Prentice Hall

LITERATURE

TEXAS

All-in-One Workbook

Grade Ten
BQ Tunes Credits
Keith London, Defined Mind, Inc., Executive Producer
Mike Pandolfo, Wonderful, Producer
All songs mixed and mastered by Mike Pandolfo, Wonderful
Vlad Gutkovich, Wonderful, Assistant Engineer
Recorded November 2007 – February 2008 in SoHo, New York City, at Wonderful, 594 Broadway

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# TABLE OF CONTENTS

About the *Texas All-in-One Workbook* ................................................................. TX xviii
Part 1 Introduction .................................................................................................. TX xix
Texas Standards and Testing ................................................................................. TX xx
Scoring Rubric for Reading .................................................................................. TX xxi
Scoring Rubric for Writing .................................................................................... TX xxvii
Tips for Tackling Test Questions ......................................................................... TX xxxiii
TEKS Correlation .................................................................................................. TX xxxv

Part 2 Introduction ............................................................................................... TX 1
Texas Essential Knowledge and Skills Practice .................................................... TX 2

Part 3 and Practice Test 1 Introduction ................................................................. TX 56
Reading Practice Test ............................................................................................ TX 57
Practice Test 2 Introduction .................................................................................. TX 86
Reading and English Language Arts Practice Test .............................................. TX 87

Part 4 Introduction ............................................................................................... TX 108

## UNIT 1  Fiction and Nonfiction

- BQ Tunes .............................................................................................................. 1
- Big Question Vocabulary 1 .................................................................................. 2
- Big Question Vocabulary 2 .................................................................................. 3
- Big Question Vocabulary 3 .................................................................................. 4
- Applying the Big Question .................................................................................. 5

**“Magdalena Looking” and “Artful Research” by Susan Vreeland**

- Listening and Viewing ....................................................................................... 6
- Learning About Fiction and Nonfiction ............................................................. 7
- Model Selection: Fiction .................................................................................... 8
- Model Selection: Nonfiction .............................................................................. 9

**“The Monkey’s Paw” by W. W. Jacobs**

- Writing About the Big Question ......................................................................... 10
- Literary Analysis: Plot ..................................................................................... 11
- Reading: Use Prior Knowledge to Make Predictions ........................................ 12
- Vocabulary Builder ......................................................................................... 13
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors/Contributors</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Leap”</td>
<td>Louise Erdrich</td>
<td>Writing About the Big Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literary Analysis: Plot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Use Prior Knowledge to Make Predictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Builder</td>
</tr>
<tr>
<td>“The Monkey’s Paw” and “The Leap”</td>
<td></td>
<td>Integrated Language Skills: Grammar Conventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Language Skills: Support for Writing a Sequel</td>
</tr>
<tr>
<td>from Swimming to Antarctica</td>
<td>Lynne Cox</td>
<td>Writing About the Big Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literary Analysis: Author’s Perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Use Prior Knowledge to Make Predictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Builder</td>
</tr>
<tr>
<td>“Occupation: Conductorette” from I Know Why the Caged Bird Sings</td>
<td>Maya Angelou</td>
<td>Writing About the Big Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literary Analysis: Author’s Perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Use Prior Knowledge to Make Predictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Builder</td>
</tr>
<tr>
<td>from Swimming to Antarctica and “Occupation: Conductorette”</td>
<td></td>
<td>Integrated Language Skills: Grammar Conventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Language Skills: Support for Writing a Description</td>
</tr>
<tr>
<td>“Marian Anderson: Famous Concert Singer”</td>
<td>Langston Hughes</td>
<td>Writing About the Big Question</td>
</tr>
<tr>
<td>“Tepeyac”</td>
<td>Sandra Cisneros</td>
<td>Literary Analysis: Style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Builder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support for Writing to Compare Literary Works</td>
</tr>
<tr>
<td>“Contents of the Dead Man’s Pocket”</td>
<td>Jack Finney</td>
<td>Writing About the Big Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literary Analysis: Conflict and Resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Reflect on Key Details to Analyze Cause and Effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary Builder</td>
</tr>
</tbody>
</table>
“Games at Twilight” by Anita Desai
Writing About the Big Question................................................................. 38
Literary Analysis: Conflict and Resolution ............................................... 39
Reading: Reflect on Key Details to Analyze Cause and Effect ............... 40
Vocabulary Builder...................................................................................... 41

“Contents of the Dead Man’s Pocket” and “Games at Twilight”
Integrated Language Skills: Grammar Conventions............................... 42
Integrated Language Skills: Support for Writing an Anecdote ............... 43

“The Marginal World” by Rachel Carson
Writing About the Big Question................................................................. 44
Literary Analysis: Author’s Purpose......................................................... 45
Reading: Reread Passages to Analyze Cause and Effect....................... 46
Vocabulary Builder...................................................................................... 47

“Making History With Vitamin C” by Penny Le Couteur and Jay Burreson
Writing About the Big Question................................................................. 48
Literary Analysis: Author’s Purpose......................................................... 49
Reading: Reread Passages to Analyze Cause and Effect....................... 50
Vocabulary Builder...................................................................................... 51

“The Marginal World” and “Making History With Vitamin C”
Integrated Language Skills: Grammar Conventions............................... 52
Integrated Language Skills: Support for Writing a Character Profile ....... 53

“Like the Sun” by R. K. Narayan

“Like the Open Window” by Saki
Writing About the Big Question................................................................. 54
Literary Analysis: Irony and Paradox......................................................... 55
Vocabulary Builder...................................................................................... 56
Support for Writing to Compare Literary Works .................................... 57

UNIT 2 Short Stories
BQ Tunes....................................................................................................... 58
Big Question Vocabulary 1.......................................................................... 59
Big Question Vocabulary 2.......................................................................... 60
Big Question Vocabulary 3.......................................................................... 61
Applying the Big Question......................................................................... 62
<table>
<thead>
<tr>
<th>Title</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>from &quot;The Threads of Time&quot; by C. J. Cherryh</td>
<td>63</td>
</tr>
<tr>
<td>Listening and Viewing</td>
<td></td>
</tr>
<tr>
<td>Learning About Short Stories</td>
<td>64</td>
</tr>
<tr>
<td>Model Selection: Short Story</td>
<td>65</td>
</tr>
<tr>
<td>&quot;A Visit to Grandmother&quot; by William Melvin Kelley</td>
<td>66</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td></td>
</tr>
<tr>
<td>Literary Analysis: Characterization</td>
<td>67</td>
</tr>
<tr>
<td>Reading: Relate Characters and Events to Your Own Experiences to</td>
<td>68</td>
</tr>
<tr>
<td>Make Inferences</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>69</td>
</tr>
<tr>
<td>&quot;A Problem&quot; by Anton Chekhov</td>
<td>70</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td></td>
</tr>
<tr>
<td>Literary Analysis: Characterization</td>
<td>71</td>
</tr>
<tr>
<td>Reading: Relate Characters and Events to Your Own Experiences to</td>
<td>72</td>
</tr>
<tr>
<td>Make Inferences</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>73</td>
</tr>
<tr>
<td>&quot;A Visit to Grandmother&quot; and &quot;A Problem&quot;</td>
<td>74</td>
</tr>
<tr>
<td>Integrated Language Skills: Grammar Conventions</td>
<td></td>
</tr>
<tr>
<td>Integrated Language Skills: Support for Writing a Retelling</td>
<td>75</td>
</tr>
<tr>
<td>&quot;The Street of the Cañon&quot; by Josephina Niggli</td>
<td>76</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td></td>
</tr>
<tr>
<td>Literary Analysis: Setting</td>
<td>77</td>
</tr>
<tr>
<td>Reading: Make Inferences and Read on to Find Additional Support</td>
<td>78</td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>79</td>
</tr>
<tr>
<td>&quot;There Will Come Soft Rains&quot; by Ray Bradbury</td>
<td>80</td>
</tr>
<tr>
<td>Writing About the Big Question</td>
<td></td>
</tr>
<tr>
<td>Literary Analysis: Setting</td>
<td>81</td>
</tr>
<tr>
<td>Reading: Make Inferences and Read on to Find Additional Support</td>
<td>82</td>
</tr>
<tr>
<td>Vocabulary Builder</td>
<td>83</td>
</tr>
<tr>
<td>&quot;The Street of the Cañon&quot; and &quot;There Will Come Soft Rains&quot;</td>
<td>84</td>
</tr>
<tr>
<td>Integrated Language Skills: Grammar Conventions</td>
<td></td>
</tr>
<tr>
<td>Integrated Language Skills: Support for Writing a Letter to a Friend and a Book Review</td>
<td>85</td>
</tr>
</tbody>
</table>
"One Thousand Dollars" by O. Henry
"By the Waters of Babylon" by Stephen Vincent Benét

Writing About the Big Question ................................................................. 86
Literary Analysis: Point of View ............................................................... 87
Vocabulary Builder .................................................................................. 88
Support for Writing to Compare Literary Works .................................... 89

"How Much Land Does a Man Need?" by Leo Tolstoy

Writing About the Big Question ................................................................. 90
Literary Analysis: Theme and Philosophical Assumptions ....................... 91
Reading: Recognize Key Details to Draw Conclusions About Theme ....... 92
Vocabulary Builder .................................................................................. 93

"Civil Peace" by Chinua Achebe

Writing About the Big Question ................................................................. 94
Literary Analysis: Theme and Philosophical Assumptions ....................... 95
Reading: Recognize Key Details to Draw Conclusions About Theme ....... 96
Vocabulary Builder .................................................................................. 97

"How Much Land Does a Man Need?" and "Civil Peace"

Integrated Language Skills: Grammar Conventions ............................... 98
Integrated Language Skills: Support for Writing a Character Analysis ...... 99

"The Masque of the Red Death" by Edgar Allan Poe

Writing About the Big Question ................................................................. 100
Literary Analysis: Symbolism and Allegory ............................................. 101
Reading: Identify Patterns to Draw Conclusions About Symbolism ....... 102
Vocabulary Builder .................................................................................. 103

"The Garden of Stubborn Cats" by Italo Calvino

Writing About the Big Question ................................................................. 104
Literary Analysis: Symbolism and Allegory ............................................. 105
Reading: Identify Patterns to Draw Conclusions About Symbolism ....... 106
Vocabulary Builder .................................................................................. 107

"The Masque of the Red Death" and "The Garden of Stubborn Cats"

Integrated Language Skills: Grammar Conventions ............................... 108
Integrated Language Skills: Support for Writing a Narrative ................. 109
"The Censors" by Luisa Valenzuela
"The Leader in the Mirror" by Pat Mora

Writing About the Big Question ................................................................. 110
Literary Analysis: Tone ................................................................................. 111
Vocabulary Builder ....................................................................................... 112
Support for Writing a Comparison-and-Contrast Essay ............................ 113

UNIT 3 Types of Nonfiction
BQ Tunes ........................................................................................................ 114
Big Question Vocabulary 1 ................................................................. 115
Big Question Vocabulary 2 ........................................................................ 116
Big Question Vocabulary 3 ........................................................................ 117
Applying the Big Question ......................................................................... 118

"Everest" from Touch the Top of the World by Erik Weihenmayer
Listening and Viewing .................................................................................... 120
Learning About Nonfiction ........................................................................... 121
Model Selection: Nonfiction ......................................................................... 122

"The Spider and the Wasp" by Alexander Petrunkevitch
Writing About the Big Question ................................................................. 123
Literary Analysis: Expository Essay ............................................................ 124
Reading: Analyze Main Ideas and Supporting Details by Summarizing .... 125
Vocabulary Builder ....................................................................................... 126

from Longitude by Dava Sobel
Writing About the Big Question ................................................................. 127
Literary Analysis: Expository Essay ............................................................ 128
Reading: Analyze Main Ideas and Supporting Details by Summarizing .... 129
Vocabulary Builder ....................................................................................... 130

