Preparing for the
ISTEP+
English Language Arts Test

Includes:
• Comprehensive Test Practice
• Practice Worksheets correlated to the ISTEP+ Academic Standards
• Summary Scoring Sheets
Preparing for the

ISTEP+

English Language Arts Test

Middle School
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NOTE TO THE TEACHER

The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)

Eighth-grade students in Indiana are required to take the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) test in language arts. The ISTEP+ in language arts includes both multiple-choice and written-response questions.

This booklet contains materials to help your students prepare for the exam. You will need to make photocopies of those pages you wish to distribute to your students.

About This Book

Test Practice 1 is intended for use as a diagnostic tool. After the test practice session, you and your students can use the Summary Scoring Sheets to correlate the items missed to the ISTEP+ Academic Standards and determine whether to complete the Practice Worksheets corresponding to each standard.

Test Practice 2 is intended for use later in the year to assess student progress and provide practice closer to the actual test date.

These test practice sections have been designed to match the format of the actual ISTEP+ test. Each test practice contains five reading passages (two fiction and three nonfiction) with both multiple-choice and short-answer questions following.

After the five reading passages, each test practice section contains a writing prompt complete with a writing stimulus passage modeled after those found on the actual ISTEP+ exam. The writing stimulus is designed to introduce students to the theme of the prompt and to focus students onto what they will need to write when they respond to the prompt. The actual writing prompt then directs students what to write about and who their audience will be.

Practice Worksheets make up the rest of this book. The ISTEP+ Academic Standards covered by each worksheet are listed at the top of each page. Practice Worksheet 23 provides additional writing prompts you might wish to use throughout the year as practice. Summary Scoring Sheets and Answer Keys for both Test Practice sections and the Practice Worksheets follow these pages.

Summary Scoring Sheets allow you to target skills students may be having trouble with. After grading a Test Practice section, make a copy of the summary scoring sheets and circle those items that a student missed. Based on the number of items missed for a particular ISTEP+ Academic Standard, you can then assess whether that student needs added practice for a particular standard. The Scoring Sheets also provide a correlation to the Practice Worksheets, thereby allowing targeted remediation.
Scoring Responses to the Writing Prompt

On the actual ISTEP+ test, each student’s composition is scored in two different categories. Writing Development is scored on a six-point scale and is based on performance in the following categories:

- ideas and content
- organization
- style
- voice

Note that there is only one score for Writing Development, not one score for each of the four categories.

The Language-in-Use score allows for assessment of grammar, usage, and spelling conventions. This score is determined on a four-point scale. A score of 4 exhibits a good command of language conventions, a 3 exhibits an adequate command, a 2 exhibits a minimal command and a 1 exhibits a less than adequate command of language skills.

For more detailed information refer to the Grade 8 ISTEP+ Teacher’s Scoring Guide for English/Language Arts Applied Skills Assessment Fall 2000.
NOTE TO THE STUDENT
Test-Taking Strategies

Students in Indiana are required to take the language arts portion of the ISTEP+ test in eighth grade. By preparing for the test and using some simple test-taking strategies, you can approach the ISTEP+ exam with confidence.

Preparing for the ISTEP+

The best way to prepare is to be an active learner throughout the school year.

- **Keep Up** with your class preparation, notes, and assignments.
- **Review Your Notes** every day to be sure that you understand all the important vocabulary words and skills introduced in that day’s lessons.

The Night Before the Test

The night before the test is a good time to relax and review your strategies for taking the test.

- **Avoid Last-Minute Cramming.** Trying to learn new material the night before the test will not be helpful.
- **Avoid Arguments.** Try to spend the evening in a good, relaxed mood. Stay in a positive frame of mind. Remember that the test is an opportunity to show what you know.
- **Set Out Necessities.** Gather materials such as sharpened pencils, an eraser, your glasses if you wear them, and tissues so you won’t forget them. You may want to bring a quick-energy snack in case you become hungry or tired while taking the test.
- **Get a Good Night’s Sleep.**

The Day of the Test

Here are some tips to help you get ready to take the test:

- **Get Up Early Enough** so that you won’t need to hurry.
- **Eat a Good Breakfast,** but avoid overeating or trying something new.
- **Choose Comfortable Clothes.** (Save your new clothes or shoes for another day.) You might dress in layers so you can adjust your clothing if the testing room seems too warm or too cold.
- **Be Sure to Arrive at School on Time.** Stay calm and in a positive frame of mind.
Taking the ISTEP+

Before the Test Begins

Focus on yourself while you are in the testing room. Pay no attention to when others start or finish, or whether others appear anxious or not. Before the test begins, take a few minutes to sit quietly. Take a few slow, deep breaths, and relax any muscles that are tight. Tell yourself that you will do your best and will not blame yourself for what you do not know.

During the Test

Pace yourself, working carefully and smoothly. Do not rush through the test since that may result in careless errors or feelings of panic. However, avoid spending too much time on one question.

• Read each question and all the answer choices carefully. Be sure that you understand what the question asks and that you do not overlook a key word or phrase. Reread any question that you do not understand fully.

• Your score is based on the number of questions that you answer correctly. You should answer every question even if you are not certain of the answer. Read all the answer choices, crossing out the ones that are clearly incorrect. Watch out for answers that are partially correct or only answer part of the question. An answer that is not completely true is an incorrect answer. Try to eliminate at least a few choices and then make your best guess from the remaining choices.

• Stay focused on the test. Try to avoid thinking about your emotional and physical feelings or about other topics unrelated to the test. If your attention starts to wander or you begin to feel tense, refocus your attention on the test or take a short break: breathe deeply, relax your body, and replace negative thoughts with positive, supportive thoughts. Instead of getting upset if you cannot answer a question, simply circle the question to read again later, and go on to a different question. You may be able to answer the question later in the test period.

• When you are finished answering all the questions, read the test carefully from the beginning to the end to check your work if you have enough time to do so. You should check that you have marked each answer in the correct place, that you have not left any answer blank, and that your answers are legible.

Taking a Language Arts Test

Throughout your academic career, you will be tested on your ability to read and understand many different kinds of reading selections. These tests will assess your basic comprehension of ideas and knowledge of vocabulary. They will also check your ability to analyze and evaluate both the message of the text and the techniques the writer uses to get that message across. The following strategies will help you on the ISTEP+ language arts test.
Strategies for Reading a Test Selection

- Before you begin reading, skim the questions that follow the passage. These can help to focus your reading.
- Use active reading strategies such as analyzing, predicting, and questioning. If the test directions allow you to mark on the test itself, make notes in the margin to help you focus your reading.
- Think about the title. What does it suggest about the overall message or theme of the selection?
- Look for main ideas. These are often stated at the beginnings or ends of paragraphs. Sometimes they are implied, not stated. After reading each paragraph, ask yourself, “What was this passage about?”
- Note the literary elements and techniques used by the writer. For example, be aware of the tone (writer’s attitude toward the subject), point of view, figurative language, or other elements that catch your attention. Then ask yourself what effect the writer achieves with each choice.
- Unlock word meanings. Use context clues and word parts to help you unlock the meaning of unfamiliar words.
- Think about the message or theme. What larger lesson can you draw from the passage? Can you infer anything or make generalizations about other similar situations, human beings, or life in general?

Strategies for Answering Multiple-Choice Questions

- Ask yourself questions that help you to eliminate some of the choices.
- Skim your notes. Details you noticed as you read may provide answers.

Strategies for Responding to Short-Answer Questions

- Identify the key words in the question that tell you the ideas to discuss. Make sure you know what is meant by each.
- State your response directly; keep to the point.
- Support your ideas by using evidence from the selection.
- Check your grammar.
Strategies for Responding to the Writing Prompt

• Look for direction words in the writing prompt, such as analyze, describe, or compare and contrast, that tell you how to respond directly to the prompt.
• List the points you want to make before beginning to write.
• Write an interesting introduction that presents your main point.
• Develop your ideas by using evidence from the selection that supports the statements you make. Present the ideas in a logical order.
• Write a conclusion that summarizes your points.
• Check your work for correct grammar and spelling.

Strategies for Revising, Editing, and Proofreading

• Read the passage carefully.
• Note any parts that are confusing or don't make sense. What kinds of errors do those parts signal?
• Look for errors in grammar, usage, spelling, and capitalization. Common errors include run-on sentences, sentence fragments, lack of subject-verb agreement, unclear pronoun antecedents, and lack of transition words.

Remember: This test is just one of many that you have taken over the years. It covers skills that you have already learned. By selecting strategies that are appropriate for you, you can approach the ISTEP+ test confident that you will do your best.
Read the passage and answer the questions.

The Battle for San Pietro and the Art of War

During World War II, Ernie Pyle, an American journalist covering the war, wrote a very famous story. The story concerned how American troops reacted to the death of a young military officer during the famous battle for San Pietro. This battle was a part of the fighting in Italy in 1943 and 1944. Pyle’s article about these military operations and what happened to that young soldier became his most famous piece of writing about the war. The battle for San Pietro was one of the most frightening and deadly battles of the war. The Germans were strongly established both in the town and the surrounding hills and countryside. The Germans had all of the cover, and the Americans had to walk right in and try to take it from them. San Pietro is in the Liri Valley, and there was no other good way to get American troops into it than through the south. Those American troops were determined to succeed, and they were very courageous, but many were killed. For the most part, the Americans could not see the German defenders, who were hidden in the olive groves and the high rock ridges surrounding the entrance to the valley.

Compared to some of the other battles in Italy, the fight for San Pietro was a small operation. The initial Italian landing at Salerno was a massive operation requiring numerous soldiers, many of whom died. No less significant was the operation at Monte Cassino, which seemed to go on forever. Still, in spite of its lack of size and importance to the overall war effort, San Pietro inspired two of the great documentary works of art to come out of World War II. Pyle’s article, which was called “The Death of Captain Waskow,” appeared in newspapers all over the country on January 10, 1944. The other work of art was a documentary film called San Pietro, which was made by John Huston and photographers from the U.S. Army Signal Corps.

1. Which of the following would be another good title for this passage?

A “How the War in Italy Changed the Course of History”
B “Making a Stirring Documentary Film”
C “Losing the Battle of San Pietro to Germany”
D “San Pietro: Inspiration in the Midst of Suffering”

2. With which of the following statements concerning the battle for San Pietro would the author most likely agree?

F The battle in San Pietro was more important to the war effort than any other battle.
G The U.S. army’s strategy did not give its soldiers a good chance to survive.
H The officer who died at San Pietro should have been given a medal.
J The Germans were defending their territory and should not have been attacked.

3. What was the name of the young military officer that Pyle wrote about?

A Huston
B Waskow
C Liri
D Peter

4. The author describes the fight for San Pietro as a small operation. Find the phrase that means about the same thing as operation, as the term is used in the article.

F business transaction
G military plan
H surgical procedure
J hopeless situation
5. What key advantage did the German troops have over the U.S. troops in this battle?
Read the passage and answer the questions.

Sundials

Timepieces have been around for thousands of years, but the way they function and look has changed much since they were first developed.

The earliest timepieces broke the day into smaller sections by measuring the movement of the sun. As early as 1500 B.C., ancient peoples recognized that the shadow cast by a post shortens as the sun rises higher in the sky and lengths again as it sets. The first sundials were created based on this observation.

