel long distances gathering energy from the ocean, they are likely to be classified as strong Tropical Cyclones. When the winds of a tropical storm reach 74 mph, then the storm is classified as a hurricane.

One of NASA’s most important missions is to develop an understanding of the total Earth system and study the effects of natural and human-induced changes on the global environment. To achieve these goals, NASA has developed satellites and ground programs which study and monitor hurricanes and other climatic events.

How are Hurricanes Created?
The birth of a hurricane requires at least three conditions. First, the ocean waters must be warm enough at the surface to put enough heat and moisture into the overlying atmosphere to provide the potential fuel for the thermodynamic engine that a hurricane becomes. Second, atmospheric moisture from sea water evaporation must combine with that heat and energy to form the powerful engine needed to propel a hurricane. Third, a wind pattern must be near the ocean surface to spiral air inward. Bands of thunderstorms form, allowing the air to warm further and rise higher into the atmosphere. If the winds at these higher levels are relatively light, this structure can remain intact and grow stronger: the beginnings of a hurricane!

Often, the feature that triggers the development of a hurricane is some pre-existing weather disturbance in the tropical circulation. For example, some of the largest and most destructive hurricanes originate from weather disturbances that form as squall lines over Western Africa and subsequently move westward off the coast and over warm water, where they gradually intensify into hurricanes.
Hurricane winds in the northern hemisphere circulate in a counterclockwise motion around the hurricane’s center or “eye,” while hurricane winds in the southern hemisphere circulate clockwise.

The eye of a hurricane is relatively calm. It is generally 20 to 30 miles wide (the hurricane itself may extend outward 400 miles). The most violent activity takes place in the area immediately around the eye, called the “eyewall.” At the top of the eyewall (up to 50,000 feet), most of the air is propelled outward, increasing the air’s upward motion. Some of the air, however, moves inward and sinks into the eye, creating a cloud-free area. . . .

How Dangerous are They?
One of the most damaging and deadly events that occur is the hurricane. When hurricanes move ashore, they bring with them a storm surge of ocean water along the coastline, high winds, tornadoes, and both torrential rains and flooding.

During a hurricane, homes, businesses, roads and bridges may be damaged or destroyed by high winds and/or high waves. Debris from the high winds can damage property. Roads and bridges can be washed away by flash flooding, or can be blocked by debris. In particularly large storms (such as Hurricane Andrew), the force of the wind alone can cause tremendous devastation. Trees and power lines topple and weak homes and buildings crumble. These losses are not just limited to the coastline—often damage extends hundreds of miles inland.

Hurricanes and their potential for destruction are rated using a scale from 1 to 5 called the Saffir-Simpson scale. A Category 1 hurricane is the least destructive and a Category 5 hurricane is the most destructive. There are three types of damage caused by hurricanes:

• **Wind Damage**
  Hurricane-force winds, 74 mph or more, can destroy poorly constructed buildings and mobile homes. Debris, such as signs, roofing material, siding, and small items left outside, become flying missiles in hurricanes. Winds often stay above hurricane strength well inland.
• **Storm Surge Damage**
  Storm surge is a large dome of water often 50 to 100 miles wide that sweeps across the coastline near where a hurricane makes landfall. The surge of high water topped by waves is devastating. The stronger the hurricane and the shallower the offshore water, the higher the surge will be. Along the immediate coast, storm surge is the greatest threat to life and property.

• **Flood Damage**
  Widespread torrential rains often in excess of 6 inches can produce deadly and destructive floods. This is the major threat to areas well inland.

Areas vulnerable to hurricanes include the Atlantic and Gulf coasts of the United States from Texas to Maine, the Caribbean, and tropical areas of the western Pacific, including Hawaii, Guam, American Samoa, and Saipan.

Even Category 1 hurricanes can cause death, property damage and flooding and should be taken very seriously. Coastal areas are often evacuated by the police when a hurricane is approaching.

Source: http://kids.earth.nasa.gov/archive/hurricane/index.html
Source #2: Make a Plan

This tip page regarding emergency planning appears on the Web site for the Centers for Disease Control and Prevention.