"The Spider and the Wasp" and from Longitude
Integrated Language Skills: Grammar Conventions .................................... 131
Integrated Language Skills: Support for Writing a Business Letter ............ 132

"The Sun Parlor" by Dorothy West
Writing About the Big Question ................................................................. 133
Literary Analysis: Reflective Essay ............................................................... 134
Reading: Ask Questions to Analyze Main Ideas and Supporting Details .... 135
Vocabulary Builder ....................................................................................... 136
**In Commemoration: One Million Volumes** by Rudolfo Anaya

- Writing About the Big Question ................................................................. 137
- Literary Analysis: Reflective Essay ............................................................. 138
- Reading: Ask Questions to Analyze Main Ideas and Supporting Details ... 139
- Vocabulary Builder ..................................................................................... 140

**“The Sun Parlor”** and **In Commemoration: One Million Volumes**

- Integrated Language Skills: Grammar Conventions .................................... 141
- Integrated Language Skills: Support for Writing a Memoir ......................... 142

**“A Toast to the Oldest Inhabitant: The Weather of New England”**
by Mark Twain **“The Dog That Bit People”** by James Thurber

- Writing About the Big Question ................................................................. 143
- Literary Analysis: Humorous Writing ......................................................... 144
- Vocabulary Builder ..................................................................................... 145
- Support for Writing to Compare Literary Works ......................................... 146

**“Keep Memory Alive”** by Elie Wiesel

- Writing About the Big Question ................................................................. 147
- Literary Analysis: Persuasive Writing ......................................................... 148
- Reading: Evaluate Persuasion .................................................................... 149
- Vocabulary Builder ..................................................................................... 150

**Nobel Lecture** by Alexander Solzhenitsyn

- Writing About the Big Question ................................................................. 151
- Literary Analysis: Persuasive Writing ......................................................... 152
- Reading: Evaluate Persuasion .................................................................... 153
- Vocabulary Builder ..................................................................................... 154

**“Keep Memory Alive”** and **Nobel Lecture**

- Integrated Language Skills: Grammar Conventions .................................... 155
- Integrated Language Skills: Support for Writing an Interpretive Response .................................................. 156

**The American Idea** by Theodore H. White

- Writing About the Big Question ................................................................. 157
- Literary Analysis: Evidence and Appeals .................................................... 158
- Reading: Distinguish Between Fact and Opinion ......................................... 159
- Vocabulary Builder ..................................................................................... 160
"What Makes a Degas a Degas?" by Richard Mühlberger

Writing About the Big Question ................................................................. 161
Literary Analysis: Evidence and Appeals ...................................................... 162
Reading: Distinguish Between Fact and Opinion ......................................... 163
Vocabulary Builder ...................................................................................... 164

"The American Idea" and "What Makes a Degas a Degas?"

Integrated Language Skills: Grammar Conventions .................................. 165
Integrated Language Skills: Support for Writing a Critique ......................... 166

from Desert Exile: The Uprooting of a Japanese-American Family
by Yoshiko Uchida

from The Way to Rainy Mountain by N. Scott Momaday

UNIT 4 Poetry

BQ Tunes ..................................................................................................... 171
Big Question Vocabulary 1 ......................................................................... 173
Big Question Vocabulary 2 ......................................................................... 174
Big Question Vocabulary 3 ......................................................................... 175
Applying the Big Question ........................................................................ 176

The Poetry of Cornelius Eady

Listening and Viewing ................................................................................ 177
Learning About Poetry ............................................................................... 178
Model Selection: Poetry ............................................................................ 179

Poetry Collection: Alexander Pushkin, Federico García Lorca,
Elizabeth Bishop, Rudyard Kipling

Writing About the Big Question ................................................................. 180
Literary Analysis: Narrative and Lyric Poetry ............................................. 181
Reading: Read Aloud and Adjust Reading Rate to Read Fluently .............. 182
Vocabulary Builder ...................................................................................... 183
Poetry Collection: Denise Levertov, William Carlos Williams, Robert Frost, and Naomi Shihab Nye

Writing About the Big Question .................................................................................. 184
Literary Analysis: Narrative and Lyric Poetry .............................................................. 185
Reading: Read Aloud and Adjust Reading Rate to Read Fluently ............................... 186
Vocabulary Builder....................................................................................................... 187

Poetry Collections: Alexander Pushkin, Federico García Lorca, Elizabeth Bishop, and Rudyard Kipling; Denise Levertov, William Carlos Williams, Robert Frost, and Naomi Shihab Nye

Integrated Language Skills: Grammar Conventions .................................................. 188
Integrated Language Skills: Support for Writing a Lyric Poem ................................. 189

Poetry Collection: Ki Tsurayuki, Minamoto no Toshiyori, James Weldon Johnson, and Dylan Thomas

Writing About the Big Question.................................................................................. 190
Literary Analysis: Poetic Form .................................................................................... 191
Reading: Preview a Poem to Read Fluently ................................................................. 192
Vocabulary Builder....................................................................................................... 193

Poetry Collection: Priest Jakuren, Ono Komachi, Theodore Roethke, and William Shakespeare

Writing About the Big Question.................................................................................. 194
Literary Analysis: Poetic Form .................................................................................... 195
Reading: Preview a Poem to Read Fluently ................................................................. 196
Vocabulary Builder....................................................................................................... 197

Poetry Collections: Ki Tsurayuki, Minamoto no Toshiyori, James Weldon Johnson, and Dylan Thomas; Priest Jakuren, Ono Komachi, Theodore Roethke, and William Shakespeare

Integrated Language Skills: Grammar Conventions .................................................. 198
Integrated Language Skills: Support for Writing a Tanka ........................................... 199

“Fear” by Gabriela Mistral
“The Bean Eaters” by Gwendolyn Brooks
“How to React to Familiar Faces” by Umberto Eco

Writing About the Big Question.................................................................................. 200
Literary Analysis: Tone and Mood .............................................................................. 201
Vocabulary Builder....................................................................................................... 202
Support for Writing to Compare Literary Works ....................................................... 203
### Poetry Collection: Yusef Komunyakaa, Eve Merriam, and Emily Dickinson
- Writing About the Big Question ................................................................. 204
- Literary Analysis: Figurative Language ......................................................... 205
- Reading: Picture Imagery to Paraphrase Poems ........................................... 206
- Vocabulary Builder ........................................................................................ 207

### Poetry Collection: Edna St. Vincent Millay, Dahlia Ravikovitch, and Emily Dickinson
- Writing About the Big Question ................................................................. 208
- Literary Analysis: Figurative Language ......................................................... 209
- Reading: Picture Imagery to Paraphrase Poems ........................................... 210
- Vocabulary Builder ........................................................................................ 211

### Poetry Collections: Yusef Komunyakaa, Eve Merriam, and Emily Dickinson; Edna St. Vincent Millay, Dahlia Ravikovitch, and Emily Dickinson
- Integrated Language Skills: Grammar Conventions ...................................... 212
- Integrated Language Skills: Support for Writing an Interpretative Response ........................................................................................................ 213

### Poetry Collection: Langston Hughes, John McCrae, and Carl Sandburg
- Writing About the Big Question ................................................................. 214
- Literary Analysis: Sound Devices ................................................................. 215
- Reading: Break Down Long Sentences to Paraphrase Poems ........................ 216
- Vocabulary Builder ........................................................................................ 217

### Poetry Collection: Alfred, Lord Tennyson; Robert Browning; and Jean Toomer
- Writing About the Big Question ................................................................. 218
- Literary Analysis: Sound Devices ................................................................. 219
- Reading: Break Down Long Sentences to Paraphrase Poems ........................ 220
- Vocabulary Builder ........................................................................................ 221

### Poetry Collections: Langston Hughes, John McCrae, and Carl Sandburg; Alfred, Lord Tennyson; Robert Browning; and Jean Toomer
- Integrated Language Skills: Grammar Conventions ...................................... 222
- Integrated Language Skills: Support for Writing a Poem .............................. 223

### Poetry by Bei Dao, Shu Ting, and Billy Joel
- Writing About the Big Question ................................................................. 224
- Literary Analysis: Theme ............................................................................. 225
UNIT 5 Drama

from Tibet Through the Red Box by David Henry Hwang

Antigone, Prologue—Scene 2, by Sophocles

Antigone, Scenes 3–5, by Sophocles

from An Enemy of the People by Henrik Ibsen

Antigone by Sophocles
The Tragedy of Julius Caesar, Act I, by William Shakespeare
- Writing About the Big Question
- Literary Analysis: Exposition in Shakespeare’s Tragedies
- Reading: Use Text Aids to Read Shakespearean Drama
- Vocabulary Builder

The Tragedy of Julius Caesar, Act II, by William Shakespeare
- Writing About the Big Question
- Literary Analysis: Blank Verse
- Reading: Paraphrase Shakespearean Drama
- Vocabulary Builder

The Tragedy of Julius Caesar, Act III, by William Shakespeare
- Writing About the Big Question
- Literary Analysis: Dramatic Speeches
- Reading: Analyze the Imagery of Shakespearean Tragedy
- Vocabulary Builder

The Tragedy of Julius Caesar, Act IV, by William Shakespeare
- Writing About the Big Question
- Literary Analysis: Conflict in Drama
- Reading: Read Between the Lines
- Vocabulary Builder

The Tragedy of Julius Caesar, Act V, by William Shakespeare
- Writing About the Big Question
- Literary Analysis: Shakespeare’s Tragic Heroes
- Reading: Compare and Contrast Characters in Shakespearean Drama
- Vocabulary Builder
- Integrated Language Skills: Grammar Conventions
- Integrated Language Skills: Support for Writing an Editorial

from A Raisin in the Sun by Lorraine Hansberry

The Tragedy of Julius Caesar by William Shakespeare
- Writing About the Big Question
- Literary Analysis: Character Motivation
- Vocabulary Builder
- Support for Writing to Compare Literary Works
UNIT 6  Themes in Literature

BQ Tunes................................................................................................................ 280
Big Question Vocabulary 1.................................................................................. 282
Big Question Vocabulary 2.................................................................................. 283
Big Question Vocabulary 3.................................................................................. 284
Applying the Big Question ................................................................................ 285

from Places Left Unfinished at the Time of Creation by John Phillip Santos

Listening and Viewing....................................................................................... 286
Learning About Themes in Literature............................................................... 287
Model Selection: Themes in Literature.............................................................. 288

“Prometheus and the First People,” Ancient Greek Myth retold by Olivia Coolidge

Writing About the Big Question................................................................. 289
Literary Analysis: Myths................................................................................... 290
Reading: Generate Questions to Analyze Cultural Context ......................... 291
Vocabulary Builder ......................................................................................... 292

“The Orphan Boy and the Elk Dog,” Native American myth (Blackfeet)

Writing About the Big Question................................................................. 293
Literary Analysis: Myths................................................................................... 294
Reading: Generate Questions to Analyze Cultural Context ......................... 295
Vocabulary Builder ......................................................................................... 296

“Prometheus and the First People” and “The Orphan Boy and the Elk Dog”

Integrated Language Skills: Grammar Conventions........................................ 297
Integrated Language Skills: Support for Writing a Myth............................... 298

from “Sundiata: An Epic of Old Mali” by D. T. Niane

Writing About the Big Question................................................................. 299
Literary Analysis: Epic and Epic Hero.......................................................... 300
Reading: Acquire Background Knowledge to Analyze Cultural Context ....... 301
Vocabulary Builder......................................................................................... 302