The ancient sundial did not look much like the ones that adorn people’s yards and gardens today. It looked like a ruler with a T-shaped piece sticking up from one end. In the morning, someone placed the sundial so that the T-shaped piece faced east. This allowed the “T” to cast a shadow on the bar. Once the sun was directly overhead, someone turned the sundial so the “T” faced west. By looking at the bar, people could tell approximately how many hours of daylight were left.

Eventually, the sundial was redesigned into a half-sphere shape with marks to divide daylight time into twelve equal parts. People often placed such a sundial over their doorways or on the sides of buildings for convenient time telling. Later, pocket sundials became popular. One kind of sundial was even able to recognize changes in the placement of the sun over the course of the different seasons.

6. Which of the following is the best title for this article?
   F “Not Enough Time in the Day”
   G “The Invention of Timepieces”
   H “Uses of Sunlight”
   J “Accurate Watches”

7. Which of the following things looks most like the sundials that were turned to face east and west?
   A
   B
   C
   D

8. In the fourth paragraph, the author refers to a sundial “with a half-sphere shape with marks to divide daylight time into twelve equal parts.” Those equal parts were most similar to
   F seconds
   G minutes
   H hours
   J days

9. Choose the sentence below that is written correctly.
   A A later type of timepiece was the water clock, which used dripping water to measure time.
   B Water, dripped, through a hole as the day or night, progressed.
   C Telling time by checking the water level.
   D More complex water clocks—bells ringing—signals time going, comes along later.

10. Ancient sundials were eventually replaced with more reliable timepieces. What would be one reason that you could not have used an ancient sundial every single day?
Read the passage and answer the questions.

from “After Twenty Years” by O. Henry

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely ten o’clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye down the pacific thoroughfare, the officer with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter, but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block, the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.

“It’s all right, officer,” he said reassuringly. “I’m just waiting for a friend.”

11. As it is used in the second paragraph, the word *club* means
   
   A an organization of people with similar interests.
   B a restaurant that also has musical entertainment.
   C a type of playing card.
   D a weapon made of wood.

12. The author describes a certain section of a city. Most of the businesses in this area are

   F hardware stores.
   G now closed for the evening.
   H safe from robbery because of their location near the police station.
   J lunch counters that are open 24 hours a day.

13. What literary technique does the author use when he writes “In the doorway of a darkened hardware store. . .”?  

   A irony
   B foreshadowing
   C alliteration
   D metaphor

14. The author indicates that the man in the doorway speaks to the policeman with a tone of voice that is reassuring. Why would he use this tone of voice?  

   ____________________________________________

15. In the second paragraph, why is the policeman “trying” doors?  

   ____________________________________________
Read the passage and answer the questions.

**Butterfly Life Cycle**

The life cycle of the butterfly has four key stages. They are the egg; the larva (caterpillar); the pupa (chrysalis); and the adult.

In the egg stage, the male and female hereditary elements are joined in the new offspring. The egg can grow on the underside of a leaf or twig. In the larva stage, the caterpillar eats plant matter and grows tremendously. In the pupa stage, the insect undergoes an amazing transformation while it is housed inside a cocoon. When the insect emerges from the cocoon, it is an adult butterfly.

Active in the daylight hours, the adult butterfly is often characterized by its brightly colored wings. It can fly to different environments to find food and seek out good living conditions. It can even make long migrations that cover many miles.

One insect related to the butterfly is the moth, which has many similarities to the butterfly. The moth, however, often has dull colors. The moth is a nocturnal insect, sleeping during the day. Another difference between these flying insects is that the moth is generally smaller than the butterfly.

16. Which of the following diagrams shows the life cycle of the butterfly in the correct order? On the lines below, explain why one is correct and the other is wrong.

F
stage 1: Egg
stage 2: Pupa
stage 3: Larva
stage 4: Adult

G
stage 1: Egg
stage 2: Larva
stage 3: Pupa
stage 4: Adult

17. Which of the following statements is a fact about butterflies?

A Many adult butterflies have bright colors.
B The Monarch butterfly is the most beautiful type of butterfly.
C The chrysalis is a disgusting feature of nature.
D Caterpillars are boring to observe because they move so slowly.

18. The butterfly experiences dramatic changes during its life cycle. The relationship between a caterpillar and an adult butterfly is most similar to the relationship between

F a young kitten and a small puppy
G a small tadpole and a large frog
H a small squirrel and a large elephant
J a young house cat and a large cougar
19. Imagine that you are outdoors, in front of your school during a lunch break. Why would you be more likely to see a butterfly than a moth during your lunch break?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

20. Why do you think the underside of a leaf is a particularly good place for a butterfly egg to grow?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Read the passage and answer the questions.

from “Block Party” by Jewell Parker Rhodes

What I remember most about growing up in Pittsburgh was living in a neighborhood where everyone acted like a relative—an aunt, an uncle, a brother, or a sister. Lots of women acted like my mother, bossing me, feeding me. Many would hold me on their laps and tell me stories about High John the Conqueror or John Henry. Some felt no shame about whipping out a comb and fixing my hair when they thought I looked too raggedy. And days when I was lucky, one of my neighborhood mothers would jump in the circle and join me in a waist-twisting, hip-rolling hula-hoop. Sometimes it drove me crazy to have so many mothers, but it also made me feel safe. My real mother was gone—divorced from us—living in another city. But I lived with my dad, my grandparents, an aunt, a sister, and a cousin whom I called sister.

The best block parties happened for no reason. Anyone—even a child—could wake up one day and call for “Block Party Day.” And we’d share ribs, corn, chicken, tater pie, and collard greens, and Miss Sarah who never married always made punch with vanilla ice cream and it would melt into a swishy mess. Finally, when legs wouldn’t move another dance step, then the record player was taken away, the street was swept. There were cries and whispers of good night. My real family and I, we’d go into the house. Grandma, Grandpa, Aunt, and Daddy would tuck us in bed and kiss me, Tonie, and Aleta good night. And I would wait until Tonie and Aleta were asleep in the small twin beds (I didn’t want them to think I was off my head) and I’d go to the window. Then, peeking over the ledge, I’d whisper my own private “G’night” to the rest of my family, tucked in their beds inside the tall houses all along my street, there in the city where the three rivers meet.

21. What is probably the author’s MAIN purpose in writing this article?
   A to inspire the reader into action
   B to persuade the reader to question a certain viewpoint
   C to anger the reader
   D to entertain the reader

22. When the author writes that her hair looked “raggedy,” she means it looked
   F way too short
   G smooth and straight like a doll’s
   H messy
   J wet

23. Who are Tonie and Aleta?
   A the author’s mother and father
   B the author’s two sisters
   C the author’s aunt and grandmother
   D the author’s cousin and sister

24. How does the setting of the story contribute to the author’s feeling that she had many “mothers”? 

25. The author writes that “Anyone—even a child—could wake up one day and call for ‘Block Party Day.’” What does this suggest about the neighborhood’s attitude toward children?
Writing Stimulus

from “The Eternal Frontier” by Louis L’Amour

The question I am most often asked is, “Where is the frontier now?”

The answer should be obvious. Our frontier lies in outer space.

The moon, the asteroids, the planets, these are mere stepping stones, where we will test ourselves, learn needful lessons, and grow in knowledge before we attempt those frontiers beyond our solar system. Outer space is a frontier without end, the external frontier, an everlasting challenge to explorers not alone of other planets and other solar systems but also of the mind of man.

All that has gone before was preliminary. We have been preparing ourselves mentally for what lies ahead. Many problems remain, but if we can avoid a devastating war we shall move with a rapidity scarcely to be believed. In the past seventy years we have developed the automobile, radio, television, transcontinental and transoceanic flight, and the electrification of the country, among a multitude of other such developments. In 1900 there were 144 miles of surfaced road in the United States. Now there are over 3,000,000. Paved roads and the development of the automobile have gone hand in hand, the automobile being civilized man’s antidote to overpopulation.

What is needed now is leaders with perspective; we need leadership on a thousand fronts, but they must be men and women who can take the long view and help to shape the outlines of our future. There will always be the nay-sayers, those who cling to our lovely green planet as a baby clings to its mother, but there will be others like those who have taken us this far along the path to a limitless future.

We are a people born to the frontier. It has been a part of our thinking, waking, and sleeping since men first landed on this continent. The frontier is the line that separates the known from the unknown wherever it may be, and we have a driving need to see what lies beyond. It was this that brought people to America, no matter what excuses they may have given themselves or others.

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Read the writing prompt and complete the writing activity

Technology has made the way we live today extremely different from the way people lived in the year 1900. In the next century, technology will certainly continue to have an impact on human civilization. We may even be living on other planets. Imagine what life might be like in the year 2100. Imagine, too, that you are a student writing a daily entry in your journal, explaining a typical day in the year 2100.

Be sure to include:

• descriptions of your home and school
• details about common activities and objects, such as food, clothing, and transportation
• examples of ways that life is very different from your life today
• all the activities included in your day, from your morning routine to your preparations for going to sleep at night
Read the passage and answer the questions.

Bentley and Swift

In the 1700s, Richard Bentley was a famous scholar known for his essays on the literature of ancient Rome and Greece. Today, he is most famous for being the man who angered Jonathan Swift into writing his famous work “The Battle of the Books.” Swift, one of the most widely read British authors of all time, is well-known for satires such as Gulliver's Travels. In his satires, Swift makes fun of the way people behave with the hope that those people will see how silly they look and change their ways. Swift's satires were attempts at changing the way that his society functioned.

Bentley was a very successful literary critic of his day, but Swift did not agree with his views. In Swift's “The Battle of the Books,” there is a debate between the "ancients" and the "moderns." The so-called ancients were writers who preferred the older styles of learning. In contrast, the moderns were writers who supported the advancement of more modern scientific and mathematical ideas. Swift supported the views of the ancients, and Bentley was considered a modern. Bentley wrote many papers that were critical of the ancients' ideas, including the beliefs of some of Swift's friends. While many intellectuals of the day considered Bentley to be a brilliant man, Swift did not think highly of him. Today, most people only know Richard Bentley as the cranky, complaining character in Swift's “The Battle of the Books.” Because Swift's writings are more widely read today than Bentley's, this harsh view of him is still widely held. Indeed, it seems as though Richard Bentley has been judged too swiftly.

1. As it is used in the first paragraph, the word satires means
   A lessons published in book form
   B older authors who are still widely read today
   C literary works that make fun of people or ideas
   D different types of human society

2. Choose the sentence below that is written correctly.
   F There is a statue of Bentley on the campus of Cambridge University.
   G At Cambridge University Bentley still stands around a campus statue.
   H On the campus on the inside of Cambridge, University, a Bentley Statue stands.
   J Bentley is a statue for the campus at Cambridge University.

3. What do you think was the author's MAIN purpose for writing this article?
   A To describe the great number of topics that Bentley addressed in his writings
   B To explain how Bentley's reputation has been damaged
   C To illustrate the similarities between Bentley and Swift
   D To show why Swift's Gulliver's Travels is still popular today
4. Think about the contrasting points of view of the ancients and the moderns in Swift's book. Now consider this statement: "Reading text on the Internet helps students learn to process information in a quick and meaningful way." Which of Swift's two groups would most likely agree with this statement, and why?

5. How is the last sentence of the essay a clever play on words?
Read the passage and answer the questions.

Letters to the Editor

Below are two letters to the editor of an imaginary newspaper.