Families can cope with disasters by preparing in advance and working together as a team. If something were to happen, how would you contact one another, how would you get to a safe place, and what would you do in different emergency situations? Planning what to do before a disaster strikes provides the best protection for you and your family.

Create a Family Communication Plan
Because you and your family may not be together when a disaster hits, it’s important to create a communication plan to help you and your loved ones connect and get help. Complete a contact card for each family member. Have them keep these cards handy in a wallet, purse, or backpack.

More Tips:
• Identify an out-of-town contact, such as a friend or relative, who family members can call to let them know they are safe. It may be easier to make a long-distance phone call than to call across town, because phone lines can be jammed. An out-of-town contact may be in a better position to communicate among separated family members.
• Teach your family members how to text. It may seem like second nature to some of us, but not everyone texts. During an emergency it’s often easier to get a text message delivered rather than a phone call.
• Subscribe to an emergency alert system. Check with your local health department or emergency management agency to see if there is one offered for your area. Post emergency telephone numbers by home phones or save them in your cell phone (fire, police, ambulance, etc.).
• Teach children how and when to call 911 for help.

Create a Family Disaster Plan
Planning for a disaster means knowing what to do in each possible situation. Whether you have to evacuate your home or you need to shelter in place, it’s important to have a plan ahead of time.

Before creating your disaster plan, it’s important to know what types of emergencies are likely in your area and the best way to respond. For example, if tornadoes are common in your area does your family know what the warning
signs are and where to take shelter? Call your Local Red Cross chapter or Emergency Management Agency for more information.

Because different disasters may require you to go to different places, make sure you identify a meeting place in your neighborhood, a meeting place just outside your neighborhood, and a meeting place out of town. Review these plans with all members of your family and don’t forget to consider what you would do with your pets who may not be allowed in emergency shelters.

More Tips:
• Learn about your community’s warning signals. What do they sound like and what should you do when you hear them?
• Determine the best escape routes from your home. Find two ways out of each room.
• Find the safe spots in your home for each type of disaster. For example, during an earthquake you would want to practice “drop, cover, and hold on” under a sturdy desk or table. During a tornado, you would want to seek shelter in a lower level room without windows.
• Show each family member how and when to turn off the water, gas, and electricity at the main switches.
• Teach each family member how to use the fire extinguisher, and show them where it’s kept.
• Practice your plan by quizzesing your kids periodically and conduct fire and other emergency drills.
• Check your emergency supplies throughout the year to replace batteries, food, and water as needed.

Additional Ways to Prepare
• Check if you have adequate insurance coverage to cover possible flooding or structural damage to your home and property.
• Install smoke detectors on each level of your home, especially near bedrooms. Test and recharge your fire extinguisher(s) and smoke detectors according to manufacturer’s instructions.
• Install at least one battery-powered or battery back-up carbon monoxide alarm in your home, preferably near bedrooms. Test the battery at least twice a year, when you change the time on your clocks.
• Take a Red Cross first aid and CPR class.

Source: http://emergency.cdc.gov/preparedness/plan/
Source #3: Small Town Pays Big Price . . .

Here is an interview with a family that recently fell victim to severe coastal flooding.

Interviewer:
Good evening. I’m standing in the middle of Cook Street on the outskirts of what used to be the bustling small town of Dockhurst. Today, this residential area is but a skeleton of what it once was. Sandbags and heavy barrels line the sidewalk where children once played—an unsuccessful attempt to hold back the floods that surged over and over again from last week’s hurricane.

Wave after wave of salty seawater flooded this street and many others like it in the town. The water was relentless, filling and overflowing everything that got in its path. This very street became a river in which cars and trucks floated aimlessly like petals from a flower. And the water continued to flow, sliding past sandbags and under garage doors to enter the homes of everyone who lives here.

One such resident is the Rivera family. Their home, one of the hardest hit in the area, lies only a few hundred feet from the water’s edge. Good evening, Mr. Rivera; would you mind explaining for us what happened here last week?