“Rama’s Initiation” from the Ramayana by R. K. Narayan

Writing About the Big Question................................................................. 303
Literary Analysis: Epic and Epic Hero.......................................................... 304
Reading: Acquire Background Knowledge to Analyze Cultural Context ....... 305
Vocabulary Builder......................................................................................... 306
from “Sundiata: An Epic of Old Mali” and “Rama’s Initiation”

Integrated Language Skills: Grammar Conventions ........................................ 307
Integrated Language Skills: Support for Writing a Newspaper Report ........ 308

“Cupid and Psyche” retold by Sally Benson
“Ashputtle” by Jakob and Wilhelm Grimm

Writing About the Big Question ........................................................................ 309
Literary Analysis: Archetypal Narrative Patterns ........................................... 310
Vocabulary Builder ............................................................................................... 311
Support for Writing to Compare Literary Works ............................................. 312

“Arthur Becomes King of Britain” from The Once and Future King
by T. H. White

Writing About the Big Question ........................................................................ 313
Literary Analysis: Legends .................................................................................. 314
Reading: Identify Details to Compare and Contrast Worldviews ................... 315
Vocabulary Builder ............................................................................................... 316

“Morte d’Arthur” by Alfred, Lord Tennyson

Writing About the Big Question ........................................................................ 317
Literary Analysis: Legends .................................................................................. 318
Reading: Identify Details to Compare and Contrast Worldviews ................... 319
Vocabulary Builder ............................................................................................... 320

“Arthur Becomes King of Britain” and “Morte d’Arthur”

Integrated Language Skills: Grammar Conventions ........................................ 321
Integrated Language Skills: Support for Writing a Script ................................. 322

from A Connecticut Yankee in King Arthur’s Court by Mark Twain

Writing About the Big Question ........................................................................ 323
Literary Analysis: Parody ..................................................................................... 324
Reading: Compare and Contrast to Understand Worldviews ......................... 325
Vocabulary Builder ............................................................................................... 326

from Don Quixote by Miguel de Cervantes

Writing About the Big Question ........................................................................ 327
Literary Analysis: Parody ..................................................................................... 328
Reading: Compare and Contrast to Understand Worldviews ......................... 329
Vocabulary Builder ............................................................................................... 330
from *A Connecticut Yankee in King Arthur’s Court* and *from Don Quixote*

Integrated Language Skills: Grammar Conventions ........................................ 331
Integrated Language Skills: Support for Writing a Parody ............................... 332

“Damon and Pythias” retold by William F. Russell
“Two Friends” by Guy de Maupassant

Writing About the Big Question ........................................................................ 333
Literary Analysis: Themes and Moral Dilemmas .............................................. 334
Vocabulary Builder ............................................................................................ 335
Support for Writing to Compare Literary Works .............................................. 336

**Reading Fluency Practice and Assessment** .................................................. 337
About the Texas All-in-One Workbook

The Texas All-in-One Workbook is designed to provide you with additional practice with the reading, literary analysis, writing, and grammar skills taught in Prentice Hall Literature. It also provides practice with the Texas Essential Knowledge and Skills for English Language Arts and Reading for Grade 10 in order to prepare you for taking Texas standarized tests.

The Texas All-in-One Workbook contains four parts:

Part 1 includes information about Texas Essential Knowledge and Skills (TEKS) as well as helpful information on how to tackle questions on standardized tests. This section of the workbook also includes scoring rubrics to assess students’ reading comprehension and writing skills.

- Reading rubrics are used to rate students’ comprehension of literary and expository texts. Students’ responses to texts are given a score of insufficient, partially sufficient, sufficient, or exemplary.
- Writing rubrics are used to assess students’ written compositions in the areas of focus and coherence, organization, development of ideas, voice, and conventions. Compositions are given a score of ineffective, somewhat effective, generally effective, or highly effective.

Part 2 includes two pages for each TEKS. Each TEKS is stated and explained. Examples and practice questions are provided. These practice pages will help you refine specific skills you may not have mastered.

Part 3 includes two standarized tests for practice purposes. These tests include selected-response (multiple-choice) items, constructed-response items, and a writing prompt. Use the scoring rubric in Part 1 to assess your response to the writing prompt.

Part 4 includes worksheets that provide additional practice with the skills taught in each unit of Prentice Hall Literature.
Part 1

INTRODUCTION

Part 1 of the Texas All-in-One Workbook will give you an overview of the Texas Essential Knowledge and Skills for English Language Arts and Reading for Grade 10. It will also prepare you for the standardized tests that assess these skills. This part of the book contains the following:

- an explanation of the purpose of the Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS);
- scoring rubrics to help you assess your reading comprehension and writing assignments that you complete in preparation for Texas standardized tests;
- advice on how to approach the types of questions you will encounter on standardized tests; and
- a TEKS correlation pointing you to the pages in Part 2 containing an explanation, examples, and practice for every TEKS standard.
Texas Standards and Testing

What are the Texas Essential Knowledge and Skills (TEKS)?

The state of Texas has developed written expectations that describe what you are expected to learn in English/Language Arts classes. These standards outline the skills and concepts that Texas educators believe you need in order to succeed. The Texas Essential Knowledge and Skills for English Language Arts and Reading are organized into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking. Your English/Language Arts teachers are responsible for helping you to master all of the TEKS for this subject.

What will you find on Texas standardized tests?

As a student in Texas, your mastery of TEKS is tested through standardized tests. These tests will help your teachers to determine your strengths as well as areas in which you might require further review and practice. Standardized tests typically include selected-response (multiple-choice) items and constructed-response items. Many of the selected-response questions will be about a passage that you are asked to read before answering the questions. The constructed-response items require you to provide an appropriate written answer to a question. You will also encounter writing prompts on standardized tests that will be scored according to rubrics such as the one found on pages TX xxvii through TX xxxii of this workbook.
READING RUBRIC—EXPOSITORY SELECTION

SCORE POINT 0—INSUFFICIENT

In insufficient responses, the student

• may draw a conclusion, offer an interpretation, or make a prediction that is not based on the text
• may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
• may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
• may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
• may incorrectly analyze or evaluate a characteristic of the text
• may not address the question in any way or may answer a different question than the one asked
• may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

SCORE POINT 1—PARTIALLY SUFFICIENT

In partially sufficient responses, the student

• may draw a reasonable conclusion, offer a reasonable interpretation or make a reasonable prediction that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no evidence at all
• may offer a reasonable analysis or evaluation of a characteristic of the text that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
• may offer a reasonable idea, analysis, or evaluation and may provide textual evidence, but this evidence is only weakly connected to the idea, analysis, or evaluation
• may offer accurate/relevant textual evidence without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
Score Point 2—Sufficient

In sufficient responses, the student

- must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction and must support it with accurate/relevant textual evidence
- must offer a reasonable analysis or evaluation of a characteristic of the selection and must support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3—Exemplary

In exemplary responses, the student

- must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction and strongly support it with accurate/relevant textual evidence
- must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of the text and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses show strong evidence of the student’s depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
READING RUBRIC—LITERARY SELECTION

SCORE POINT 0—INSUFFICIENT

In insufficient responses, the student

- may offer an incorrect theme, character trait, conflict or change
- may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable
- may incorrectly analyze a literary technique or figurative expression
- may offer an analysis that is too general or vague to determine whether it is reasonable
- may present only a plot summary
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

SCORE POINT 1—PARTIALLY SUFFICIENT

In partially sufficient responses, the student

- may offer a reasonable theme, character trait, conflict, or change but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable analysis of a literary technique or figurative expression but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- may offer a reasonable idea or analysis and may provide textual evidence, but this evidence is only weakly connected to the idea or analysis
- may offer accurate/relevant textual evidence without providing an idea or analysis

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
**Score Point 2—Sufficient**

In sufficient responses, the student

- must offer a reasonable theme, character trait, conflict, or change and support it with accurate/relevant textual evidence
- must offer a reasonable analysis of a literary technique or figurative expression and support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

**Score Point 3—Exemplary**

In exemplary responses, the student

- must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence
- must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses must demonstrate the student’s depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**
READING RUBRIC—LITERARY/EXPOSITORY CROSSOVER

SCORE POINT 0—INSUFFICIENT

In insufficient responses, the student

- may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections
- may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- may incorrectly analyze or evaluate a characteristic of text based on both selections
- may not address the question in any way or may answer a different question than the one asked
- may offer only incomplete or irrelevant textual evidence from one or both selections

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

SCORE POINT 1—PARTIALLY SUFFICIENT

In partially sufficient responses, the student

- may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections.
- may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all
- may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no technical support at all
- may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation
- may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection
• may offer accurate/relevant textual evidence from both selections without
drawing a conclusion, offering an interpretation, making a prediction, or
providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague or
may indicate that the student has difficulty making connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific
synopsis.

Score Point 2—Sufficient
In sufficient responses, the student

• must draw a reasonable conclusion, offer a reasonable interpretation, or
make a reasonable prediction based on both selections and must support it
with accurate/relevant textual evidence from both selections
• must offer a reasonable analysis or evaluation of a characteristic of text
based on both selections and must support it with accurate/relevant textual
evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and
specific connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific
synopsis.

Score Point 3—Exemplary
In exemplary responses, the student

• must offer a particularly thoughtful or insightful conclusion, interpretation,
or prediction based on both selections and strongly support it with
accurate/relevant textual evidence from both selections
• must offer a particularly thoughtful or insightful analysis or evaluation of a
characteristic of text based on both selections and strongly support it with
accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make
meaningful connections across selections. These responses show strong evidence
of the student’s depth of understanding and ability to effectively connect textual
evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific
synopsis.
WRITTEN COMPOSITION 4 POINT RUBRIC

SCORE POINT 1

EACH COMPOSITION AT THIS SCORE POINT IS AN INEFFECTIVE PRESENTATION OF THE WRITER’S IDEAS.

Focus and Coherence

• Individual paragraphs and/or the composition as a whole are not focused. The writer may shift abruptly from idea to idea, making it difficult for the reader to understand how the ideas included in the composition are related.
• The composition as a whole has little, or no, sense of completeness. The introduction and conclusion, if present, may be perfunctory.
• A substantial amount of writing may be extraneous because it does not contribute to the development or quality of the composition. In some cases, the composition overall may be only weakly connected to the prompt.

Organization

• The writer’s progression of thought from sentence to sentence and/or paragraph to paragraph is not logical. Sometimes weak progression results from an absence of transitions or from the use of transitions that do not make sense. At other times, the progression of thought is simply not evident, even if appropriate transitions are included.
• An organizational strategy is not evident. The writer may present ideas in a random or haphazard way, making the composition difficult to follow.
• Wordiness and/or repetition may stall the progression of ideas.

Development of Ideas

• The writer presents one or more ideas but provides little or no development of those ideas.
• The writer presents one or more ideas and attempts to develop them. However, this development is so general or vague that it prevents the reader from understanding the writer’s ideas.
• The writer presents only a plot summary of a published piece or writing, a movie, or a television show.
• The writer omits information, which creates significant gaps between the ideas. These gaps prevent the reader from clearly understanding those ideas.

Voice

• The writer does not engage the reader, therefore failing to establish a connection.
• There may be little or no sense of the writer’s individual voice. The composition does not sound authentic or original. The writer is unable to express his/her individuality or unique perspective.
Conventions

- There is little or no evidence in the composition that the writer can correctly apply the conventions of the English language. Severe and/or frequent errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure may cause the writing to be unclear or difficult to read. These errors weaken the composition by causing an overall lack of fluency.
- The writer may misuse or omit words and phrases and may frequently write awkward sentences. These weaknesses interfere with the effective communication of ideas.