Dear Editor:

The citizens of Lee County need and deserve new voting machines. A slight increase in county taxes would help pay for the machines, which are badly needed. In last year's election, we cast our votes on the same antiquated metal machines that my grandfather used 50 years ago! The presidential election of 2000 showed the whole world how important it is to have an accurate count of every single vote. Our old-fashioned metal voting machines are not as accurate as the computerized "touch-screen" voting machines used in other counties in our state. The metal voting machine has to be reset manually after each voter uses it, but the "touch-screen" machine automatically resets itself. We in Lee County can stay stuck in the past, or we can jump ahead to the future. The right to vote in a democratic election is something that all Americans value dearly. Can't we all agree that we should vote on the best voting machines that are available in the twenty-first century?

Santiago Y. Rodriguez, via e-mail
Parkview Village

Dear Editor:

The voting machines used in Lee County are fine and do not need to be replaced. They have worked well for many years, and they will continue to work well for years to come. One of my favorite expressions is "If it ain't broke, don't fix it." That expression comes to mind in this case. Computerized "touch-screen" voting machines would be a waste of money. This is just another stupid example of young people thinking that anything involving a computer must be great. Well, has anyone stopped to consider the fact that the computer could malfunction? Haven't we all had the frustrating experience of sitting in front of a computer that didn't work correctly? Who is going to train the public on how to use these new voting machines? Citizens of Lee County should follow the example of previous generations. These machines have served us well in the past. Using a metal voting machine was good enough for my grandfather, and it's good enough for me.

Linda Delphy
Woodland Hills
6. Which of the following is the best title for Linda Delphy's letter to the editor?
   F “Let's All Vote on Election Day”
   G “Lee County's Patriotism”
   H “No Need to Change”
   J “Not Understanding the Youth of Today”

7. Which of the following things does Santiago Y. Rodriguez mention as an advantage of the new computerized voting machines?
   A They are smaller than the metal voting machines.
   B Most citizens of Lee County are familiar with computers.
   C The computer screens have large, easy-to-read text.
   D The computerized voting machines are accurate.

8. As it is used in Santiago Y. Rodriguez's letter, the word antiquated means
   F out of date
   G highly valuable
   H more important than anything else
   J made of heavy iron

9. Both letter writers mention their grandfathers, but for different reasons. What point is Santiago Y. Rodriguez making by mentioning his grandfather? What point is Linda Delphy making by mentioning her grandfather?

10. Suppose that the newspaper had recently published the results of a survey of Lee County voters. In this survey, 89% of the people who responded said that they felt "very strongly" about the issue of counting votes accurately. This information could be added to either one of the letters to the editor. Choose one of the two letters and explain why this information would improve the argument in that letter.
Read the passage and answer the questions.

Don’t Miss the Bus

Akiro wants to meet his mother for lunch. She has a car and works downtown. She can take lunch from 12:30 P.M. to 2:00 P.M. They are trying to decide whether to go to the Brass Monkey at 4516 Burnet, Chez Me at 603 Nueces, or the Corner Market at the corner of South First and Travis. Each is about ten minutes by car from Akiro’s mother’s work. Akiro looks at his bus schedules to decide which he would rather do. Whichever restaurant he chooses, he will begin his trip at the Leander Street bus stop.

### Express Bus Schedule

<table>
<thead>
<tr>
<th></th>
<th>Leander</th>
<th>Arboretum</th>
<th>Lamar &amp; 38th</th>
<th>Guadalupe &amp; 24th</th>
<th>Congress &amp; 12th</th>
<th>Congress &amp; River</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:10</td>
<td>12:35</td>
<td>12:47</td>
<td>12:57</td>
<td>1:05</td>
<td>1:15</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>12:55</td>
<td>1:07</td>
<td>1:17</td>
<td>1:25</td>
<td>1:35</td>
<td></td>
</tr>
<tr>
<td>12:50</td>
<td>1:15</td>
<td>1:27</td>
<td>1:37</td>
<td>1:45</td>
<td>1:55</td>
<td></td>
</tr>
</tbody>
</table>

### #8 Bus Schedule

<table>
<thead>
<tr>
<th></th>
<th>Arboretum</th>
<th>Mopac &amp; Steck</th>
<th>Steck &amp; Oak</th>
<th>Burnet &amp; 45th</th>
<th>Medical Arts &amp; 38th</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:21</td>
<td>11:30</td>
<td>11:35</td>
<td>11:45</td>
<td>11:51</td>
<td></td>
</tr>
<tr>
<td>11:51</td>
<td>12:00</td>
<td>12:05</td>
<td>12:15</td>
<td>12:21</td>
<td></td>
</tr>
<tr>
<td>12:21</td>
<td>12:30</td>
<td>12:35</td>
<td>12:45</td>
<td>12:51</td>
<td></td>
</tr>
<tr>
<td>12:51</td>
<td>1:00</td>
<td>1:05</td>
<td>1:15</td>
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<tr>
<td>1:21</td>
<td>1:30</td>
<td>1:35</td>
<td>1:45</td>
<td>1:51</td>
<td></td>
</tr>
</tbody>
</table>

### #14 Bus Schedule

<table>
<thead>
<tr>
<th></th>
<th>Red River &amp; 54th</th>
<th>Red River &amp; 35th</th>
<th>Lamar &amp; 38th</th>
<th>Lamar &amp; 18th</th>
<th>Nueces &amp; 6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:47</td>
<td>11:53</td>
<td>12:03</td>
<td>12:08</td>
<td>12:15</td>
<td></td>
</tr>
<tr>
<td>12:47</td>
<td>12:53</td>
<td>1:03</td>
<td>1:08</td>
<td>1:15</td>
<td></td>
</tr>
</tbody>
</table>

### #2 Bus Schedule

<table>
<thead>
<tr>
<th></th>
<th>15th &amp; Colorado</th>
<th>Congress &amp; 12th</th>
<th>Lavae &amp; 6th</th>
<th>S. First &amp; Chavez</th>
<th>S. First &amp; Travis</th>
<th>Travis &amp; Ohlen</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:38</td>
<td>11:42</td>
<td>11:49</td>
<td>11:55</td>
<td>12:00</td>
<td>12:08</td>
<td></td>
</tr>
</tbody>
</table>
11. If Akiro and his mother decide to lunch at *Chez Me*, which of the following routes will get him there?

A. The Express to the Number 2  
B. The Express to the Number 14  
C. The Express to the Number 4  
D. The Express to the Number 8

12. To arrive at the Corner Market around 12:30 p.m., what time would Akiro need to get on the Express bus?

F. 12:12 P.M.  
G. 12:08 P.M.  
H. 11:30 A.M.  
J. 11:10 A.M.

13. The graphic below shows all the bus stops Akiro has to sit through to meet his mother for lunch at the *Brass Monkey*.

What arrival time on the graphic is incorrect?

A. Arboretum  
B. Mopac and Steck  
C. Steck and Oak  
D. Burnet and 45th

14. If Akiro and his mother like the food at all three restaurants equally well, what factor do you think would be MOST important in helping Akiro decide where to eat lunch?

15. No matter which restaurant Akiro and his mother choose, how do you think Akiro will most likely get back home after they have eaten lunch?
Read the passage and answer the questions.

Friendship and Forgiveness

Seated in the gym, Alicia was shaking with anger. "How could Sonia do this to me?" she thought. Sonia knew that Alicia had been preparing for the county-wide art contest for six months, trying to make the perfect sculpture. Sonia had never even mentioned that she was going to participate in the art contest. Alicia's blood boiled as she thought, "Not only did she enter the contest, she created a sculpture! That means that she and I will be competing in the same category. Why couldn't she at least enter a painting instead?"

Alicia didn't want to talk to Sonia, or even see her. When she imagined talking to Sonia, Alicia felt as if her heart had shriveled up to become as small as a peanut. There was no room for love in her heart now. She felt betrayed by someone she considered a friend.

Alicia decided to take another look at Sonia's sculpture. It was good—maybe even better than Alicia's. Sonia had made a red, white, and blue sculpture to commemorate the United States' bicentennial celebration. That seemed to be all that people were talking about. Alicia stared at the sculpture's title: "1776 to 1976 and Still Going Strong." Alicia thought, "It's going to take me 200 years to forgive you, Sonia, you double-crosser."

In a fit of fury, Alicia walked over to Sonia's sculpture. The contest wouldn't officially begin for 20 more minutes, so there were few people around. The art teacher, Ms. Crow, was nowhere in sight. Alicia picked up the sculpture and headed quickly toward an exit. She remembered that there were some large trash cans right outside the gym.

Just then, one of Alicia's classmates, Derrick, approached her. Derrick was wearing a button that said JIMMY CARTER FOR PRESIDENT. Alicia was reminded of Derrick's interest in current politics, and she thought he was going to say something about the upcoming election. "Hey Alicia," he said. "That's beautiful. Is that your sculpture?" he asked. Alicia froze. Before she could say anything, Derrick enthusiastically said, "I knew you were talented, but that sculpture is guaranteed to win first prize! It must have taken weeks to create that."

Suddenly Alicia's arms felt very heavy. She felt like her arms were made of giant rocks. Blood rushed to her face. Her body ached. She took a deep breath and said, "Um, actually, uh, no, this isn't mine. I was just, um, moving it over to the, um, well, to the next table for Sonia. She made this."

Derrick helped Alicia carry the sculpture back to where she found it. One minute later, Sonia entered the gym.

Sonia walked up to Alicia and said, "I just saw your sculpture. It's fantastic! Good luck in the contest."

Alicia hugged Sonia and said, "No, good luck to you. You are truly a talented artist, and I'm glad to have you as my friend."

Sonia smiled, and Alicia smiled back. Alicia was relieved.
16. Why does the author say that Alicia felt "as if her heart had shriveled up to become as small as a peanut"?

   F It demonstrates how similar she and Sonia are.
   G It is a personification of her heart.
   H It is a simile used to describe her anger at Sonia.
   J It is an ironic description because the human heart is about the size of a peanut.

17. Why did Alicia's body ache when Derrick asked her about the sculpture?

   A Sonia's sculpture was made out of heavy materials.
   B Alicia was mad at Derrick because of his views on politics.
   C Alicia had been sitting in the gym for a long time, so her body felt stiff.
   D Alicia felt guilty about her plan.

18. This story is told from which character's perspective?

   F Alicia's
   G Ms. Crow's
   H Derrick's
   J Sonia's

19. In the sixth paragraph, Alicia repeatedly says "uh" and "um." Why do you think the author chose to have the character say these things?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

20. When does this story take place, and which statements provide clues about the year of the setting?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Read the passage and answer the questions.

Newspaper Article

Below is an article from the business section of an imaginary newspaper.

BUSINESS NEWS SECTION, February 8, 2001

STARDAY AND EASYFLOW COMPANIES TO MERGE

By Katarina Schmitz-Keleigh, Staff Writer

BOSTON, Mass.—Starday Ink Pen Company announced that in September it will purchase one of its biggest rivals, Easyflow Writing Tools, Inc. The announcement was made yesterday at Starday's headquarters. Starday will purchase Easyflow for $185 million in cash and stock.

The merger of the two companies would create the world's fourth-largest manufacturer of ink pens. The press conference was attended by the presidents of both Starday and Easyflow.