Mr. Rivera:
Well, what can I say, really—I mean, the house speaks for itself. It’s completely destroyed, and we will have to rebuild entirely. Water from the storm surge filled the entire first floor of my home and made its way halfway up the stairs—it just kept coming and coming. It didn’t recede either, as you can see, and the saltwater destroyed everything.

Interviewer:
Are you and your family safe? Tell us what happened before the flood.

Mr. Rivera:
Oh, yes, we are all safe, thanks to the evacuation team here at Dockhurst. They came the day before to ensure that we had packed our valuables and were ready to leave. In fact, I didn’t know this at the time, but they have a volunteer emergency team that escorts you from the area. At first, I thought it was a little extreme considering this is my home and I really felt pressured to leave it; but after seeing what the flood did here, I’m so grateful that my family and I weren’t around to witness it firsthand!
Interviewer:
So your family evacuated early—that is indeed good news, and obviously a wise
decision considering all this damage here. Mrs. Rivera, did you and your husband
do anything to try to prevent the damage before you left?

Mrs. Rivera:
Well, we put down sandbags and other things to try to create a barrier of some
kind, but it was pointless. This is a perfect example of how powerful mother
nature can be. So many people don’t take flooding seriously—my husband, for
example (laughing)—until it’s too late. No one wants to be stuck in a situation
where you’re calling 911 from the roof of your house and waiting to be picked up
in either a helicopter or a boat! I heard that this is what happened to a few people
down the coast. Obviously, we’re upset with our loss, but at least our family is safe
thanks to some preplanning and a solid evacuation plan.

Mr. Rivera:
It’s true—we can always replace material things and rebuild—as difficult as it might
be—but our safety comes first in a situation like this.

Interviewer:
Wise words from a family that knows firsthand how unforgiving mother nature
can truly be. From East Dockhurst, back to the studio.
The authors of Source #1 and Source #2 present different types of information. Choose one answer that identifies the source that is most likely credible and correctly explains why.

A Source #1 because it discusses a type of severe weather
B Source #2 because it gives different methods for solving a single problem
C Source #2 because it supports opinions with familiar ideas that seem logical
D Source #1 because it contains facts and data that can be verified by independent sources

Which source most likely contains the most relevant information that accurately supports information in Source #2? Be sure to explain your answer using two pieces of evidence from the sources and to identify the source of the information by title or number.

Identify two negative results of storm surge. Provide one detail from Source #1 and one detail from Source #2 to support each result. Explain how these details support the negative result. Be sure to identify the source of each piece of information by title or number.
Directions for Part 2
You will now review your notes and sources and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment
Now that you have completed research on the topic of severe weather and preparation for it, your meteorology club leader has asked you to write an explanatory article for the club newsletter about hurricanes and how to prepare for them. The audience for your article will be other students and parents.

Using multiple sources, develop a thesis/controlling idea to explain about hurricanes and how to prepare for them. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Unless quoting directly from the sources, use your own words. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.

Explanatory Article Scoring:
Your explanatory article will be scored using the following:

1. Organization/purpose: How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?

2. Evidence/elaboration: How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your explanatory article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.
2**-point response:** Source #3 most likely contains the most relevant information that accurately supports information in Source #2. Source #2 describes how to make a plan for a potential disaster. It specifically mentions an evacuation plan, which is supported by the events in Source #3. The Rivera family must evacuate their home when a hurricane approaches. They are a primary source example of why it helps to plan ahead for a hurricane.

3 **-point response:** A storm surge is described in Source #1 as a dome of water that is high and wide. It has the ability to cause widespread damage along the coast. “The surge of high water topped by waves is devastating.” This negative result is supported in Source #3 because the Rivera family home is essentially destroyed by the storm surge from the hurricane.

10-point anchor paper: Just the word “hurricane” has the power to instill fear in many people, and with good reason. Hurricanes are extremely strong storms that can cause injury or even death. However, meteorologists are typically able to predict when a hurricane is forming, which often gives people enough time to prepare for a disaster. In general, although hurricanes are powerful storms, you can avoid danger if you prepare properly for them.