Score Point 2

Each composition at this score point is a somewhat effective presentation of the writer’s ideas.

Focus and Coherence

- Individual paragraphs and/or the composition as a whole are somewhat focused. The writer may shift quickly from idea to idea, but the reader has no difficulty understanding how the ideas included in the composition are related.
- The composition as a whole has some sense of completeness. The writer includes an introduction and conclusion, but they may be superficial.
- Some of the writing may be extraneous because it does not contribute to the development or quality of the composition as a whole.

Organization

- The writer’s progression of thought from sentence to sentence and/or paragraph to paragraph may not always be smooth or completely logical. Sometimes the writer needs to strengthen the progression by including more meaningful transitions; at other times the writer simply needs to establish a clearer link between ideas.
- The organizational strategy or strategies the writer chooses do not enable the writer to present ideas effectively.
- Some wordiness and/or repetition may be evident, but these weaknesses do not completely stall the progression of ideas.

Development of Ideas

- The writer attempts to develop the composition by listing ideas or briefly explaining them. In both of these cases, the development remains superficial, limiting the reader’s understanding and appreciation of the writer’s ideas.
The writer presents one or more ideas and attempts to develop them. However, there is little evidence of depth of thinking because this development may be somewhat general, inconsistent, or contrived.

The writer may omit small pieces of information that create minor gaps between ideas. However, these gaps do not prevent the reader from understanding those ideas.

**Voice**

- There may be moments when the writer engages the reader but fails to sustain the connection.
- Individual paragraphs or sections of the composition may sound authentic or original, but the writer has difficulty expressing his/her individuality or unique perspective.

**Conventions**

- Errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure throughout the composition may indicate a limited control of conventions. Although these errors do not cause the writing to be unclear, they weaken the overall fluency of the composition.
- The writer may include some simple or inaccurate words and phrases and may write some awkward sentences. These weaknesses limit the overall effectiveness of the communication of ideas.
SCORE POINT 3

EACH COMPOSITION AT THIS SCORE POINT IS A GENERALLY EFFECTIVE PRESENTATION OF THE WRITER’S IDEAS.

Focus and Coherence

• Individual paragraphs and the composition as a whole are, for the most part, focused. The writer generally shows the clear relationship between ideas to the next.
• The composition as a whole has a sense of completeness. The introduction and conclusion add some depth to the composition.
• Most of the writing contributes to the development or quality of the composition as a whole.

Organization

• The writer’s progression of thought from sentence to sentence and paragraph to paragraph is generally smooth and controlled. For the most part, transitions are meaningful, and the links between ideas are logical.
• The organizational strategy or strategies the writer chooses are generally effective.
• Wordiness and/or repetition, if present, are minor problems that do not stall the progression of ideas.

Development of Ideas

• The writer attempts to develop all the ideas included in the composition. Although some ideas may be developed more thoroughly and specifically than others, the development overall reflects some depth of thought, enabling the reader to generally understand and appreciate the writer’s ideas.
• The writer’s presentation of some ideas may be thoughtful. There may be little evidence that the writer has been willing to take compositional risks when developing the topic.

Voice

• The writer engages the reader and sustains that connection throughout most of the composition.
• For the most part, the composition sounds authentic and original. The writer is generally able to express his/her individuality or unique perspective.

Conventions

• The writer generally demonstrates a good command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. Although the writer may make minor errors, they create few disruptions in the fluency of the composition.
• The words, phrases, and sentence structures the writer uses are generally appropriate and contribute to the overall effectiveness of the communication of ideas.
Score Point 4

Each composition at this score point is a highly effective presentation of the writer’s ideas.

Focus and Coherence
- Individual paragraphs and the composition as a whole are focused. This sustained focus enables the reader to understand and appreciate how the ideas included in the composition are related.
- The composition as a whole has a sense of completeness. The introduction and conclusions are meaningful because they add depth to the composition.
- Most, if not all, of the writing contributes to the development or quality of the composition as a whole.

Organization
- The writer’s progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. The writer’s use of meaningful transitions and the logical movement from idea to idea strengthens this progression.
- The organizational strategy or strategies the writer chooses enhance the writer’s ability to present ideas clearly and effectively.

Development of Ideas
- The writer’s thorough and specific development of each idea creates depth of thought in the composition, enabling the reader to truly understand and appreciate the writer’s ideas.
- The writer’s presentation of ideas is thoughtful or insightful. The writer may approach the topic from an unusual perspective, use his/her unique experiences or view of the world as a basis for writing, or make interesting connections between ideas. In all these cases, the writer’s willingness to take compositional risks enhances the quality of the content.

Voice
- The writer engages the reader and sustains this connection throughout the composition.
- The composition sounds authentic and original. The writer is able to express his/her individuality or unique perspective.
Conventions

- The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. When the writer attempts to communicate complex ideas through sophisticated forms of expression, he/she may make minor errors as a result of these compositional risks. These types of errors do not detract from the overall fluency of the composition.
- The words, phrases, and sentence structures the writer uses enhance the overall effectiveness of the communication of ideas.
Tips for Tackling Questions on Standardized Tests

Multiple-Choice Questions

A multiple-choice item is a question that has different answer choices provided for you. In a reading section of a standardized test, there are two basic types of multiple-choice questions. One type asks you to recall information you have read, or identify important details in a passage. Another type of multiple-choice question asks you to draw conclusions or make inferences about what you have read. In an English/language arts section of a standardized test, you will be asked questions about grammar, usage, and mechanics. When answering a multiple-choice question, choose the best answer among the choices given.

The following is an example of a multiple-choice test question you would find on a standardized test.

Inspired by the chance to make positive change, Osborne decided to run for class president. The night before the student council meeting, he practiced his speech so many times that he lost his voice. Luckily, the meeting was postponed and he was able to deliver his masterpiece the following week.

1. Why was Osborne lucky that the student council meeting was postponed?
   A. He needed more time to practice.
   B. He was inspired to make change.
   C. He had time to rest and regain his voice.
   D. He knew he had a better chance of winning next week.

How do you answer the question correctly without having to make a guess? Let’s take a closer look at the answer choices.

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Analysis</th>
</tr>
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<tbody>
<tr>
<td>He needed more time to practice.</td>
<td>The passage indicates that Osborne practiced his speech many times, so he probably did not need more time. Although it could be true, this answer choice is incorrect.</td>
</tr>
<tr>
<td>He was inspired to make change.</td>
<td>Being inspired is unrelated to the question. This answer is incorrect.</td>
</tr>
<tr>
<td>He had time to rest and regain his voice.</td>
<td>Yes! The passage says that he lost his voice. He would not have been able to deliver his speech if the meeting was not postponed. This answer is correct.</td>
</tr>
<tr>
<td>He knew he had a better chance of winning next week.</td>
<td>The passage does not mention his chance of winning. This answer is incorrect.</td>
</tr>
</tbody>
</table>
**Constructed-Response Questions**

Please write your response to question 4 on the lines below. Be sure to write your answer clearly.

4. Explain how the recovery of the gray wolf population affects human beings. Give two examples of the impact. Be sure to edit your work for correct grammar, spelling, and punctuation.

By reading the assignment carefully, you can understand that you are being asked to write an informative essay. It is important that you do not rush through your task. Instead, after reading the assignment carefully, you should pick out key words in order to make sure you write about the topic exactly as stated. Then, take time to plan your essay by writing a list or an outline. This will help you write a well-organized, logical essay.

As you write, pay special attention to the first few sentences and the last few sentences of your essay. The beginning and end of your essay will likely have the most impact on the test scorer. If you finish your essay and have time left over, read over your work and neatly edit it.

**Writing Assessment**

An independent writing prompt on a standardized test is an open-ended question based on a passage. It requires a longer written answer than a short-response item. It is important to read the writing prompt carefully. You should devote 10–15 minutes to each writing activity.

Read the following writing prompt. You will need to read a passage on the actual standarized test, but for this example, suppose you have read the article, “Earthquakes and Volcanoes.”

You have been asked to submit a summary of the information in the article “Earthquakes and Volcanoes” for the school newspaper. Summarize the main points of the article and explain how research is helping the world prepare for future earthquakes and volcanic events.

Your answer should summarize the information in the article. When explaining how research is helping to prepare the world for future earthquakes and volcanic events, be sure to include only information found in the article.

Responses to writing prompts are scored against standardized writing rubrics.
### Texas Essential Knowledge and Skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>Pages</th>
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<tbody>
<tr>
<td><strong>(1) Reading/Vocabulary Development.</strong> Students understand new</td>
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<tr>
<td>vocabulary and use it when reading and writing. Students are expected</td>
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<td>to:</td>
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<tr>
<td>(A) determine the meaning of grade-level technical academic English</td>
<td></td>
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<tr>
<td>words in multiple content areas (e.g., science, mathematics, social</td>
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<tr>
<td>studies, the arts) derived from Latin, Greek, or other linguistic</td>
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<tr>
<td>roots and affixes;</td>
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<tr>
<td>(B) analyze textual context (within a sentence and in larger sections</td>
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<tr>
<td>of text) to distinguish between the denotative and connotative</td>
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<tr>
<td>meanings of words;</td>
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<tr>
<td>(C) infer word meaning through the identification and analysis of</td>
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<tr>
<td>analogies and other word relationships;</td>
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<tr>
<td>(D) show the relationship between the origins and meaning of foreign</td>
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<tr>
<td>words or phrases used frequently in written English and historical</td>
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<td>events or developments (e.g., glasnost, avant-garde, coup d’état);</td>
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<tr>
<td>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic)</td>
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<tr>
<td>to determine or confirm the meanings of words and phrases, including</td>
<td></td>
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<tr>
<td>their connotations and denotations, and their etymology.</td>
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<td>TX 2–3</td>
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<tr>
<td><strong>(2) Reading/Comprehension of Literary Text/Theme and Genre.</strong></td>
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<tr>
<td>Students analyze, make inferences and draw conclusions about theme</td>
<td></td>
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<tr>
<td>and genre in different cultural, historical, and contemporary contexts</td>
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<tr>
<td>and provide evidence from the text to support their understanding.</td>
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<tr>
<td>Students are expected to:</td>
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<tr>
<td>(A) compare and contrast differences in similar themes expressed in</td>
<td></td>
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<td>different time periods;</td>
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<tr>
<td>(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic</td>
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<tr>
<td>traditional and classical literature; and</td>
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<tr>
<td>(C) relate the figurative language of a literary work to its historical</td>
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<td>and cultural setting.</td>
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<td>TX 4–5</td>
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<tr>
<td><strong>(3) Reading/Comprehension of Literary Text/Poetry.</strong> Students</td>
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<tr>
<td>understand, make inferences and draw conclusions about the structure</td>
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<td>and elements of poetry and provide evidence from text to support</td>
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<td>their understanding. Students are expected to analyze the structure or</td>
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<td>prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line</td>
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<td>length, punctuation, word position) in poetry.</td>
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<td>TX 6–7</td>
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<tr>
<td><strong>(4) Reading/Comprehension of Literary Text/Drama.</strong> Students</td>
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<tr>
<td>understand, make inferences and draw conclusions about the structure</td>
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<tr>
<td>and elements of drama and provide evidence from text to support their</td>
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<tr>
<td>understanding. Students are expected to analyze how archetypes and</td>
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<tr>
<td>motifs in drama affect the plot of plays.</td>
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<td>TX 8–9</td>
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<tr>
<td>Texas Essential Knowledge and Skills</td>
<td>Pages</td>
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<td>---------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>(5) Reading/Comprehension of Literary Text/Fiction.</strong> Students understand, make inferences and</td>
<td></td>
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<tr>
<td>draw conclusions about the structure and elements of fiction and provide evidence from text to</td>
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<td>support their understanding. Students are expected to:</td>
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<tr>
<td>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a</td>
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<td>variety of works of fiction;</td>
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<tr>
<td>(B) analyze differences in the characters’ moral dilemmas in works of fiction across different</td>
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<tr>
<td>countries or cultures;</td>
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<tr>
<td>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in</td>
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<tr>
<td>works of fiction; and</td>
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<td>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions</td>
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<td>with emphasis on 20th century world literature.</td>
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<td></td>
<td>TX 10–11</td>
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<tr>
<td><strong>(6) Reading/Comprehension of Literary Text/Literary Nonfiction.</strong> Students understand, make</td>
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<tr>
<td>inferences and draw conclusions about the varied structural patterns and features of literary</td>
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<tr>
<td>nonfiction and provide evidence from text to support their understanding. Students are expected</td>
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<tr>
<td>to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech,</td>
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<tr>
<td>literary essay, or other forms of literary nonfiction.</td>
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<td>TX 12–13</td>
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<tr>
<td><strong>(7) Reading/Comprehension of Literary Text/Sensory Language.</strong> Students understand, make</td>
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<tr>
<td>inferences and draw conclusions about how an author’s sensory language creates imagery in literary</td>
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<tr>
<td>text and provide evidence from text to support their understanding. Students are expected to</td>
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<tr>
<td>explain the function of symbolism, allegory, and allusions in literary works.</td>
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<td>TX 14–15</td>
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<tr>
<td><strong>(8) Reading/Comprehension of Informational Text/Culture and History.</strong> Students analyze, make</td>
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<tr>
<td>inferences and draw conclusions about the author’s purpose in cultural, historical, and</td>
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<tr>
<td>contemporary contexts and provide evidence from the text to support their understanding. Students</td>
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<tr>
<td>are expected to analyze the controlling idea and specific purpose of a passage and the textual</td>
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<tr>
<td>elements that support and elaborate it, including both the most important details and the less</td>
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<tr>
<td>important details.</td>
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<td>TX 16–17</td>
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### Texas Essential Knowledge and Skills