Jeff Lopes, president and CEO of Easyflow, said, "After 80 years in the writing instrument business, it is time for Easyflow to enter a new phase. I must be honest about the reasons for this. Increased competition in the ink pen market, increased manufacturing costs, and bad marketing decisions have made it difficult for us to make a profit."

Earlier in the day, Lopes announced that Easyflow had lost $2.8 million in the last three months of 2000. This is in addition to the $7 million in losses for the year 1999. Industry experts say that Easyflow hasn't had a profitable year since 1995.

Kathy Patel, president and CEO of Starday, said, "These two companies have been competing for decades. Today, we begin the process of combining our strengths. There is, however, a negative side to this merger."

Patel said, "Unfortunately, this great opportunity also requires some difficult decisions. It doesn't make sense to have two marketing departments, two customer service departments, and so on. We will analyze all our departments and make plans to phase out some departments that currently exist in both companies."

Easyflow has 3,700 employees at its Nashville, Tenn., plant. Starday has 5,000 employees at its Boston plant. Industry experts predict that approximately 1,500 employees will lose their jobs as a result of the merger. The layoffs and new company organization will be complete by June 1, 2003.

The new, combined company will be called World's Finest Pens. Patel indicated that the company would build a new corporate headquarters, but she provided no details about when or where the headquarters would be built.
21. What is probably the author's MAIN purpose in writing this article?
   A to change the reader's mind on a controversial issue
   B to contrast the Starday company with the Easyflow company
   C to inform the reader of an event
   D to provide advice about money-making ideas

22. Choose the sentence below that best expresses the main idea of the newspaper article you just read.
   F The Starday company will purchase the Easyflow company.
   G The Easyflow company has lost a tremendous amount of money.
   H The Starday company is more successful because it has more employees.
   J There is a great deal of competition in the ink pen industry.

23. In the fifth paragraph, when Kathy Patel mentioned a "negative side," she was probably referring to
   A an increase in the price of ink pens
   B the fact that some people will lose their jobs
   C the construction of a new corporate headquarters
   D the company's hard decisions about which ink pens to manufacture

24. On June 1, 2003, approximately how many employees will World's Finest Pens have, and why?

25. Imagine that you are a newspaper editor who is editing this article. Below is a paragraph that you would like to add to the article. This new paragraph will fit as long as one of its sentences is eliminated. After you have read the paragraph, write down the number of the sentence that does not belong.

   (1) Starday manufactures a variety of writing instruments, including pens, pencils, and permanent markers. (2) Starday's most popular seller is the blue ink Starday Special. (3) Easyflow manufactures pens, inks, paints, and ink cartridges for computer printers. (4) The head of the marketing department for Easyflow is Judith Keyes. (5) In the past three years, Easyflow's most profitable product was its No Smudge ink cartridge.
Writing Stimulus

The Tofu Revolution

Tofu, a soybean product, is one of the most interesting foods in the world. It is a great source of protein. It is low in fats and carbohydrates. Some have called it the perfect food.

Tofu is made from the soybean, which is grown around the world. The soybean is a very useful crop. Its oil is used in paint, glue, and other modern products from fertilizer to insect spray. As a high-protein meat substitute, it also feeds much of the world, both in the form of soybean paste and as tofu.

At first, Americans ate soybean products only in times of crisis, such as wartime, or as a cheap alternative to meat. Soybean products had very little taste and did not look attractive, so Americans resisted eating them through the 1940s and 1950s.

Interest in tofu began to grow during the 1970s, when more Americans were trying healthful and unusual dishes. However, even though United States production of soybeans had soared, tofu itself was still rare. The soybean was an important source of oil and animal food, but few people believed that tofu could become an important part of the American diet.

All that changed with the lifestyle changes that swept across the United States in the late 1980s and throughout the 1990s. Meat, especially beef, with its high cholesterol and fat content, lost favor with American taste buds, and tofu jumped to take its place. Now you can find the little bean in everything from tofu burgers to tofu stir fry, and even in tofu ice cream. You can find tofu in your neighborhood grocery store, probably right next to the yogurt and across from the cottage cheese. It may never taste as good as meat, but you just may live to enjoy it longer.

Read the writing prompt and complete the writing activity

Tofu is a food that took a while to "catch on" in the United States. It is an example of a food that many Americans believed they would not like because it seemed unusual or "weird" to them. Today, millions of Americans include tofu in their diets. Can you think of a food that you first resisted but that you now like? What was it about the food that made you hesitate to try it? How do we get this food? When, and why, did you change your mind about this food?

Be sure to include:

- a description of a specific food or type of dish that you thought you would not like
- details about what made the food not appeal to you (texture, smell, color, taste, etc.)
- an explanation of how the food is raised, grown, or prepared
- your reasons for changing your mind about this food
Practice Worksheet 1

Context Clues

(ISTEP+ Academic Standard 8.3)

You can sometimes tell the meaning of an unfamiliar word or phrase by examining the context in which it is used. Context clues may include synonyms or antonyms, comparisons, restatements, cause/effect relationships, and examples. Read the following sentences from “War of the Wall”:

On the late news was a story about the New York subways. When a train came roaring into the station all covered from top to bottom, windows too, with writings and drawings done with spray paint, me and Lou slapped five.

The sentence contains a restatement clue, train, which rephrases the more difficult word, subways. The clue tells you that subways are trains.

Infer Meanings  Read the following sentences from “War of the Wall.” Use context clues to figure out the meaning of each italicized word. Write the meaning of the word or phrase on the line, followed by the context clues that you used to find the meaning.

1. The artist used a sharp tool to chisel his name into the marble base at the bottom of the sculpture.

   Meaning: ___________________________________________________________________
   Context clues: _______________________________________________________________

2. We were in such a hurry to catch our flight that we had no time for courtesies like “excuse me” or “I’m sorry” as we raced through the airport.

   Meaning: ___________________________________________________________________
   Context clues: _______________________________________________________________

3. The aroma of freshly baked bread was in the air as we entered the bakery.

   Meaning: ___________________________________________________________________
   Context clues: _______________________________________________________________

4. The new ordinance outlawed drawing, writing, painting, and the other forms of graffiti that had become so common in the downtown area.

   Meaning: ___________________________________________________________________
   Context clues: _______________________________________________________________

5. With my satchel full of textbooks and school supplies there was no room to add my lunch bag.

   Meaning: ___________________________________________________________________
   Context clues: _______________________________________________________________
As you read, you can draw on your knowledge and experience to understand new words in context. Consider the italicized word in the following sentence from “Waiting”:

Letting her words drop around me, I lay there like a plant enjoying the benefit of a drenching and beneficial rain.

You can use the sentence context, in addition to your knowledge of what plants need for growth, to infer the meaning of beneficial—“promoting well-being.”

**Use Context to Infer Meanings** Use your knowledge and experience as well as the sentence context to infer the meaning of each italicized word from “Waiting.” Write the meaning that you infer on the line provided.

1. After swimming across the pond, the waterlogged children shook their heads vigorously and wrapped themselves in beach towels.

2. The contestant’s ornate gown was trimmed with five pink taffeta roses and a thousand rhinestones.

3. After her morning run, our guest ate with gusto a breakfast of pancakes, fresh fruit, and scrambled eggs.

4. We watched the sun set, transfixed by the gradations of light and color.

5. Tethered to the clothesline, the Dalmatian barked all day long.

6. The coincidence of running into a friend from home while visiting New York City was compounded by the fact that both Stephen and Julio were wearing the same shirt on the day they met!

7. Though she appeared to move languidly about the garden, the landscaper’s mind was working at full speed as she identified each type of flower.
A theme is a message about life or human nature that a literary work communicates. Often a story’s theme is not directly stated but must be inferred from details, characters, and events. Key phrases, repeated words or ideas, and lessons learned by the main character can give clues to theme. Use the chart below to help you gather information about the theme of “Stop the Sun.” An example is provided.

<table>
<thead>
<tr>
<th>Key Statements or Phrases</th>
<th>Repeated Ideas</th>
<th>What the Main Character Learns</th>
</tr>
</thead>
<tbody>
<tr>
<td>“He wanted to walk away, but something made his feet move forward.” (page 51)</td>
<td></td>
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</tbody>
</table>

**Follow Up:** Write a theme statement based on the clues you have gathered in your chart. Remember to state the theme as a broad generalization about human nature.
Figurative Language deepens and extends the meaning of a poem or other literary work by presenting objects or ideas from a different perspective than the usual one. **Similes**—comparisons between unlike things using *like* or *as*—and **metaphors**—comparisons that do not use *like* or *as*—are kinds of figurative language. Writers use them to communicate ideas beyond the normal meanings of the words. Use the chart below to locate similes and metaphors in each poem.

<table>
<thead>
<tr>
<th>What Is Being Described</th>
<th>What It Is Compared To</th>
<th>Simile or Metaphor</th>
</tr>
</thead>
<tbody>
<tr>
<td>poem</td>
<td>loaf of bread</td>
<td>metaphor</td>
</tr>
</tbody>
</table>

**Follow Up:** For each of the similes used in “Simile: Willow and Ginkgo,” identify the characteristic that both things share.
Sometimes when you read, you pause to review what you have already read. As you review, you clarify the meaning of the text. **Clarifying** means that you bring the meaning into sharper focus, making connections within the literature. Apply the strategy of clarifying as you read “Lift Every Voice and Sing.” Fill in the chart below with sentences that you reviewed and the clarification, or better understanding, that you reached.

<table>
<thead>
<tr>
<th>Sentence in the Song</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Lift every voice and sing/Till earth and heaven ring,/Ring with the harmonies of Liberty;/Let our rejoicing rise/High as the listening skies/Let it resound loud as the rolling sea.</em></td>
<td><em>Let every person sing songs of freedom, and let these happy songs grow as loud as the songs of the sea.</em></td>
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</tbody>
</table>
You will understand what you read better if you ask yourself questions as you go along. When reading a biography, you might ask yourself questions about the person’s actions, ideas, and motivations. As you read *Harriet Tubman: Conductor on the Underground Railroad*, use the chart to write down questions that you ask yourself about Tubman. Write the answers to your questions as you discover them.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Why did Tubman make this trip several times, even though it was dangerous?</em></td>
<td><em>Tubman was a woman of strong convictions. She was determined to help other slaves escape to freedom, regardless of the risk.</em></td>
</tr>
</tbody>
</table>
**Connecting** is the process of relating the content of a literary work to your own knowledge or experience. As you read “Stop the Sun,” stop at each scene described in the first column of the chart below. Complete the chart by filling in the second column with your own experiences or feelings.

<table>
<thead>
<tr>
<th>Scene in the Story</th>
<th>My Personal Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Terry’s mother tells him about the Vietnam syndrome. (p. 50, first column)</td>
<td></td>
</tr>
<tr>
<td>2. Terry feels embarrassed by his father at the hardware store. (p. 51)</td>
<td></td>
</tr>
<tr>
<td>3. Terry’s embarrassment is so bad that he crosses the street when he sees his father coming. (p. 52, top of first column)</td>
<td></td>
</tr>
<tr>
<td>4. At first, Terry regrets bringing up the topic of Vietnam with his father. (p. 52)</td>
<td></td>
</tr>
<tr>
<td>5. Terry feels his father’s fear as his father describes his awful experiences during the war. (pp. 53–54)</td>
<td></td>
</tr>
<tr>
<td>6. Terry feels closer to his father after learning about his father’s war experiences. (p. 54)</td>
<td></td>
</tr>
</tbody>
</table>
When readers relate the content of something they read to what they already know or have experienced, they are making connections. **Connecting** helps readers identify with the experiences of characters in a story. Use the diagram to list events or situations from “The Treasure of Lemon Brown” and related events from your own life.