Hurricanes are tropical cyclones that form over the water when the right conditions are present. According to Source #1, hurricanes can be very dangerous, carrying on land a “storm surge of ocean water along the coastline, high winds, tornadoes, and both torrential rains and flooding.” Source #1 explains that three types of damage—wind, storm surge, and floods—can result in massive damage to structures, roads, and entire communities. However, hurricanes are so large and powerful that meteorologists can easily spot them and warn the public.

Because people receive advance notice of hurricanes, they can do certain things to ensure their safety and the safety of their families. According to Source #2, having a family communication plan and disaster plan is essential. A communication plan includes knowing who to call for help and when to call 911. A family disaster plan involves knowing when to evacuate, where to meet if you are separated from your family, what to do with pets in a time of emergency, and what supplies to have on hand.

In the case of a hurricane, it helps to know that you can keep yourself safe even if your home may be damaged. Source #3 provides the example of the Rivera family, whose home is flooded by the storm surge of a hurricane. They were able to keep their family safe by evacuating prior to the storm. They did not risk their lives for the sake of their home, and therefore they did not find themselves in an emergency situation that required a dangerous rescue.

Severe weather can be very scary, but having a plan can help to ensure safety and peace of mind. Although a hurricane is a potentially dangerous experience, personal harm can be avoided if you prepare properly and thoroughly ahead of time.
Use the rubrics to score the task holistically on a 10-point scale:
4 points for purpose/organization [P/O]; 4 points for evidence/elaboration [E/E] or development/elaboration [D/E]; and 2 points for English language conventions [C]

Unscorable or Zero responses are unrelated to the topic, illegible, contain little or no writing, or show little to no command of the conventions of standard English.

### EXPLANATORY PERFORMANCE TASK SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose/Organization</th>
<th>Evidence/Elaboration</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | effective organizational structure  
• clear statement of main idea based on purpose, audience, task  
• consistent use of various transitions  
• logical progression of ideas | convincing support for main idea; effective use of sources  
• integrates comprehensive evidence from sources  
• relevant references  
• effective use of elaboration  
• audience-appropriate domain-specific vocabulary |           |
| 3     | evident organizational structure  
• adequate statement of main idea based on purpose, audience, task  
• adequate, somewhat varied use of transitions  
• adequate progression of ideas | adequate support for main idea; adequate use of sources  
• some integration of evidence from sources  
• references may be general  
• adequate use of some elaboration  
• generally audience-appropriate domain-specific vocabulary |           |
| 2     | inconsistent organizational structure  
• unclear or somewhat unfocused main idea  
• inconsistent use of transitions with little variety  
• formulaic or uneven progression of ideas | uneven support for main idea; limited use of sources  
• weakly integrated, vague, or imprecise evidence from sources  
• references are vague or absent  
• weak or uneven elaboration  
• uneven domain-specific vocabulary | adequate command of spelling, capitalization, punctuation, grammar, and usage  
• few errors |
| 1     | little or no organizational structure  
• few or no transitions  
• frequent extraneous ideas; may be formulaic  
• may lack introduction and/or conclusion  
• confusing or ambiguous focus; may be very brief | minimal support for main idea; little or no use of sources  
• minimal, absent, incorrect, or irrelevant evidence from sources  
• references are absent or incorrect  
• minimal, if any, elaboration  
• limited or ineffective domain-specific vocabulary | partial command of spelling, capitalization, punctuation, grammar, and usage  
• some patterns of errors |
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose/Organization</th>
<th>Development/Elaboration</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | **fully sustained** organization; **clear** focus  
- effective, unified plot  
- effective development of setting, characters, point of view  
- transitions clarify relationships between and among ideas  
- logical sequence of events  
- effective opening and closing | **effective** elaboration with details, dialogue, description  
- clear expression of experiences and events  
- effective use of relevant source material  
- effective use of various narrative techniques  
- effective use of sensory, concrete, and figurative language |  |
| 3     | **adequately sustained** organization; **generally maintained** focus  
- evident plot with loose connections  
- adequate development of setting, characters, point of view  
- adequate use of transitional strategies  
- adequate sequence of events  
- adequate opening and closing | **adequate** elaboration with details, dialogue, description  
- adequate expression of experiences and events  
- adequate use of source material  
- adequate use of various narrative techniques  
- adequate use of sensory, concrete, and figurative language |  |
| 2     | **somewhat sustained** organization; **uneven** focus  
- inconsistent plot with evident flaws  
- uneven development of setting, characters, point of view  
- uneven use of transitional strategies, with little variety  
- weak or uneven sequence of events  
- weak opening and closing | **uneven** elaboration with partial details, dialogue, description  
- uneven expression of experiences and events  
- vague, abrupt, or imprecise use of source material  
- uneven, inconsistent use of narrative technique  
- partial or weak use of sensory, concrete, and figurative language |  |
| 1     | **basic** organization; **little or no** focus  
- little or no discernible plot; may just be a series of events  
- brief or no development of setting, characters, point of view  
- few or no transitional strategies  
- little or no organization of event sequence; extraneous ideas  
- no opening and/or closing | **minimal** elaboration with few or no details, dialogue, description  
- confusing expression of experiences and events  
- little or no use of source material  
- minimal or incorrect use of narrative techniques  
- little or no use of sensory, concrete, and figurative language |  |
ARGUMENTATIVE PERFORMANCE TASK SCORING RUBRIC