<table>
<thead>
<tr>
<th>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</th>
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<tbody>
<tr>
<td>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</td>
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<tr>
<td>(B) distinguish among different kinds of evidence used to support conclusions and arguments (e.g., logical, empirical, anecdotal) in texts;</td>
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<tr>
<td>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</td>
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<tr>
<td>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</td>
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<tr>
<th>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and</td>
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<tr>
<td>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</td>
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</table>

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<thead>
<tr>
<th>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) evaluate text for the clarity of its graphics and its visual appeal; and</td>
</tr>
<tr>
<td>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</td>
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<td>Pages</td>
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</table>

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<tr>
<th>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</td>
</tr>
<tr>
<td>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</td>
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<tr>
<td>(C) examine how individual perception or bias in coverage of the same event influences the audience; and</td>
</tr>
<tr>
<td>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</td>
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</table>
## Writing

### (13) Writing/Writing Process

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- **(A)** plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- **(B)** structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;
- **(C)** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
- **(D)** edit drafts for grammar, mechanics, and spelling; and
- **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

### (14) Writing/Literary Texts

Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

- **(A)** write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;
- **(B)** write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and
- **(C)** write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
Texas Essential Knowledge and Skills | Pages
---|---
(15) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes:
   - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
   - (ii) rhetorical devices, and transitions between paragraphs;
   - (iii) a thesis or controlling idea;
   - (iv) an organizing structure appropriate to purpose, audience, and context;
   - (v) relevant evidence and well-chosen details; and
   - (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;

(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:
   - (i) organized and accurately conveyed information;
   - (ii) reader-friendly formatting techniques; and
   - (iii) anticipation of readers’ questions;

(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:
   - (i) extends beyond a summary and literal analysis;
   - (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and
   - (iii) analyzes the aesthetic effects of an author’s use of stylistic and rhetorical devices;

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

(16) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;

(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context);

(C) counter-arguments based on evidence to anticipate and address objections;

(D) an organizing structure appropriate to the purpose, audience, and context;

(E) an analysis of the relative value of specific data, facts, and ideas; and

(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).
<table>
<thead>
<tr>
<th>Texas Essential Knowledge and Skills</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Oral and Written Conventions</td>
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<tr>
<td>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
<td>TX 34–35</td>
</tr>
<tr>
<td>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) use conventions of capitalization; and (B) use correct punctuation marks including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information.</td>
<td>TX 36–37</td>
</tr>
<tr>
<td>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</td>
<td>TX 38–39</td>
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<tr>
<td>Research</td>
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<tr>
<td>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic.</td>
<td>TX 40–41</td>
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<td>Texas Essential Knowledge and Skills</td>
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<tr>
<td><strong>(21) Research/Gathering Sources.</strong> Students determine, locate, and</td>
<td>TX 42-43</td>
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<tr>
<td>explore the full range of relevant sources addressing a research</td>
<td></td>
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<tr>
<td>question and systematically record the information they gather.</td>
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<tr>
<td>Students are expected to:</td>
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<tr>
<td><em>(A)</em> follow the research plan to compile data from authoritative</td>
<td></td>
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<tr>
<td>sources in a manner that identifies the major issues and debates</td>
<td></td>
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<td>within the field of inquiry;</td>
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<tr>
<td><em>(B)</em> organize information gathered from multiple sources to create a</td>
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<tr>
<td>variety of graphics and forms (e.g., notes, learning logs); and</td>
<td></td>
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<tr>
<td><em>(C)</em> paraphrase, summarize, quote, and accurately cite all researched</td>
<td></td>
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<tr>
<td>information according to a standard format (e.g., author, title,</td>
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<td>page number).</td>
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<tr>
<td><strong>(22) Research/Synthesizing Information.</strong> Students clarify research</td>
<td>TX 44-45</td>
</tr>
<tr>
<td>questions and evaluate and synthesize collected information. Students</td>
<td></td>
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<tr>
<td>are expected to:</td>
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<tr>
<td><em>(A)</em> modify the major research question as necessary to refocus the</td>
<td></td>
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<tr>
<td>research plan;</td>
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<tr>
<td><em>(B)</em> evaluate the relevance of information to the topic and determine</td>
<td></td>
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<tr>
<td>the reliability, validity, and accuracy of sources (including</td>
<td></td>
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<tr>
<td>Internet sources) by examining their authority and objectivity; and</td>
<td></td>
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<tr>
<td><em>(C)</em> critique the research process at each step to implement changes</td>
<td></td>
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<tr>
<td>as the need occurs and is identified.</td>
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<tr>
<td><strong>(23) Research/Organizing and Presenting Ideas.</strong> Students organize</td>
<td>TX 46-47</td>
</tr>
<tr>
<td>and present their ideas and information according to the purpose of the</td>
<td></td>
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<tr>
<td>research and their audience. Students are expected to synthesize the</td>
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<tr>
<td>research into a written or an oral presentation that:</td>
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<tr>
<td><em>(A)</em> marshals evidence in support of a clear thesis statement and</td>
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<tr>
<td>related claims;</td>
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<tr>
<td><em>(B)</em> provides an analysis for the audience that reflects a logical</td>
<td></td>
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<tr>
<td>progression of ideas and a clearly stated point of view;</td>
<td></td>
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<tr>
<td><em>(C)</em> uses graphics and illustrations to help explain concepts where</td>
<td></td>
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<tr>
<td>appropriate;</td>
<td></td>
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<tr>
<td><em>(D)</em> uses a variety of evaluative tools (e.g., self-made rubrics, peer</td>
<td></td>
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<tr>
<td>reviews, teacher and expert evaluations) to examine the quality of the</td>
<td></td>
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<tr>
<td>research; and</td>
<td></td>
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<tr>
<td><em>(E)</em> uses a style manual (e.g., *Modern Language Association, Chicago</td>
<td></td>
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<td>Manual of Style*) to document sources and format written materials.</td>
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### Texas Essential Knowledge and Skills

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<thead>
<tr>
<th>Listening and Speaking</th>
<th>Pages</th>
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<tbody>
<tr>
<td><strong>(24) Listening and Speaking/Listening.</strong> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</td>
<td>TX 48–49</td>
</tr>
<tr>
<td>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</td>
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<tr>
<td>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</td>
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<tr>
<td>(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.</td>
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| **(25) Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. | TX 50–51 |

| **(26) Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. | TX 52–53 |

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<thead>
<tr>
<th>Comprehension Skills</th>
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<tbody>
<tr>
<td><strong>Reading/Comprehension Skills.</strong> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</td>
<td>TX 54–55</td>
</tr>
<tr>
<td>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</td>
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<tr>
<td>(B) make complex inferences about text and use textual evidence to support understanding.</td>
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Part 2

INTRODUCTION

Part 2 of the *Texas All-in-One Workbook* will give you practice working with the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading. The skills are organized into five strands: Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking. There are two practice pages for each TEKS. The first page states and explains the standard, gives examples, and provides a way for you to understand the skill. The second page provides practice questions to ensure that you have mastered the standard.
Reading: Vocabulary Development

(1) Students understand new vocabulary and use it when reading and writing. Students are expected to:

A. determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

B. analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;

C. infer word meaning through the identification and analysis of analogies and other word relationships;

D. show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’état); and

E. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

Explanation

Use the following skills to learn new vocabulary:

- A root is the main part of a word, and it creates the basic meaning of the word.
- An affix is any addition to a word that changes its meaning. A prefix is added to the beginning of a word, and a suffix is added to the end of a word.
- Context clues are words or sentences that surround an unfamiliar word and can help you understand its denotation, or dictionary meaning, and its connotations, or the feelings and ideas associated with it.
- Turning to a dictionary, glossary, or thesaurus will help you find the precise meaning of an unfamiliar word, including the word’s connotations, denotation, and etymology.

Examples

The following are examples of the connotations and denotations of synonyms for the word intelligent:

- Wise: The denotation of the word wise is “having or showing experience, knowledge, or good judgment.” The word wise has positive connotations. It is often used to describe elders to whom people go for advice and guidance.
- Shrewd: The denotation of the word shrewd is “having or showing sharp powers of judgment.” The word shrewd has negative connotations. It is often used to describe people who are sly and out for gain.
Directions

Choose the letter of the best answer to each question.

1. What is the most likely meaning of *sagacity* in this sentence?
   The new president operated his young administration with remarkable *sagacity.*
   The careful and measured choices that he made revealed the deep level of thought that went into every choice of policy.
   A wanting to make a difference
   B having a fear of risk
   C having good judgment
   D going into detail

2. What is the most likely meaning of *adulation* in this sentence?
   Sarah spent all evening expressing her *adulation,* or profound love, for the novelist. The rest of us in the book club were afraid we would offend her if we expressed our own opinions.
   F pressing question
   G long speech
   H unfavorable opinion
   J great admiration

3. The Greek root *-crypt-* means “hidden.” Based on this explanation, what is the most likely meaning of *cryptic* in this sentence?
   I could not understand what the two men were talking about. They may have been spies communicating in a *cryptic* manner that made no sense to anyone but the two of them.
   A old and worn out
   B having a secret meaning
   C something that is hard to do
   D not very loud

4. Which resource would you use to find out how to pronounce the word *resplendent*?
   F thesaurus
   G glossary
   H dictionary
   J encyclopedia

5. What connotations might be associated with the phrase “a room drenched in sunlight”?
   A fear of water
   B cold winter days
   C a pleasant, inviting place
   D a sense of foreboding
Reading: Comprehension of Literary Text/Theme and Genre

(2) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) compare and contrast differences in similar themes expressed in different time periods;
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and
(C) relate the figurative language of a literary work to its historical and cultural setting.