<table>
<thead>
<tr>
<th>Event from Story</th>
<th>Event from My Life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow Up:** Using the events from the story and from your own life, discuss with a small group of classmates the value of the lesson in this story. How might his have an impact on your future in relation to home and work?
Practice Worksheet 9

Note Taking
(ISTEP+ Academic Standard 8.3)

Taking notes in class and while you’re researching will help you listen and read with greater concentration. Follow these guidelines for note taking.

• **Write down all important information.** This information can come from your teacher, other students, or your reading.

• **Look and listen for key words.** Words such as *most important*, *for these reasons*, and *to review* should alert you to the presence of essential information.

• **Don’t try to write down every word.** Write down only the most important information, such as names, dates, definitions, events, and key ideas.

• **Use a modified outline form.** Use phrases to record ideas. Indent related ideas below the main ideas.

• **Use symbols and abbreviations.** Use the ones shown below or make up your own.
  
  + or /  and  = equals/is  *  important
  w/  with  w/o  without  ~  approximately
  re  regarding  def  definition  ••  therefore

• **Go back over your notes as soon as you can.** Add words or phrases to make your notes clear.

On a separate piece of paper, discuss how these class notes about Shirley Jackson follow the above guidelines.

October 15
Shirley Jackson
1919-1965
Works
—short stories, novels
*—*The Lottery*
—*The Haunting of Hill House*
—*The Bird’s Nest*
Themes/Characteristics
—often horror/ghost stories
— the cruelty of society
*—seemingly ordinary people w/ extraordinary developments
— alienation + withdrawal
In a literary work, a conflict is a struggle between opposing forces. A conflict may be external or internal. External conflicts are conflicts between characters, or between a character and an outside force such as nature or society. Internal conflicts are conflicts within a character, such as struggles with difficult decisions or with feelings, dreams, and desires. Some conflicts may have both internal and external elements. In the diagram, jot down details that describe the external conflict that Anne has with her mother. Note also any internal elements of the same conflict.

Anne and Her Mother

<table>
<thead>
<tr>
<th>External Conflict</th>
<th>Internal Conflict</th>
</tr>
</thead>
</table>

Follow Up: This selection represents the experiences of a particular ethnic group, specifically those of a young girl in Nazi Germany. Could similar conflicts be experienced by young people today in the U.S.? In other countries? Discuss this with a small group of classmates.
A writer’s attitude toward his or her subject is called **tone**. The tone of a work often reveals the personal feelings of the writer. By looking for words that express emotion, you can perceive the tone of a piece of literature. Words that describe tone include *sad, respectful, angry,* and *exuberant*. Reading a work aloud can help you hear its tone. Use the chart below to identify the tone of each stanza of “Lift Every Voice and Sing.”

<table>
<thead>
<tr>
<th>Stanza</th>
<th>Tone</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td><em>joyful</em></td>
<td>“sing/Till earth and heaven ring” “Let our rejoicing rise”</td>
</tr>
<tr>
<td>second</td>
<td></td>
<td></td>
</tr>
<tr>
<td>third</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow Up:** Why would this song have been meaningful to African Americans in the early and mid-1900s? Discuss this with a small group of classmates.
Authors write **informative nonfiction** to give readers factual information about real people, places, and events. In this selection, Daniel Cohen looks at Dr. Frankenstein’s monster from several different perspectives. Go back through the article and identify the different perspectives or categories. Record those categories in the web below.

**Follow Up:** Headings help readers identify categories of information. If you were writing headings for this article, what would they say?
In a biography, a writer tells the story of someone else’s life. Biographers often choose exceptional people to write about. These people have the ordinary human qualities that everyone has, but they also have some extraordinary qualities. As you read the selection, use the chart to jot down some of Harriet Tubman’s ordinary and extraordinary qualities.

<table>
<thead>
<tr>
<th>Ordinary Human Qualities</th>
<th>Extraordinary Human Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>“She knew moments of doubt when she was half-afraid and kept looking back over her shoulder…”</td>
<td>“She had never been in Canada, but she kept painting wondrous word pictures of what it would be like.”</td>
</tr>
</tbody>
</table>

**Follow Up:** Choose one of the extraordinary qualities you wrote in the chart. Write a paragraph describing how this quality helped her accomplish her main goal in life—sharing the gift of freedom with other slaves.
When you **summarize** something you have read, you write down the most important points and leave out the less important ones. To write a good summary, ask yourself what the main ideas are. Use the chart below to summarize the four major sections of *Lincoln: A Photobiography*.

<table>
<thead>
<tr>
<th>Section</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong>: from “The president’s friends were worried…” to “I slept no more that night.” <em>(page 771)</em></td>
<td><em>Lincoln lived with the threat of assassination. He did not worry about these threats, but he did once dream about his own death.</em></td>
</tr>
<tr>
<td><strong>Section 2</strong>: from “April 14, 1865,…” to “Was this part of the play?” <em>(pages 771–773)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Section 3</strong>: from “Booth hobbled offstage…” to “And the crowd fell silent as the train came to a stop.” <em>(pages 773–774)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Section 4</strong>: from “On the morning that Lincoln died,…” to “…does not falter.” <em>(pages 774–775)</em></td>
<td></td>
</tr>
</tbody>
</table>
Readers use clues in the text and their own knowledge to guess what might happen next in a story or play. When readers predict future events, they become more involved in the text. Use details from the play and your own knowledge to predict events and characters’ reactions in *The Hitchhiker*. When you are finished reading the play, review your predictions to see which ones were right.

<table>
<thead>
<tr>
<th>Clues/Knowledge</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mrs. Adams warns her son to be careful. She is very worried about his journey.</em></td>
<td><em>Something bad will happen to Ronald Adams during his journey.</em></td>
</tr>
</tbody>
</table>
Writers rely on the ability of readers to **draw conclusions** that are not directly stated in the text. To do this, readers combine information provided by the writer with their own knowledge and experiences to arrive at a new understanding. Fill out the chart with details from the story and your own personal experiences. Then state the conclusions that you are able to draw about Waverly and her mother.

<table>
<thead>
<tr>
<th>Details from Text</th>
<th>My Experiences</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Bite back your tongue,” scolded my mother when I cried loudly…</td>
<td><em>My mother corrected me when I made a scene in public to teach me about self-control.</em></td>
<td><em>Mrs. Jong wanted Waverly to learn self-control.</em></td>
</tr>
</tbody>
</table>
**Making Inferences**

*Mother to Son / Speech to the Young... (Grade 8, page 192)*

(ISTEP+ Academic Standard 8.8)

Inferences are logical conclusions that readers form when they combine the evidence in the text with their own knowledge. Record the experiences and advice of each speaker in the charts below to help you make inferences about these characters and their lives.

### “Mother to Son”

<table>
<thead>
<tr>
<th>Clue</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The title is “Mother to Son.”</em></td>
<td><em>The speaker is a woman.</em></td>
</tr>
</tbody>
</table>

### “Speech to the Young...”

<table>
<thead>
<tr>
<th>Clue</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Predicting
War Party (Grade 8, page 737)
(ISTEP+ Academic Standard 8.2)

Good readers constantly **predict** future story events as they read. This means that they try to figure out what is likely to happen next. They base their predictions on two things—details from the story and their own knowledge. As you read “War Party,” use the chart below to help you make predictions about the story.

<table>
<thead>
<tr>
<th>What You Read</th>
<th>What You Know</th>
<th>What You Predict</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pa dies. Ma is young and alone with two children on a wagon train.</td>
<td>Life was hard and dangerous on wagon trains.</td>
<td>The family will face dangers and difficulties.</td>
</tr>
<tr>
<td>2. Once Ma sets her mind to something, she doesn’t quit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tryon Burt tells the captain of the wagon train to let the Miles family stay. He will help them, if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Bud kills a buffalo and shares the meat with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Some people want to turn back. Others want to keep going.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ma says that the Sioux war party will know about the wagon train.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ma rides out toward the war party as Try Burt is trying to talk to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. People begin to talk about Ma, saying they don’t trust her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Bud loads his rifle and warns Mr. Buchanan to speak to his mother with respect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The Miles family and several other wagons split off from the wagon train.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writers choose their topics for a reason. This reason is called the **author’s purpose**. There are four main purposes for writing: to entertain, to inform, to persuade, and to express opinions. Often a writer has more than one purpose in a single piece of writing. Use the chart below to show Anaya’s purposes for writing the speech “One Million Volumes.” For each purpose, write one or more sentences from the speech that show this purpose.

<table>
<thead>
<tr>
<th>Purpose for Writing</th>
<th>Sentences That Show Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Entertain</td>
<td>“Mad with the insanity of books, I would cross the river to get home, shouting my crazy challenge. … Alas, the people of the town could only shake their heads and pity my mother. At least one of her sons was a bit touched.”</td>
</tr>
<tr>
<td>To Inform</td>
<td></td>
</tr>
<tr>
<td>To Persuade</td>
<td></td>
</tr>
<tr>
<td>To Express an Opinion</td>
<td></td>
</tr>
</tbody>
</table>

What do you think was Anaya’s **main** purpose for writing this speech? Give evidence to support your answer.
**Point of View**

*from Still Me / Speech (Grade 8, page 374)*

(ISTEP+ Academic Standards 8.11, 8.19)

Point of view is the perspective from which a story is told to readers or listeners. The point of view influences the way readers or listeners perceive the account. A first-person narrator is a character in the story. The narrator is able to reveal his or her own feelings and thoughts. To analyze the effect of first-person point of view on the excerpt from *Still Me*, write down the thoughts and feelings of Christopher Reeve that might have been omitted by another narrator.

<table>
<thead>
<tr>
<th>Thoughts</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>“it dawned on me how challenging this short trip to the Hotel Pierre was going to be.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow Up:** Describe the effect of first-person point of view on the excerpt.
An event and the outcome that it produces are related by **cause and effect**. The first event **causes** the outcome, which is known as the **effect**. Use the chart below to record events in *The Million-Pound Bank Note*. Write down the events that are related by cause and effect as you read. One set of cause-and-effect events is included for you.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Henry ventured too far.</em></td>
<td><em>Henry is carried out to sea.</em></td>
</tr>
</tbody>
</table>

|                       |                                            |
|                       |                                            |

|                       |                                            |
|                       |                                            |

|                       |                                            |
|                       |                                            |

|                       |                                            |
|                       |                                            |
When you read literature that is based on primary and secondary sources, it is important to distinguish facts from opinions. **Facts** are statements that can be proven, while **opinions** are a writer’s feelings about a topic. Use the chart below to record facts and opinions that you find in the selection from *Undaunted Courage*.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>On August 12, 1804, the crew spotted a coyote on the bank of the river.</td>
<td>Lewis “was not so good a mineralogist as a botanist.”</td>
</tr>
<tr>
<td>“By August 23, the expedition was almost at the ninety-eighth meridian.”</td>
<td>“The sense of being in a Garden of Eden was strong.”</td>
</tr>
</tbody>
</table>
Practice Worksheet 23

Writing Prompts
(ISTEP+ Academic Standards 8.4a, 8.4b, 8.5, 8.6, 8.7)

- A magazine for young people has asked you to write an article called “What Caused This Disaster?” Pick an event that didn’t turn out the way it was supposed to. You might write about a picnic that was ruined, a surprise party that fell apart, or a class trip that went haywire. In your opening paragraph, describe the disaster. Then, in the body of your article, explain the cause-and-effect relationships that led to this disastrous outcome.