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<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | **effective** organizational structure; **sustained** focus  
• consistent use of a variety of transitions  
• logical progression of ideas  
• effective introduction and conclusion  
• clearly communicated argument for purpose, audience, task | **convincing** support/evidence for main idea;  
**effective** use of sources;  
**precise** language  
• comprehensive evidence from sources is integrated  
• relevant, specific references  
• effective elaborative techniques  
• appropriate domain-specific vocabulary for audience, purpose |  |
| 3     | **evident** organizational structure; **adequate** focus  
• adequate use of transitions  
• adequate progression of ideas  
• adequate introduction and conclusion  
• clear argument, mostly maintained, though loosely  
• adequate argument for purpose, audience, task | **adequate** support/evidence for main idea;  
**adequate** use of sources;  
**general** language  
• some evidence from sources is integrated  
• general, imprecise references  
• adequate elaboration  
• generally appropriate domain-specific vocabulary for audience, purpose |  |
| 2     | **inconsistent** organizational structure; **somewhat sustained** focus  
• inconsistent use of transitions  
• uneven progression of ideas  
• introduction or conclusion, if present, may be weak  
• somewhat unclear or unfocused argument | **uneven** support for main idea;  
**partial** use of sources;  
**simple** language  
• evidence from sources is weakly integrated, vague, or imprecise  
• vague, unclear references  
• weak or uneven elaboration  
• uneven or somewhat ineffective use of domain-specific vocabulary for audience, purpose | **adequate** command of spelling, capitalization, punctuation, grammar, and usage  
• few errors |
| 1     | **little or no** organizational structure or focus  
• few or no transitions  
• frequent extraneous ideas are evident; may be formulaic  
• introduction and/or conclusion may be missing  
• confusing argument | **minimal** support for main idea;  
**little or no** use of sources;  
**vague** language  
• source material evidence is minimal, incorrect, or irrelevant  
• references absent or incorrect  
• minimal, if any, elaboration  
• limited or ineffective use of domain-specific vocabulary for audience, purpose | **partial** command of spelling, capitalization, punctuation, grammar, and usage  
• some patterns of errors |
## Grade 7 Unit 1

<table>
<thead>
<tr>
<th>IF . . .</th>
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<tbody>
<tr>
<td>Students score less than 75% on the comprehension items in unit assessment . . .</td>
<td>reteach the following skills lessons as needed using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Central or Main Idea, Textual Evidence, Figurative Language, Connotation and Denotation, Word Meaning (Technical Language), Character, Setting, Plot, Theme, Informational Text Elements.</td>
</tr>
<tr>
<td>Students score less than 75% on the vocabulary items in unit assessment . . .</td>
<td>reteach the Word Meaning skill lesson using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path. use the Access Handout 4 Vocabulary activity in the Close Read lessons for additional practice with word meaning. use the Vocabulary Workbook lessons 9, 19, 23, and 25 for additional practice with Context Clues.</td>
</tr>
<tr>
<td>Students score less than 7 on the Performance Task full write for unit assessment . . .</td>
<td>reteach the following skill lessons from the Extended Writing Project, as needed, using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Thesis Statement, Audience and Purpose, Organize Informative Writing, Supporting Details, Introductions, Body Paragraphs and Transitions, Conclusions, Style, Sources and Citations.</td>
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</table>