Explanation/Examples

Though the way we live has changed over the centuries, human nature—our desires, dreams, and needs—has remained relatively the same. In other words, what people are writing about today is similar to what people wrote about in the past.

- A universal theme is a theme that is found in all time periods and cultures. Though writing styles have changed, the ideas and messages behind the work remain similar. If you look past the language and style, you will see that many works written centuries ago are still relevant to our lives. However, it is important to note that even though many works explore similar themes, the characters, plots, and resolutions of the plot are unique.
- Figurative language, such as metaphor, simile, or personification, is also influenced by the time period or the cultural setting. For example, an author writing during a war may be more likely to use military metaphors.

The following are examples of universal themes and of figurative language influenced by its historical period:

- Universal themes: Charles Dickens’s story *A Christmas Carol* reveals the destructiveness of greed and teaches that money cannot buy happiness. These themes are universal because they have been explored by writers in many different cultures and eras.
- Figurative language: *The batter swung his bat like John Henry working on the railroad.* This simile may reflect a late-nineteenth century setting; it was at this time that the folklore of John Henry, the legendary railroad worker, developed.

Understand the Skill

In a small group, brainstorm for other universal themes, such as “beauty is in the eye of the beholder,” “be careful what you wish for,” and “love conquers all.”
Directions Choose the letter of the best answer to each question.

1. Which of the following could be described as a universal theme?
   A  the importance of love and family
   B  the senselessness of war
   C  the search for identity
   D  all of the above

2. Which is true about writers who explore similar themes?
   F  Their purposes are always different.
   G  Their ideas about human nature are always different.
   H  The characters, plots, and resolutions are often unique.
   J  all of the above

3. What theme might be suggested by the image of a rainbow in a poem?
   A  the majesty of nature
   B  the loss of a loved one
   C  the importance of courage
   D  the importance of power

4. Which answer choice best accounts for the historical influence on the following metaphor?
   The ground thirsted for any bits of water, but the sky was relentless and dry.
   F  The Dust Bowl in the 1930s
   G  The Civil War in the 1860s
   H  Baseball in the 1950s
   J  The American Revolution in the early 1780s

Directions On a separate piece of paper, complete the following activities.

5. Read a poem in your literature book. Conduct some research to learn about the historical and cultural context of the poem. Then, relate the figurative language of the poem to its historical and cultural setting.

6. Identify the theme in a short story or a novel that you have read recently. Then, locate another work written a different historical period that explores a similar theme. Compare and contrast the ways in which the two works explore the theme.
Reading: Comprehension of Literary Text/Poetry

(3) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.

Explanation/Examples

Poets use the following devices to enhance a poem’s meaning:

- Sound devices add a musical quality to a poem’s language.
- Figurative language is based on comparisons that take words beyond their dictionary meanings. Such language includes simile, a comparison of two apparently unlike items using the words like or as, and metaphor, a comparison of two apparently unlike items in which one is described as if it were the other.
- Prosody refers to a poem’s structure and rhythm. Formal poems tend to use a regular pattern of stanzas, or groups of lines. They also use a distinctive meter, or pattern of stressed syllables in a line. Finally, they often include a regular rhyme scheme, or pattern of rhyming words at the ends of lines.
- Graphical elements refer to the poem’s appearance on the page.

The following are examples of various poetic devices:

- Rhyme scheme: repetition of sounds, often in the words at the end of lines of poetry—Now, the sea I adore / but give me an oar / and I'll paddle to shore.
- Repetition: repeated use of words or phrases to emphasize meaning—How he did shake: 'tis true, this god did shake . . . (from Cassius’ description of Caesar in Shakespeare’s Julius Caesar; the repetition emphasizes Caesar’s fear)
- Alliteration: repetition of sounds at the beginning of words—The stalks of wheat waved in the wind.
- Simile: figure of speech that compares two apparently unlike things with the use of the words like or as—His words were like sweet honey.
- Metaphor: figure of speech that compares two apparently unlike things by describing one as if it were the other—The heart is a deep blue sea.
- Personification: giving human qualities to inanimate objects—Thunder stomped its way across the emerald hill, and lightning licked the rooftops.
- Meter: the pattern of stressed and unstressed syllables in a line of poetry—

you BLOCKS, you STONES, you WORSE than SENSE less THINGS! (this line of iambic pentameter, five metrical feet each consisting of an unstressed and stressed syllable, comes from Shakespeare’s Julius Caesar; the stressed syllables are capitalized here and each foot is underlined to make the pattern clear)
Directions

Choose the letter of the best answer to each question.

1. What two things are being compared in the following sentence?
Like an angel, the sparrow’s song lifted me to heaven.
A  angel and heaven
B  song and heaven
C  angel and sparrow’s song
D  angel and me

2. Which poetic device is used in the following sentence?
The frigid water from the hose was a parade of ice cubes down my throat.
F  metaphor
G  simile
H  alliteration
J  repetition

Directions

Read the poem below. Then, on a separate piece of paper, complete the activities that follow.

To My Dear and Loving Husband
by Anne Bradstreet

If ever two were one, then surely we,
If ever man were lov’d by wife, then thee;
If ever wife was happy in a man
Compare with me ye women if you can.
I prize thy love more than whole mines of gold,
Or all the riches that the East doth hold.
My love is such that rivers cannot quench,
Nor ought but love from thee, give recompense.
Thy love is such I can no way repay:
The heavens reward thee manifold, I pray.
Then while we live, in love let’s so perseverance,
That when we live no more, we may live ever.

3. Briefly explain the meaning of the poem.

4. Describe the structure of the poem, noting the stanza arrangement, the meter or rhythm, and the rhyme scheme.

5. Explain how Bradstreet’s use of poetic devices enhances the meaning of what she describes in her poem.
Reading: Comprehension of Literary Text/Drama

(4) Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.

Explanation/Example

When reading dramas, understand, make inferences, and draw conclusions about the ways in which playwrights use the following elements:

- Characterization is the way an author presents a character. Most often in dramatic literature, characterization is indirect; the nature of a character is revealed through words, actions, and appearance.
- Dialogue is the lines spoken by actors playing characters. Playwrights use dialogue to show the thoughts, feelings, and traits of characters and to advance the action of the plot.
- Staging refers to the way in which the stage is arranged and the way actors look, move, and speak. Stage directions, which are usually italicized and in brackets, explain how a character should look, speak, move, or behave.
- Archetypes are universal character types, situations, images, and symbols that reappear in literary works in different cultures and at different times. For example, a hero with a tragic flaw is a recurring character type, or an archetype.
- A motif is a recurring object or concept within a play that enhances the theme. For example, in Shakespeare’s Julius Caesar, the appearance of a ghost or ghosts is a motif that foreshadows tragic events.

It is important to analyze the ways in which the above elements help shape the theme, or central message, of a play. For example, a character might learn new lessons about life as a play unfolds. The character’s learning process might be revealed through his or her actions or dialogue.

Read the following excerpt from William Shakespeare’s play Julius Caesar (Act I, scene 3). Notice how Shakespeare advances the action through dialogue, as Cassius describes how he will trick Brutus into joining the conspiracy against Caesar:

CASSIUS: . . . I will this night,
   In several hands, in at his windows throw,
   As if they came from several citizens,
   Writings, all tending to the great opinion
   That Rome holds of his name; wherein obscurely
   Caesar’s ambition shall be glanced at. . . .
Directions

Choose the letter of the best answer to each question.

1. Revealing a character’s personality through his or her words, appearance, and actions is called
   A indirect characterization.
   B dialogue.
   C stage direction.
   D direct characterization.

2. What is the purpose of stage directions?
   F to describe the playwright
   G to provide dialogue for the actors to speak onstage
   H to explain how a character should look, speak, move, or behave
   J to help move the plot of a drama along

Directions

Read the excerpt below from William Shakespeare’s *Julius Caesar*. Then, on a separate piece of paper, complete each activity.

Summary of previous action: Brutus helped kill Caesar, the ruler of Rome. He did so for what he thought were noble reasons—to prevent Caesar from becoming a tyrant. However, Brutus has just argued with his co-conspirator Cassius, and Brutus has also learned of the death of his beloved wife, Portia. Now, in his tent on the eve of a battle with Caesar’s supporters at Philippi, Brutus is having trouble getting to sleep. His servant Lucius has just fallen asleep while playing music.

BRUTUS: . . . If thou dost nod, thou break’st thy instrument.
         I’ll take it from thee; and, good boy, good night.
         Let me see, let me see. Is not the leaf turn’d down
         Where I left reading? Here it is, I think [Sits.]

Enter the Ghost of Caesar.

How ill this taper burns! Ha! Who comes here?
I think it is the weakness of mine eyes
That shapes this monstrous apparition.
It comes upon me. Art thou anything?
Art thou some god, some angel, or some devil,
That mak’st my blood cold and my hair to stare?
Speak to me what thou art.

GHOST: Thy evil spirit, Brutus.

BRUTUS: Why com’st thou?

GHOST: To tell thee thou shalt see me at Philippi.

3. Describe how the dialogue in this scene conveys Brutus’ personality. Use examples to support your analysis.

4. Explain the motif revealed in this excerpt.
Reading: Comprehension of Literary Text/Fiction

(5) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;
(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.

Explanation/Examples

Authors of fiction use elements like the following to convey meaning:

• Characters: the figures in a literary work who take part in the sequence of events that makes up the plot. Characters often face moral dilemmas, conflicts for which there is no clear, moral solution. The way a character deals with, or resolves, such a dilemma may be influenced by his or her culture.

• Plot: the sequence of actions that an author employs to present and resolve a conflict. Authors usually rely on the actions of characters to advance the plot. Works of fiction often include a number of scenes that each contribute to the successful development of the plot.

• Point of view: the perspective from which a literary work is told. In first-person point of view, the narrator takes part in the action and refers to himself or herself as “I.” In third-person point of view, the narrator stands apart from the action and refers to characters by name or as he or she.

• Tone: the writer's attitude toward the subject of the text. It can be revealed by point of view, word choice, and details. Tone can often be summed up in a single descriptive word, such as melancholy, angry, or playful.

Following are two examples of these elements:

• Tone: The following quote from Mark Twain illustrates a playful tone: “The trouble ain't that there is too many fools, but that the lightning ain't distributed right.”

• Point of view: “It surprised me to hear Aunt Mae talk like that. I'd never heard her talk sensible that way before.” This passage from The Neon Bible, by John Kennedy Toole, is told from the first-person point of view.
Directions: Read the opening passage from *The Great Gatsby*, by F. Scott Fitzgerald. Then, choose the letter of the best answer to each question.

In my younger and more vulnerable years my father gave me some advice that I’ve been turning over in my mind ever since.

“Whenever you feel like criticizing any one,” he told me, “just remember that all the people in this world haven’t had the advantages that you’ve had.” He didn’t say any more, but we’ve always been unusually communicative in a reserved way, and I understood that he meant a great deal more than that. In consequence, I’m inclined to reserve all judgments, a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores.

The abnormal mind is quick to detect and attach itself to this quality when it appears in a normal person, and so it came about that in college I was unjustly accused of being a politician, because I was privy to the secret griefs of wild, unknown men. Most of the confidences were unsought—frequently I have feigned sleep, preoccupation, or a hostile levity when I realized by some unmistakable sign that an intimate revelation was quivering on the horizon; for the intimate revelations of young men, or at least the terms in which they express them, are usually plagiaristic and marred by obvious suppressions.