- Congratulations! You’ve just gotten the job of tutoring a young student in science. To prepare for your first tutoring session, write an explanation of a scientific process, either a natural or mechanical one. For example, you might explain how icicles form or how an electric light switch works. Choose a process that interests you and that you can explain clearly.

- Words that you use all the time can be difficult to define when you stop to think about their meanings. For example, you probably want to be successful, but what does that really mean? For your school literary magazine, write an article on what the word success means to you. Include incidents and examples to make your definition clear and interesting.

- Do you think teens get bad press? Do you think they are frequently misunderstood? Recall experiences you have had or heard about that show teenagers in a positive light. Then write a story for adults, based on one of these experiences, that shows what teens are really like. Help your adult readers understand the thoughts, feelings, and experiences of young people.

- For your next school talent show, you and several of your friends decide to perform a scene from a story you like. Choose a moment from a favorite novel, short story, or myth in which the characters learn something important or face a challenge. Then script the dialogue and dramatic action to show what happens. Remember that you only have to focus on a single event.

- Have you ever thought of just the right thing to say or do after an experience was over? Here is your chance to rewrite history. For your school literary magazine, write a narrative about something that happened to you— but make this story unfold just the way you wish it had in real life.
You are in geography class, watching the teacher point to a map of the world.

Daydreaming a little, you gaze at the shapes on the map. Suddenly you notice that the bulge on the East Coast of South America looks as if it would fit neatly into the indented coast of western Africa across the ocean.

Most scientists who study the earth now believe that, in fact, these continents were joined until about 100 million years ago. They base this belief on rock layers and fossils common to both South America and Africa. Further support is provided by the theory of plate tectonics, which states that the outer shell of the earth always has been and still is being constantly in motion.

___ 1. a. they’re  
b. there  
c. here  
d. No change

___ 2. a. little you  
b. little, you  
c. little; you  
d. No change

___ 3. a. East coast  
b. east Coast  
c. east coast  
d. No change

___ 4. a. be fitting neatly  
b. have fitted neatly  
c. fit neatly  
d. No change

___ 5. a. that, factually  
b. that in fact  
c. that, in fact  
d. No change

___ 6. a. in common to  
b. uncommon to  
c. commonly in  
d. No change

___ 7. a. is having been  
b. was  
c. is  
d. No change
According to this theory, the outer shell of the earth is broken up into large chunks, called tectonic plates these move slowly on the partially molten rock that lays beneath them.

About 200 million years ago, there was a single landmass, called Pangaea. Over a period of 65 million years, Pangaea broke up into two smaller masses—Gondwanaland and Laurasia. South America and Africa were originally part of Gondwanaland, but they too began to drift apart, eventually arriving at its current positions on the globe.
Passage #1
1) D
2) G
3) B
4) G

5) Possible Answers: The Germans were hidden and the U.S. troops were easy to shoot because they had no cover going into San Pietro; Germans had all the cover; Germans were strongly established in the town and surrounding hills and countryside.

Passage #2
6) G
7) D
8) H
9) A

10) Possible Answers: The sun must be shining for a sundial to work; clouds, rain or bad weather could prevent it from working; it would not work in late afternoons during winter because the sun sets so early; it would not work at night.

Passage #3
11) D
12) G
13) C

14) Possible Answers: He doesn’t want the policeman to be suspicious of him; he doesn’t want to get arrested; he doesn’t want to get in trouble; he wants the policeman to know/think that he isn’t doing anything wrong; he wants to let him know he’s not breaking the law.

15) Possible Answers: He wants to make sure that the doors are locked; he is pulling on them to make sure they are secure; he’s checking to be sure nobody has broken into a store; he is ensuring that all the businesses in the block are safe and secure.
Passage #4

16) The correct order for the life cycle is egg, larva, pupa, and adult. Option G has these stages in the right order, while option F inverts stages 2 and 3.

17) A

18) G

19) Possible Answers: Butterflies are active during the day, while moths are active at night; moths sleep during the day, and butterflies sleep at night; since butterflies are larger than moths, they are easier to see at great distances; since butterflies are brightly colored, they are easier to see than moths.

20) Possible Answers: The insect born out of the egg later becomes a caterpillar. The caterpillar needs to eat plant material, so being close to a leaf is a good location. The caterpillar cannot travel long distances, so being on the bush/plant/tree allows it to easily seek out plant matter to eat.

Passage #5

21) D

22) H

23) D

24) Possible Answers: The neighbors treated her as though she were their daughter; the neighbors were friendly and treated everyone as though they belonged to one big family; other kids’ parents would feed her and boss her, just like she was one of their kids.

25) Possible Answers: The neighbors all value children and respect their needs and opinions; the neighbors listened to what children had to say; kids were given the same respect as adults; everyone was part of a big family and everybody had an equal voice.
Passage #1

1) C
2) F
3) B

4) Possible Answers: The moderns would agree with this statement because it involves new technology. The ancients would disagree with this statement because the Internet is a new form of technology. The moderns would agree because they support modern scientific ideas.

5) Possible Answers: The word "swiftly" tells how Bentley was judged and by whom. The author uses the word "swiftly" to describe the judgment of Bentley because it sounds like the name of Jonathan Swift. The author uses quotation marks to show that the word "swiftly" sounds like the name of the author who didn't like Bentley: Jonathan Swift. Bentley was judged harshly by Jonathan Swift, so that is the pun, or play on words.

Passage #2

6) H
7) D
8) F

9) Possible Answers: Mr. Rodriguez thinks that it is ridiculous for today's voters to use the same equipment that has been used for 50 years. Mr. Rodriguez mentions his grandfather in order to show how long the machines have been in use. Ms. Delphy thinks that voters should continue to use the same voting machines. Ms. Delphy mentions her grandfather in order to show that the machines have worked well for many years.

10) Possible Answers: Mr. Rodriguez could use this information to argue that citizens would support the introduction of computerized machines because they are more accurate than the metal machines. Ms. Delphy could use this information to argue that metal machines should be used because they do not malfunction in the way that computers can. Either letter writer could argue that citizens’ concerns over accuracy bolster his/her side of the argument.
Test Practice 2

Passage #3

11) B
12) J
13) C

14) Possible Answers: Akiro will probably choose the restaurant that he can get to most quickly by bus. Akiro will choose the restaurant that he can get to easiest. Akiro will pick the restaurant that he can get to with the fewest number of stops along the way.

15) Possible Answers: Akiro will ride the bus back home. Akiro will take a "reverse" trip, getting on the same buses he rode to get there, but this time they will be traveling in the opposite direction. Akiro will ride buses back to the Leander Street bus stop, and from there he will walk home.

Passage #4

16) H
17) D
18) F

19) Possible Answers: This shows that Alicia is nervous. She was caught in the act of doing something wrong. Alicia feels guilty. She realizes she shouldn't be handling the sculpture, and she's trying to think of an excuse to explain her actions. The use of "uh" and "um" shows that she feels guilty and/or nervous. She realizes that she is about to do something wrong. She knows it is not right to destroy someone else's property.

20) Possible Answers: The story takes place around 1976. Derrick's interest in "current" politics and his JIMMY CARTER button indicate that the story takes place in the months preceding the 1976 presidential election. Also, there is a reference to people discussing the bicentennial, which occurred in 1976. Finally, Sonia's sculpture has the year 1976 in its title. All these things point to the year of the setting.

Passage #5

21) C
22) F
23) B
24) Answer: The new company will have approximately 7,200 employees. Starday has 5,000 workers, and Easyflow has 3,700 workers. This is a current total of 8,700, but after the "overlap" jobs are eliminated, then there will be 1,500 fewer workers, which makes a total of 7,200 employees.

25) Sentence 4
**Summary Scoring Sheet**

**Language Arts Fundamentals and Applications 1**

Use this sheet to track progress toward mastering the ISTEP+ Academic Standards. First, score a practice test. Second, in the “Item” column, circle the questions that were *missed*. Third, in the “Score” column, enter the number of *correct* items for the standard. Finally, if the score indicates the need to review a particular standard, refer students to the appropriate practice worksheet.

<table>
<thead>
<tr>
<th>ISTEP+ Test Practice # 1</th>
<th>ISTEP+ Test Practice # 2</th>
<th>Practice Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Test:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ Academic Standards</td>
<td>Item</td>
<td>Item</td>
</tr>
<tr>
<td>Fundamental 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Select and apply effective strategies for reading.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Use meaning (semantic), structural (syntactic), and sound (phonic) clues to construct meaning.</strong></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>__/1</td>
<td>__/2</td>
</tr>
<tr>
<td>ISTEP+ 8.2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Make comparisons and predictions.</strong></td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>__/3</td>
<td>__/4</td>
</tr>
<tr>
<td>ISTEP+ 8.3</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td><strong>Use headings, pictures, captions, and other textual clues.</strong></td>
<td>__/1</td>
<td>__/1</td>
</tr>
</tbody>
</table>

WS # 16 ____
WS # 2 ____
WS # 1 ____
WS # 2 ____
WS # 15 ____
WS # 18 ____
WS # 1 ____
WS # 9 ____
**Language Arts Fundamentals and Applications 2**

Use this sheet to track progress toward mastering the ISTEP+ Academic Standards. First, score a practice test. Second, in the “Item” column, circle the questions that were *missed*. Third, in the “Score” column, enter the number of *correct* items for the standard. Finally, if the score indicates the need to review a particular standard, refer students to the appropriate practice worksheet.

<table>
<thead>
<tr>
<th>ISTEP+ Academic Standards</th>
<th>Item</th>
<th>Score</th>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.4a Use the writing process—prewriting, drafting, and revising</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
<td>WS # 23 ___</td>
<td>WS # 24 ___</td>
</tr>
<tr>
<td>ISTEP+ 8.4b Use the writing process—editing</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
<td>___/ 1</td>
<td>___/ 2</td>
</tr>
<tr>
<td>ISTEP+ 8.5 Edit and proofread for selected punctuation and capitalization.</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
<td>WS # 23 ___</td>
<td>WS # 24 ___</td>
</tr>
<tr>
<td>ISTEP+ 8.6 Edit and proofread for usage.</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
<td>WS # 23 ___</td>
<td>WS # 24 ___</td>
</tr>
<tr>
<td>ISTEP+ 8.7 Edit and proofread spelling.</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
<td>WS # 23 ___</td>
<td>WS # 24 ___</td>
</tr>
</tbody>
</table>
Use this sheet to track progress toward mastering the ISTEP+ Academic Standards. First, score a practice test. Second, in the “Item” column, circle the questions that were missed. Third, in the “Score” column, enter the number of correct items for the standard. Finally, if the score indicates the need to review a particular standard, refer students to the appropriate practice worksheet.

### Summary Scoring Sheet

#### Language Arts Fundamentals and Applications 3

Use this sheet to track progress toward mastering the ISTEP+ Academic Standards. First, score a practice test. Second, in the “Item” column, circle the questions that were missed. Third, in the “Score” column, enter the number of correct items for the standard. Finally, if the score indicates the need to review a particular standard, refer students to the appropriate practice worksheet.