## Grade 7 Unit 2

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<tr>
<td>Students score less than 75% on the comprehension items in unit assessment . . .</td>
<td>reteach the following skills lessons as needed using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Informational Text Structure, Story Elements, Point of View, Textual Evidence, Informational Text Elements, Connotation and Denotation, Author’s Point of View, Compare and Contrast.</td>
</tr>
<tr>
<td>Students score less than 75% on the vocabulary items in unit assessment . . .</td>
<td>reteach the Word Meaning skill lesson using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path. use the Access Handout 4 Vocabulary activity in the Close Read lessons for additional practice with word meaning. use the Vocabulary Workbook lessons 9, 19, 23, and 25 for additional practice with Context Clues.</td>
</tr>
<tr>
<td>Students score less than 7 on the Performance Task full write for unit assessment . . .</td>
<td>reteach the following skill lessons from the Extended Writing Project, as needed, using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Audience and Purpose, Organize Narrative Writing, Descriptive Details, Introductions, Narrative Techniques and Sequencing, Style, Conclusions.</td>
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# Modify Instruction

## Grade 7 Unit 3

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<td>Students score less than 75% on the comprehension items in unit assessment . . .</td>
<td>. . . reteach the following skills as needed using the access 4 Handout and the Approaching instructional scaffolds in the Access Path: Informational Text Elements, Textual Evidence, Technical Language, Figurative Language (Figures of Speech), Theme, Poetic Elements, Author’s Purpose and Author’s Point of View, Compare and Contrast.</td>
</tr>
<tr>
<td>Students score less than 75% on the vocabulary items in unit assessment . . .</td>
<td>. . . reteach the Word Meaning skill lesson using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path. . . use the Access Handout 4 Vocabulary activity in the Close Read lessons for additional practice with word meaning. . . use the Vocabulary Workbook lessons 9, 19, 23, and 25 for additional practice with Context Clues.</td>
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<tr>
<td>Students score less than 7 on the Performance Task full write for unit assessment . . .</td>
<td>. . . reteach the following skill lessons from the Extended Writing Project, as needed, using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Thesis Statement, Audience and Purpose, Organize Argumentative Writing, Supporting Details, Introductions, Body Paragraphs and Transitions, Conclusions, Style, Sources and Citations.</td>
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## Grade 7 Unit 4

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<td>Students score less than 75% on the comprehension items in unit assessment . . .</td>
<td>. . . reteach the following skills as needed using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Setting, Figurative Language (Figures of Speech), Textual Evidence, Point of View, Theme, Poetic Elements, Story Structure, Dramatic Elements, Central or Main Idea, Informational Text Structure, Author’s Purpose and Author’s Point of View, Arguments and Claims, Compare and Contrast.</td>
</tr>
<tr>
<td>Students score less than 75% on the vocabulary items in unit assessment . . .</td>
<td>. . . reteach the Word Meaning skill lesson using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path. . . use the Access Handout 4 Vocabulary activity in the Close Read lessons for additional practice with word meaning. . . use the Vocabulary Workbook lessons 9, 19, 23, and 25 for additional practice with Context Clues.</td>
</tr>
<tr>
<td>Students score less than 7 on the Performance Task full write for unit assessment . . .</td>
<td>. . . reteach using the following skill lessons from the Extended Writing Project, as needed, using the Access 4 Handout and the Approaching instructional scaffolds in the Access Path: Audience and Purpose, Research and Note-taking, Thesis Statement, Organize Argumentative Writing, Supporting Details, Introductions, Body Paragraphs and Transitions, Conclusions, Sources and Citations.</td>
</tr>
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