Reserving judgments is a matter of infinite hope. . . .

1. Which point of view is used in the passage?
   A omniscient
   B first person
   C second person
   D Gatsby’s

2. Which word best describes the tone of the passage?
   F sad and scholarly
   G grave and melancholy
   H lighthearted and self-disapproving
   J angry and vengeful

3. Which of the following best describes a dilemma the narrator faces?
   A He has not had many advantages.
   B He is the reluctant recipient of many unsought confidences.
   C He is accused of being a politician when he runs for office.
   D He has trouble understanding his father’s advice.
Reading: Comprehension of Literary Text/Literary Nonfiction

(6) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.

Explanation/Examples

A writer’s style is the way he or she says something. Several literary elements contribute to a writer’s style, including diction, syntax, tone, imagery, figurative language, mood, and theme. When evaluating a speech, literary essay, or other forms of literary nonfiction, you should carefully analyze these elements and consider how they affect the style and the work as a whole:

- Diction is the way a writer uses the language, including his or her word choice. Syntax, or sentence structure, is the way words are organized to express ideas. A writer’s diction and syntax impact the style because they help establish the tone, or the writer’s attitude toward the subject. For example, when a writer uses formal English, he or she usually creates a serious tone. When a writer uses idioms, vernacular, or slang, he or she creates an informal tone that reflects the way certain people talk.
- Voice is closely related to the writer’s tone. A writer’s voice is his or her distinctive “sound” or way of “speaking.” For example, a writer’s voice may be abrupt and choppy, or it may be natural and flowing.
- Figurative language, such as simile, metaphor, and personification, affects a writer’s style and helps the audience picture the characters, setting, and plot. Figurative language can help create a mood. For example, a writer may use frightening imagery and metaphors to create a mood of horror.
- Diction, syntax, voice, figurative language, tone, and mood all help convey the theme, or message about human nature or life. The theme also influences a writer’s style. For example, if the message is serious, the writer’s style would typically be more formal. If the theme is a humorous look at life, the style would likely be more informal.

The following are examples of questions to ask and answer when evaluating style:

- Does the writer use formal or informal diction? How does the diction help establish the tone?
- How does the tone affect the message and style?
- Does the writer use figurative language to create a mood?
- What is the theme? How do the writer’s language, tone, and mood help convey the theme? What effect does the theme have on the style?
Directions
Choose the letter of the best answer to each question.

1. Which of the following is the best example of an informal tone?
   A “With malice toward none, with charity for all; with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in . . .”
   B “When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, . . .”
   C “The apple tree never asks the beech how he shall grow; nor the lion, the horse, how he shall take his prey.”
   D “Don’t worry about the world coming to an end today; it is already tomorrow in Australia.”

2. Which is the most accurate description of the voice in the following proverb?
   “Light purse, heavy heart.”
   —Benjamin Franklin
   F smooth and flowing
   G affected and elegant
   H direct and down-to-earth
   J wordy and indirect

Directions
Read the following passage from Ralph Waldo Emerson’s Journal. Then, choose the letter of the best answer to each question.

The language of the street is always strong. What can describe the folly and emptiness of scolding like the word jawing? I feel too the force of the double negative, though clean contrary to our grammar rules. And I confess to some pleasure from the stinging rhetoric of a rattling oath in the mouths of truckmen and teamsters. How laconic and brisk it is by the side of a page of the North American Review. Cut those words and they would bleed; they are vascular and alive; they walk and run. . . .

3. Which of the following pairs best reflects the use of both academic and colloquial terms in Emerson’s journal entry? Remember that Emerson wrote well over 100 years ago, and what seemed colloquial to him might seem old-fashioned to us.
   F page/words
   G folly/emptiness
   H confess/rhetoric
   J jawing/grammar

4. What is the most accurate description of Emerson’s tone in this journal entry?
   A disapproving of the language of the street
   B approving of the language of the street
   C melancholy about people who are jawing
   D bloodthirsty about words people use
Reading: Comprehension of Literary Text/Sensory Language

(7) Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.

Explanation

Fiction writers and poets use different literary devices to develop themes; evoke emotions; stress ideas; and help readers visualize settings, characters, and events. Recognizing the following devices will help you understand the message or feelings the writer is trying to convey:

- Imagery is the use of details to appeal to readers’ senses and help them experience the events and visualize the characters and settings.
- An allegory is a work that has a literal meaning and a symbolic meaning. Allegories often utilize symbols and personified animals to represent qualities like sin, greed, goodness, and evil in order to teach a lesson.
- A symbol is a person, a place, or an object that represents something else or an abstract idea. Writers use symbols to quickly convey ideas. An object or a person is a symbol only if the story supports that meaning.
- An allusion is a brief mention of or reference to a mythological, historical, or literary person, place, thing, or event. Writers use allusions to rapidly communicate ideas, emotions, and attitudes by drawing on readers’ knowledge of other works or historical events.

Examples

The following are examples of imagery, an allegory, symbols, and an allusion:

- Imagery: “How they tinkle, tinkle, tinkle, / in the icy air of night”
- Allegory: Nathaniel Hawthorne’s story “Young Goodman Brown” is an allegory about the struggle between good and evil. The names of the characters—Faith and Goodman Brown—represent abstract ideas.
- Symbols: In “Young Goodman Brown,” Faith’s pink ribbons represent innocence. The walking stick, which turns into a snake, represents evil.
- Allusion: Herman Melville uses a biblical allusion in this example from Moby Dick, “‘Well,’ said the lieutenant, who had listened with interest to all this, . . .; ‘Well, blessed are the peacemakers, especially the fighting peacemakers!’” The lieutenant is ironically alluding to the following passage in the Bible, “Blessed are the peacemakers…”
Directions

Choose the letter of the best answer to each question.

1. What is the best description of a symbol?
   A the most important object in a story
   B a clue or hint that tells what will happen at the end of a story
   C a person, a place, an event, or a thing that stands for something else
   D the element around which the tension of the story is built

2. Which of the following utilizes symbols and personification to represent abstract qualities?
   F an allegory
   G an allusion
   H imagery
   J all of the above

3. What is the purpose of imagery?
   A to help the reader visualize the characters and setting
   B to appeal to the reader’s senses
   C to help the reader experience the events
   D all of the above

4. Which of the following sentences contains an allusion?
   F After ten years abroad, Peter returned to his native land to visit his mother.
   “It’s been awhile,” he commented.
   G Elated by his success, like Icarus, he flew too high and too close to the sun, ultimately causing his demise.
   H Sometimes life comes easy; sometimes life comes hard.
   J The trees looked down upon her as she trotted through the forest.

5. A reference to a well-known event or literary work is an example of what type of literary device?
   A allegory
   B allusion
   C symbol
   D imagery

Directions

Read the following excerpt from Edith Wharton’s 1911 novel Ethan Frome. Then, on a separate piece of paper, complete the activity that follows.

About a mile farther, on a road I had never traveled, we came to an orchard of starved apple-trees writhing over a hillside among outcroppings of slate that nuzzled up through the snow like animals pushing out their noses to breathe. Beyond the orchard lay a field or two, their boundaries lost under drifts; and above the fields, huddled against the white immensities of land and sky, one of those lonely New England farm-houses that make the landscape lonelier.

6. Identify one example of imagery and one possible example of symbolism.
Reading: Comprehension of Informational Text/Culture and History

(8) Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.

Explanation/Examples

Informational texts usually have a controlling, or main, idea supported by details. Some of the details are more important than others. Review the following explanations to analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts:

- A writer’s controlling idea is the idea that governs the text. This idea is closely related to the author’s purpose. There are four main reasons authors write—to entertain, to explain or inform, to persuade, or to express an opinion. The author’s specific purpose may be to explain the process of photosynthesis and the controlling idea may be photosynthesis in house plants.
- Types of details supporting the controlling idea include quotations, facts, statistics, examples, and expert opinions. The evidence should come from reliable sources and should be relevant and logical.
- Authors sometimes use generalizations, or broad statements, about a class, a people, an idea, or a thing based on the study of some of its members. Generalizations can be applied to many situations. There are two types of generalizations: valid and faulty. Valid generalizations are broad statements that are drawn from many facts, situations, and studies. Faulty or hasty generalizations are broad statements that are based on very few facts or limited information. Faulty generalizations that support the main idea are less important than valid generalizations or relevant and logical details.

The following are questions you should ask when evaluating an author’s ideas:

- What is the author’s controlling idea and specific purpose?
- Are the sources credible? Can the facts be proved?
- Is the evidence biased?
- Are the opinions supported by facts?
- Are the conclusions or generalizations valid?
- Which details are more important? Which details are less important?
Understand the Skill
Evaluate an informational text by considering the following elements: the author’s purpose, the controlling idea, and the effectiveness of the evidence used to support the controlling idea.

Directions
Choose the letter of the best answer to each question.

1. What is the best example of an author’s purpose?
   A  the type of diction the author uses
   B  the event for which the author is writing
   C  to provide information about a process
   D  the tone of the writing

2. If an author were writing an essay to persuade people to eat more vegetables, which details should he or she include?
   F  the vitamins and minerals contained in vegetables
   G  how vegetables contribute to a healthy body
   H  the opinions of doctors about the effects of vegetables
   J  all of the above

3. What might the author’s purpose be for writing a magazine article in support of water conservation?
   A  to entertain readers with funny water stories
   B  to inform people about the chemical makeup of water
   C  to reflect on his or her own water usage
   D  to persuade people to use less water

4. An author’s purpose and perspective are most likely to influence which of the following?
   F  the controlling idea and the details that support it
   G  the country where the work is published
   H  how well the work is received by readers
   J  none of the above

5. Which of the following sentences would most likely be the least important detail in an essay that explains the benefits of eating fruits and vegetables?
   A  Foods rich in potassium, such as bananas, can help keep blood pressure down.
   B  If you are susceptible to infections, eating foods rich in Vitamin A can help you fight them.
   C  The risk of coronary artery disease can be reduced by eating fiber-rich foods, such as beans, peas, and artichokes.
   D  If you do not like fruits and vegetables, you can get your Vitamin C, which helps heal cuts and wounds, from tablets.
Reading: Comprehension of Informational Text/Expository Text

(9) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;

(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

Explanation/Examples

An expository text is a prose piece that discusses ideas or provides information. Review these skills to analyze and draw conclusions about expository text:

- Summarizing may help you recall what you have read. When you summarize, you briefly convey the main ideas and the most important details in a text and leave out nonessential information and your own opinions. To express your opinion of a text, you would write a critique, or evaluation, of it.
- Expository texts often include various types of support, including logical evidence (based on valid reasoning), empirical evidence (based on direct observation), and anecdotal evidence (based on opinion or personal experience). When reading, distinguish among the types of evidence used to support the author’s conclusions.
- When you understand the author’s main idea, then you can draw conclusions about the information. Drawing conclusions means thinking about all the information you read and forming an opinion about the topic. You can also draw conclusions about the ideas in a text and its organizational pattern.
- Synthesizing, or putting ideas together from one or more sources, will help you better understand a topic and develop your own perspective on it.

The following are examples of questions to ask yourself when reading different expository texts about the same topic:

- What is the author’s main idea in each text?
- Did the author support the main idea with relevant information?
Directions

Read the articles below. Then, on a separate piece of paper, complete each activity.