<table>
<thead>
<tr>
<th>Date of Test:</th>
<th>ISTEP+ Test Practice # 1</th>
<th>ISTEP+ Test Practice # 2</th>
<th>Practice Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISTEP+ Academic Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Item</td>
<td>Score</td>
<td>Item</td>
</tr>
<tr>
<td>Fundamental 3</td>
<td>Use prior knowledge and content area information to make critical judgments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.8</td>
<td>Make inferences from what is read and heard</td>
<td>3 8 __/ 3 17 23 __/ 2</td>
<td>WS # 7 ____</td>
</tr>
<tr>
<td></td>
<td>10 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.9</td>
<td>Identify cause and effect.</td>
<td>20 __/ 1 7 __/ 1</td>
<td>WS # 7 ____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.10</td>
<td>Distinguish between fact and opinion.</td>
<td>17 __/ 1</td>
<td>WS # 7 ____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.11</td>
<td>Identify author's/writer's purpose and perspective.</td>
<td>1 2 __/ 6 3 21 __/ 2</td>
<td>WS # 19 ____</td>
</tr>
<tr>
<td></td>
<td>12 15 21 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.12</td>
<td>Distinguish between relevant and irrelevant information.</td>
<td>16 __/ 1 7 11 __/ 3</td>
<td>WS # 16 ____</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.13</td>
<td>Compare and contrast</td>
<td>5 __/ 1 9 __/ 1</td>
<td>WS # 10 ____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Language Arts Fundamentals and Applications 4 and 5

Use this sheet to track progress toward mastering the ISTEP+ Academic Standards. First, score a practice test. Second, in the “Item” column, circle the questions that were missed. Third, in the “Score” column, enter the number of correct items for the standard. Finally, if the score indicates the need to review a particular standard, refer students to the appropriate practice worksheet.

<table>
<thead>
<tr>
<th>Date of Test:</th>
<th>ISTEP+ Test Practice # 1</th>
<th>ISTEP+ Test Practice # 2</th>
<th>Practice Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTEP+ Academic Standards</td>
<td>Item</td>
<td>Score</td>
<td>Item</td>
</tr>
<tr>
<td>Fundamental 4</td>
<td>Comprehend developmentally appropriate materials, including a broad variety of literature, including adolescent novels, magazines and newspapers, directions on forms and products, and electronic media, such as computer text, or video disk. (Note: students should also be able to comprehend appropriate materials from previous grades.)</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>ISTEP+ 8.14</td>
<td>Determine the literal meaning of written text.</td>
<td>__/ 2</td>
<td>__/ 2</td>
</tr>
<tr>
<td>Fundamental 5</td>
<td>Write for different purposes and audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.15</td>
<td>Produce a variety of forms including essays; reflective pieces; business letters; synthesis of information from at least one source; completion of simple forms; and simple directions. (Note: students also should be able to write for the purposes and audiences identifies for previous grades.)</td>
<td>Writing Prompt</td>
<td>Writing Prompt</td>
</tr>
</tbody>
</table>
Summary Scoring Sheet

Language Arts Fundamentals and Applications 6

Use this sheet to track progress toward mastering the ISTEP+ Academic Standards. First, score a practice test. Second, in the “Item” column, circle the questions that were *missed*. Third, in the “Score” column, enter the number of *correct* items for the standard. Finally, if the score indicates the need to review a particular standard, refer students to the appropriate practice worksheet.

<table>
<thead>
<tr>
<th>ISTEP+ Academic Standards</th>
<th>Date of Test: Practice # 1</th>
<th>ISTEP+ Test Practice # 2</th>
<th>Practice Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize the interrelatedness of language and literature.</td>
<td>Item</td>
<td>Score</td>
<td>Item</td>
</tr>
<tr>
<td>ISTEP+ 8.16</td>
<td>18 20</td>
<td>18</td>
<td>__/ 2</td>
</tr>
<tr>
<td>Understand the elements of story structure—theme, characters, setting, and plot.</td>
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<tr>
<td>ISTEP+ 8.17</td>
<td>24 __/ 1</td>
<td>20 __/ 1</td>
<td>__/ 1</td>
</tr>
<tr>
<td>Understand the structure of expository text.</td>
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<td></td>
</tr>
<tr>
<td>ISTEP+ 8.18</td>
<td>13 __/ 1</td>
<td>16 __/ 1</td>
<td>__/ 1</td>
</tr>
<tr>
<td>Identify features of common literary genres.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTEP+ 8.19</td>
<td>13 __/ 1</td>
<td>5  19</td>
<td>__/ 2</td>
</tr>
<tr>
<td>Understand the functions of common literary conventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice Worksheets

Practice Worksheet # 1
Meanings will vary. Sample responses are provided.
1. chisel
   Meaning: carve
   Context clues: sharp tool, name into the base
2. courtesies
   Meaning: polite social remarks, pleasantries
   Context clues: “Excuse me,” “I’m sorry”
3. aromas
   Meaning: smells
   Context clues: freshly baked bread, in the air
4. graffiti
   Meaning: writings or drawings made on a public surface
   Context clues: drawing, writing, painting
5. satchel
   Meaning: sack or bag
   Context clues: full of books and school supplies

Practice Worksheet # 2
Students’ definitions may vary. Sample responses are provided.
1. waterlogged: soaked with water
2. ornate: elaborate
3. gusto: enthusiastic and vigorous appreciation or enjoyment
4. gradations: gradual passage from one shade to another
5. tethered: tied
6. coincidence: sequence of events that although accidental seem to have been planned
7. languidly: lacking vigor or force; slowly

Practice Worksheet # 3
“Stop the Sun” – Theme
Responses will vary. Possible responses are provided.
Key Statements or Phrases
• “He had to know”
• “Words. They gave him words.”
• “as if he were dead as well”
Repeated Ideas
• Terry feels confused and embarrassed by his father.
• Terry keeps trying to find out, to understand.
Practice Worksheets

- “You can’t know. … You can’t know this thing.”
- “stop the morning,” “stop the sun,” “stop the dawn”

What the Main Character Learns
- Sometimes you have to keep going even if you don’t want to.
- His father feels dead inside.
- He’ll never really understand what it was like for his father.
- Just trying to understand helps.

Follow Up: Theme Statement: (Possible Response) Trying to understand a problem is better than ignoring it, even if complete understanding is impossible.

Practice Worksheet # 4

“Simile: Willow and Ginkgo / A Loaf of Poetry” – Figurative Language

“A Loaf of Poetry”
What Is Being Described: person’s experience
What It Is Compared To: raw dough
Simile or Metaphor: metaphor
What Is Being Described: power of inspiration
What It Is Compared To: yeast
Simile or Metaphor: metaphor
What Is Being Described: stages of writing process
What It Is Compared To: steps in break making
Simile or Metaphor: metaphor
What Is Being Described: revising the poem
What It Is Compared To: shaping the bread
Simile or Metaphor: metaphor
What is Being Described: heart/emotion in the poem
What It Is Compared To: oven/baking the bread
Simile or Metaphor: metaphor

“Simile: Willow and Ginkgo”
What Is Being Described: sight, sound, and texture of a willow, its leaves, its bark and branches
What It Is Compared To: etching, soprano, velvet-nosed calf, silken thread, nymph with streaming hair, king’s favorite daughter
Simile or Metaphor: simile
What Is Being Described: sight, sound, and texture of a ginkgo, its leaves, its bark and branches
What It Is Compared To: crude sketch, chorus, old bull, stubby rough wool, city child
Simile or Metaphor: simile

Follow Up: Responses will vary. Possible responses are provided.
The silhouette of the willow has the delicacy of an etching; the sound of its leaves rustling is as attractive and gentle as a soprano’s voice; the texture of a willow is smooth and unscarred like a calf’s nose; a willow’s branches are strong yet fine like thread; the look of a willow by a body of water is graceful.
A ginkgo is *disproportionate* or *unsymmetrical* like a roughly drawn sketch; it is *robust* and *hearty* like the sound of a chorus; the texture of its leaves is *tough* and its bark is *strong* and *bristly*; a ginkgo is *tenacious* and *bold* like a city child.

**Practice Worksheet # 5**

“Lift Every Voice and Sing” – Clarifying

Responses will vary. Possible responses are provided.

**Sentence in the Song:** Sing a song full of the faith that the dark past has taught us,/ Sing a song full of the hope that the present has brought us...

**Clarification:** Rejoice even though we have suffered in the past. Rejoice because life is better now.

**Practice Worksheet # 6**

From *Harriet Tubman: Conductor on the Underground Railroad* – Questioning

Responses will vary. Possible responses are provided.

**Question:** Why did Tubman plan to take the slaves to Canada?

**Answer:** The Fugitive Slave Law made it unsafe for escaped slaves even in the northern United States.

**Question:** How did Tubman encourage the others to keep going after they were turned away at the farmhouse?

**Answer:** She described Canada to them, making it sound wonderful. She knew how to encourage them but also make them afraid enough to keep walking.

**Question:** How did Tubman handle escaping slaves who turned against her?

**Answer:** She carried a gun that she used to threaten anyone who wanted to turn back.

**Practice Worksheet # 7**

“Stop the Sun” – Connecting

Responses will vary. Possible responses are provided.

1. Students might describe asking a parent or teacher for information and not getting clear answers.

2. Students might describe something a parent did that they found embarrassing.

3. Students might describe hiding from a parent or another person to avoid an awkward or embarrassing situation.

4. Students might describe getting into a situation and then deciding they would rather not have started into it.

5. Students might describe listening to or viewing an account of warfare, of a riot, or of a natural disaster.

6. Students might describe gaining an insight into someone else’s problems and thus becoming more sympathetic to that person’s point of view.

**Practice Worksheet # 8**

“The Treasure of Lemon Brown” – Connecting

Responses will vary. Possible responses are provided.
**Practice Worksheets**

**Event from Story:** Greg gets a letter from school, relating his poor schoolwork.

**Event from Life:** This reminds me of a time when I didn't get good grades, and my parents weren't happy with me.

**Event from Story:** Greg wanders the streets to escape his dad's lecture.

**Event from Life:** When I want to get away, I go into the woods behind my house and walk around.

**Event from Story:** Greg hears about Lemon's treasure.

**Event from Life:** My grandfather used to tell me great stories about his past, and he had a lot of newspaper clippings to show me.

**Follow Up:** Students' discussions will vary according to their own experiences.

**Practice Worksheet # 9**

Note Taking

Answers will vary.

Possible responses: Important information is listed. The words *Themes/Characteristics* alerts the note taker to the presence of important information. These notes represent only key words—not every word. The notes are arranged in modified outline form, not a formal outline. The notes are marked with symbols and abbreviations.

**Practice Worksheet # 10**

_The Diary of Anne Frank_ – Conflict

Responses will vary. Possible responses are provided.

**External Conflict:** complains that her mother doesn't treat her as a grown-up; shuts mother out when she has a nightmare; her mother says she is wild and self-willed; Anne resents being compared to Margot; Anne thinks everyone is against her; she says her mother doesn't listen.

**Internal Conflict:** Anne knows she's being cruel to her mother but she can't seem to stop her behavior; she feels badly about her behavior; she's afraid to show her nice side; she's afraid people will laugh at her if she's serious.

**Follow Up:** Answers will vary.

**Practice Worksheet # 11**

“Lift Every Voice and Sing” – Tone

Responses will vary. Possible responses are provided.

**Stanza:** second; **Tone:** sad and weary, then proud and hopeful; **Evidence:** “Stony the road we trod,/ Bitter the chastening rod,” “We have come.../Out from the gloomy past,/ Till now we stand at last/ Where the white gleam of our bright star is cast.”

**Stanza:** third; **Tone:** humble, determined; **Evidence:** “Thou who has by Thy might/ Led us into the light,” “Shadowed beneath Thy hand,/ May we forever stand./ True to our GOD,/ True to our native land.”

**Follow Up:** Answers will vary.
Practice Worksheets

Practice Worksheet # 12

“Man-Made Monsters” – Informative Nonfiction
Responses will vary. Possible responses are provided.

Possible Categories: sorcerers and scientists; monsters before Frankenstein; body snatching and its causes; the 1931 version of the monster; how the film monster differed from Shelley’s

Follow Up: Possible Responses: Sorcerers and Scientists; Frankenstein; Early Monsters; A Nineteenth-Century Problem

Practice Worksheet # 13

From *Harriet Tubman: Conductor on the Underground Railroad* – Biography
Responses will vary. Possible responses are provided.

Ordinary Human Qualities: “She was as tired and discouraged as they were”; “She kept thinking, Eleven of them. Eleven thousand dollars’ worth of slaves”; “She hesitated before she approached the door, thinking, Suppose that he, too, should refuse shelter”; she was “short, muscular”

Extraordinary Human Qualities: “Then she thought, Lord, I’m going to hold steady on to You, and You’ve got to see me through”; “She lifted the gun, aimed it at the despairing slave. She said, ‘Go on with us or die’”; “The runaways...did not steal the gun....They had come to trust her implicitly, totally.”

Follow Up: Students’ paragraphs will vary. Accept responses that accurately identify one of Tubman’s extraordinary qualities and that explain how this quality helped her achieve her goal.

Practice Worksheet # 14

From *Lincoln: A Photobiography* – Summarizing
Responses will vary. Possible responses are provided.

Section 2: Five days after the Civil War ended, Lincoln and his wife went to a play. They were enjoying themselves until a man stepped into their box and shot the President. The man was John Wilkes Booth, a well-known actor and Confederate sympathizer.

Section 3: Lincoln lay unconscious, surrounded by doctors and his family, until the next morning, when he died. After his funeral, Lincoln’s body was carried by train to Springfield, Illinois. Along the way many mourners paid their respects.

Section 4: Lincoln’s pockets were emptied soon after he died, but their contents were not revealed until 1976. He carried spectacles and a cloth to clean them, a handkerchief, a pocketknife, and a wallet containing one Confederate bill and eight newspaper clippings that praised Lincoln.

Practice Worksheet # 15

*The Hitchhiker* – Predicting
Responses will vary. Possible responses are provided.

Clues/Knowledge: Adams sees the hitchhiker twice in a very short time.
Prediction: He will see the hitchhiker again.

Clues/Knowledge: The third time, the hitchhiker calls to Adams.
Prediction: Adams will eventually give the hitchhiker a ride.

Clues/Knowledge: Adams gets stuck on the train tracks when he tries to run the hitchhiker down.
**Practice Worksheets**

**Prediction:** The hitchhiker will cause Adams's death.  
**Clues/Knowledge:** Adams runs into a fence as he tries to kill the hitchhiker that the girl can't see.  
**Prediction:** Adams will hurt himself and others in his pursuit of the hitchhiker, or he will go crazy.  
**Clues/Knowledge:** Adams thinks if he can call his mother, he will be all right.  
**Prediction:** Something has happened to his mother; she won't be home.

**Practice Worksheet # 16**

“Rules of the Game” – Drawing Conclusions  
Responses will vary. Possible responses are provided.

**Details from Text:** Mrs. Jong tells Waverly about a girl who ran out into traffic and was “smash flat.”  
**My Experiences:** My parents tell me stories about terrible things that have happened to people to try to teach me to avoid dangerous situations.  
**Conclusion:** Mrs. Jong is concerned about her daughter’s safety and is trying to scare her into making wise decisions.

**Details from Text:** Waverly teases the tourist who takes her picture.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** Waverly is bold and daring.

**Details from Text:** Waverly chooses a small, heavy package after noticing that the bigger presents are not the nicest.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** She is quick and observant.

**Details from Text:** Waverly’s mother is polite at the Christmas party and then later tells Vincent to throw the chess set away.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** Mrs. Jong is grateful for the thought but has too much pride and dignity to be happy about accepting charity.

**Details from Text:** Waverly masters the intricacies of chess.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** She is clever and determined.

**Details from Text:** Mrs. Jong proudly watches her daughter play chess but tells people it is luck that allows her to win.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** Mrs. Jong does not want to jeopardize her daughter’s success by boasting of it. She wants Waverly to remain humble.

**Details from Text:** Waverly tells her mother she doesn’t want to play in the tournament because if she loses by American rules, she will bring shame on her family.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** Waverly is smart. She understands her mother’s thinking.

**Details from Text:** Waverly’s mother says, “Is shame you fall down nobody push you.”  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** Mrs. Jong wants her daughter to be willing to take on a challenge.

**Details from Text:** Mrs. Jong’s lack of understanding about the game of chess annoys Waverly.  
**My Experiences:** Students’ responses will vary.  
**Conclusion:** Waverly is beginning to be aware of the wider world and wants to assert her independence.
Details from Text: Waverly’s mother says, “We not concerning this girl.”

My Experiences: Students’ responses will vary.

Conclusion: Waverly’s mother is hurt by Waverly’s apparent rejection. She is not ready to accept Waverly’s independence.

Practice Worksheet # 17

“Mother to Son/Speech to the Young”… – Making Inferences

Responses will vary. Possible responses are provided.

“Mother to Son”

Clue: The speaker says that her life “ain’t been no crystal stair.”
Inference: She has had a hard life.

Clue: Her stairs have had tacks, splinters and places with no carpet.
Inference: She has overcome obstacles, pain, and periods of desolation.

Clue: She kept climbing, even in the dark.
Inference: She has determination and courage.

Clue: Her advice is not to turn back or sit down or fall.
Inference: She is concerned for her son and wants to instill within him the desire to persevere.

“Speech to the Young...”

Clue: The title is “Speech to the Young...”
Inference: The speaker is someone older, with experience of life.

Clue: The speaker tells the young to reject the influence of negative people in their lives.
Inference: She believes that a positive attitude is necessary to succeed in life.

Clue: She tells the young to live in the present.
Inference: She has learned the value of appreciating the moment.

Practice Worksheet # 18

“War Party” – Predicting

Responses will vary. Possible responses are provided.

2. Know: Ma wants to stay with the wagon train; Predict: She will stay.

3. Know: Burt likes them; Predict: He will help the family.

4. Know: Food is needed; Predict: People will be grateful.

5. Know: There are good reasons for both choices; Predict: There may be conflict.

6. Know: Indians don’t like the new settlers; Predict: They might attack.

7. Know: Ma has shown that she knows a lot about Indians; Predict: She will know how to talk to them.

8. Know: People can be cruel when they don’t understand or trust someone who is different than they are; Predict: They may force her to leave the wagon train.

9. Know: Bud knows how to use a rifle, and people tend to defend their families fiercely; Predict: Buchanan will take Bud’s threat seriously; Bud may shoot Buchanan.
10. **Know: Ma Seems to know what she wants and how to get it; Predict: The group will find a good place to settle.**

**Practice Worksheet # 19**

“One Million Volumes” – Author’s Purpose

Responses will vary. Possible responses are provided.

**To Entertain:** “That was the winter the snow came, he would say, it piled high and we lost many sheep and cattle, and the trees groaned and broke with its weight. I looked across the llano and saw the raging blizzard...” (page 856)

**To Inform:** “And now there are a million volumes for us to read here at the University of New Mexico Library.” (page 857)

**To Persuade:** “Books on every imaginable subject, in every field, a history of the thought of the world which we must keep free of censorship, because we treasure our freedoms.” (page 857)

**To Express an Opinion:** “words are a way, he said, they hold joy, and they are a deadly power if misused.” (page 856)

Responses will vary. Students may conclude that Anaya’s main purpose was to entertain, since he includes many amusing anecdotes from his childhood, or to express an opinion, since he obviously feels very strongly that books are precious. Accept all well-supported responses.

**Practice Worksheet # 20**

from “Still Me” / Speech – Point of View

Responses will vary. Possible responses are provided.

**Thoughts**

- “I wondered if I would be able to address the audience or if I would be too nervous to speak at all.”
- “A blind person...would not have been able to tell that anyone was there.”
- “I’d made it.”
- “The evening was transformed into a celebration of friendship and endurance. A large group of people...suddenly drawn together into a unit that felt almost like family.”

**Feelings**

- “I braced myself to go out into the unknown.”
- “Driving into the city at 55 mph was an overwhelming experience.”
- “my neck froze with tension and my body spasmed uncontrollably”
- “I was in something of a daze, but I managed to nod and thank them.”
- “I was happy to be out in the world again.”
- “I had mixed feelings—of gratitude, excitement, and the desire to disappear.”
- “In a moment of panic I realized that I hadn’t prepared any remarks.”

**Follow Up:** Because readers are given insight into Christopher Reeve’s thoughts and feelings, they gain a stronger understanding of what it means to be disabled. The insights draw a clear
portrait of his character as someone with inner resources, strength, courage, and determination and show him to be human in the way that he struggles to overcome his hesitations.

**Practice Worksheet # 21**

“The Million-Pound Bank Note” – Cause and Effect  
Responses will vary. Possible responses are provided.  
**Cause:** Henry ends up penniless in London.  
**Effect:** Henry is picked by Gordon and Abel for their bet.  
**Cause:** Henry is poor.  
**Effect:** Gordon and Abel pick Henry for their bet and give him one million pounds.  
**Cause:** Everyone assumes that Henry is rich,  
**Effect:** Henry is given special treatment.  
**Cause:** Henry is invited to the ambassador’s party.  
**Effect:** Henry meets Portia.  
**Cause:** Henry is famous.  
**Effect:** Henry’s reputation helps him make money.  
**Cause:** Henry returns the million pounds to Gordon and Abel.  
**Effect:** Gordon and Abel offer him a job.

**Practice Worksheet # 22**

From “Undaunted Courage” – Fact and Opinion  
Responses will vary. Possible responses are provided.  
**Facts:** Lewis “weighed and measured and examined and recorded” what he and his crew discovered (page 724); the sandbar was covered with pelicans (page 725); Jefferson gave Lewis instructions on how to deal with Indian tribes (page 727)  
**Opinions:** Lewis “took his responsibilities seriously, but he had a lot of fun doing it” (page 724); the number of pelicans was “incredible” (page 725); Jefferson’s instructions were “hopelessly naive and impossible to carry out” (page 727)

**Practice Worksheet # 23**

**Writing Prompts**  
Students’ essays will vary. Their writing should be graded according to the rubric presented in this booklet.

**Practice Worksheet # 24**

1. b  
2. b  
3. c  
4. c  
5. d  
6. d  
7. c
Practice Worksheets

8. b
9. b
10. c