Article 1, from a major business magazine

TeenLife, a chain of clothing stores targeting shoppers 14 to 18 years old, appears to be taking over the Texas mall scene. Having established its first retail location only five years ago in 2004, TeenLife now has storefronts in over 70 percent of Texas malls. Company founder and CEO, Zac Morrisey, claims the TeenLife success story is the result of careful consumer research and a savvy marketing plan. “Before we opened our first store, we were already armed with months of focus group findings telling us exactly what teens want to buy and how much they want to spend,” he explains. “Once we had that information, all we had to do was make the idea of a ‘teen store’ an appealing one.”

Article 2, from the business section of a national newspaper

TeenLife, Inc., stock fell 20 percent in the third quarter of the year. Analysts attribute the decrease to reports that confidential information from marketing giant DataSourcez, TeenLife CEO Zac Morrisey’s former employer, was used without permission in the initial TeenLife marketing plan. Morrisey has recently denied these reports, but rumors of an impending settlement between TeenLife and DataSourcez may worry investors and further impact this year’s earnings. TeenLife announced a construction freeze in August, halting development of three new stores in neighboring Oklahoma.

Article 3, from the entertainment section of a local newspaper

On Friday night at 9 p.m., TeenLife, Inc., founder and CEO, Zac Morrisey, will sit down for an interview with local business reporter Lyle Nokes. Notoriously private, Morrisey will be granting his first television interview in three years and his first with a Texas station in five years.

1. Using information from Articles 1 and 2, what conclusions can you draw about Zac Morrisey? What evidence do you have to support your conclusions?

2. What type of evidence is used in Article 2 to support the conclusion that TeenLife is on a downswing?

3. What is your interpretation of TeenLife, Inc.’s current financial situation? What additional information might help you confirm or revise this interpretation?
Reading: Comprehension of Informational Text/Persuasive Text

(10) Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and

(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.

Explanation

Persuasive writing attempts to convince readers to take a specific course of action or adopt the writer’s viewpoint. One forum for persuasion is a political debate, an argument between candidates running for elected office. Debaters will sometimes use rhetorical or logical fallacies to support their position. Review these explanations to understand, make inferences, and draw conclusions about fallacies used in political debates:

- Appeal to commonly held opinions: a claim that something is true just because many people believe it to be true
- False dilemmas: a choice that presents only two options when there is at least one other option
- Appeal to pity: an appeal that relies on emotion instead of evidence
- Personal attacks: the use of disparaging remarks about an opponent instead of evidence against the opponent’s position

Examples

Read the following examples of fallacies used in a debate about building a bicycle path for bike commuters in Miltonville, Texas:

- Appeal to commonly held opinion: Cyclists and drivers cannot cohabitate on our city roads. It is too dangerous.
- False dilemma: We have only two options—we build the bike path and people can commute to work by bike, or we do not build the path and people have to leave their bikes at home.
- Appeals to pity: Bike commuters are forced to bike on the streets fighting for space with drivers and pedestrians, risking their lives every day.
- Personal attacks: I’ve heard this argument before, Mr. Patrick, and I believe the actions you took failed, miserably.
Directions Read the fictional advertisement below. Then choose the letter of the best answer to the questions that follow.

Why should you vote yes on ballot Proposition #2 this election?
Listen to State Senator Miranda Woods: “We can either vote yes on #2 to inject much needed money into our schools, or we can vote no and our schools will suffer a miserable demise.”

Senator Jacobs refuses to increase educational spending. Where are his priorities? Without this money, our children will have to learn in a building with crumbling ceilings, have gym class with only one basketball, and use textbooks that are decades old. Senator Woods is RIGHT! The money given to schools under Proposition #2 will help renovate crumbling buildings, increase teacher salaries, and energize new curriculum development. Think of what increased spending on state roads has produced: smooth highways, safe intersections, and a decrease in roadway fatality rates.

Shouldn’t you be able to expect the same degree of improvement in your children’s schools?

1. What type of fallacy is reflected in the quotation from Miranda Woods?
   A commonly held opinion       C appeal to pity
   B false dilemma               D personal attack

2. Which of the following is an example of an appeal to pity?
   F Why should you vote yes on ballot Proposition #2 this election?
   G Without this money, our children will have to learn in a building with crumbling ceilings, have gym class with only one basketball, and use textbooks that are decades old.
   H Senator Woods is RIGHT!
   J Think of what increased spending on state roads has produced: smooth highways, safe intersections, and a decrease in roadway fatality rates.

3. What type of fallacy is used in the following sentences?
   Senator Jacobs refuses to increase educational spending. Where are his priorities?
   A commonly held opinion       C appeal to pity
   B false dilemma               D personal attack

Directions On a separate piece of paper, complete the activity.

4. Imagine that your friend Sasha is running for a position in the school’s student government. She is a sophomore, always makes the honor roll, and plays varsity soccer. Her opponent, Matt, is a junior, an honor student, and the president of the drama club. Sasha has asked you to help her prepare for the debate. Reinforce your knowledge of fallacies by demonstrating to Sasha how she could use each type of fallacy against her opponent. Have fun with the assignment, but remember that in a real-life situation, you should avoid using fallacies.
Reading: Comprehension of Informational Text/Procedural Texts

(11) Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) evaluate text for the clarity of its graphics and its visual appeal; and
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).

Explanation

Graphical sources assist in reader comprehension by showing a great deal of information succinctly. Informational texts often use graphics to display statistics or other information that can be represented visually. When you encounter a graphic feature, always check the source of its information to make sure it is reliable. Graphs, charts, and diagrams should be clear and visually appealing. If you are consulting several graphical sources dealing with the same topic, synthesize the information they present by noting and resolving any contradictions or inconsistencies among them.

Examples

The following are graphical sources commonly found in informational and procedural texts:

- Charts or tables: Data in these features are usually organized in rows and columns, or sometimes in order of importance. Always examine a chart or table’s title and headings. Source information for the data should be found at the bottom of the feature.
- Graphs: There are many kinds of graphs, including bar graphs, line graphs, and pie graphs. Data are sometimes measured along an x (horizontal) and y (vertical) axis. Always examine a graph’s title and note the increments of measurement on the axes.
- Maps: These features portray a geographic region. Using shading, colors, and other techniques, maps can show climate, natural resources, physical features, state and national boundaries, population density, roadways, and elevation.
- Diagrams: These are commonly found in instruction manuals to visually demonstrate how to perform a task. Some of the graphic organizers you use, such as Venn diagrams, also fall in this category. Always examine a diagram’s title, flow of information, and placement within the surrounding text.
Directions

Choose the letter of the best answer to each question.

1. What information attached to a graphical feature tells you the origin of the data being presented?
   A scale information  
   B title  
   C source information  
   D axes labels

2. Which graphic would you most likely use to show different climates in the United States?
   F chart  
   G map  
   H graph  
   J diagram

Directions

The graphic below is a type of graph called a population pyramid. This feature represents the U.S. Census Bureau’s estimates for the American population in 2025. Examine the pyramid and then answer the following questions on a separate piece of paper.

United States: 2025

3. Who is represented on this pyramid? How are these groups represented separately?

4. How would you describe the expected population differences between 30 to 34-year-olds and 45 to 49-year-olds in 2025?

5. In what kind of informational text would you expect to find this graphic? Explain your reasoning.
Reading: Media Literacy

(12) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
(C) examine how individual perception or bias in coverage of the same event influences the audience; and
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

Explanation/Examples

A media presentation combines words, images, graphics, and sounds to artistically present or support a message, as follows:

- Visual techniques such as camera angles, close-up shots, wide-angle shots, or long shots can be used to focus the audience’s attention or create a certain mood. The composition of a shot is the arrangement of objects, people, shapes, and colors and their relationship to one another. Lighting and shadows can be used to create mood. Color can be used to symbolize ideas, such as red for blood or white for purity.
- Sound techniques such as music, sound effects, and voice-overs can be used to set a particular mood, add information, or emphasize important ideas. For example, fast paced or dramatic music can create a sense of danger, urgency, or seriousness. Sound effects such as bells, whistles, creaking, or laughter can be used to bring a presentation to life or to help create a mood. A voice-over can be used to narrate or provide additional information.
- Different media messages also use varying tones and levels of formality. The tone and level of formality can even vary within a single presentation. For example, a commercial promoting a new health beverage might use formal language and a serious tone while explaining the health benefits of the drink and then swiftly change to a playful tone and less formal language to illustrate the fun of drinking the beverage.

The following are questions you can ask to analyze the techniques in a media presentation:

- Was the music appropriate? Did it help convey the speaker’s ideas to the audience?
- Did the sound effects match what was occurring in the presentation? Did they add to the presentation or were they distracting?
Understand the Skill

Add four or five questions of your own to the list of example questions on the previous page.

Directions

Choose the letter of the best answer to each question.

1. Which is necessarily true of an effective media presentation?
   A. It explains the speaker’s reasons.
   B. It uses special effects.
   C. It entertains the audience.
   D. It artistically and clearly supports the speaker’s main idea.

2. What effect can different camera angles have?
   F. They can reflect the speaker’s tone.
   G. They can create different moods.
   H. They can edit information.
   J. They can create the same composition.

3. To evaluate a media presentation, which of the following questions should you ask yourself?
   A. Were the music and sound effects appropriate and effective?
   B. Was the voice-over necessary?
   C. How did the lighting and pace contribute to the presentation?
   D. All of the above are valid questions.

4. Why are sound effects and music most often used in presentations?
   F. to create a mood
   G. to add information
   H. to distract the audience
   J. to support the speaker’s claim

Directions

On a separate piece of paper, complete the following activities.

5. Watch thirty minutes of a news program. Evaluate the changes in formality and tone in the course of the program. Explain why the tone and level of formality changed and how the change was related to the show’s audience or purpose.

6. Watch several commercials on television. Analyze how visual and sound techniques help convey the message in each commercial.
Writing: Writing Process

(13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
(D) edit drafts for grammar, mechanics, and spelling; and
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Explanation/Examples

Use the following elements of the writing process to compose a text:

- Planning: Use prewriting strategies to generate and organize ideas. Create a list of potential topics and the types of information you want to include. You may want to use graphic organizers, such as idea maps and flow charts, to help you. Develop a thesis statement that clearly explains the purpose of the written composition. The thesis appears in the first paragraph of your composition.
- Drafting: Supporting details presented in a composition should prove the thesis or lend credibility to an argument. Support can take the form of facts, statistics, and firsthand accounts. Arrange paragraphs in a logical order. Ideally, each paragraph should explore one idea that supports the thesis.
- Revising: Revise writing for clarity, coherence, smooth transitions, and unity. Ideas should be clear, easy to understand, and connected in a meaningful way. Transition words should help your text flow smoothly. Remember that a strong piece of writing has a balance of sentence lengths and types.
- Editing: Use available technology to edit your sentence structure, spelling, grammar, and punctuation.
- Publishing: Ask your teacher or a peer to review your draft and provide constructive criticism. Then, revise your draft based on the feedback, and share your work with an appropriate audience.
Directions
Choose the letter of the best answer to each question.

1. What is the purpose of planning strategies?
   A to generate, organize, and connect ideas
   B to help strengthen vocabulary and sentence structure
   C to help you revise your work
   D to arrange paragraphs in a logical order

2. In which paragraph should the thesis be presented?
   F first
   G second
   H third
   J final

3. What is the purpose of the thesis statement?
   A to list potential topics
   B to present supporting details
   C to establish the purpose of a composition
   D to establish the organization of a composition

Directions
On a separate piece of paper, complete each activity.

4. Prepare to write a persuasive composition in which you explain why people should read your favorite book. Create an outline in which you organize the information that you generated.

5. Write a brief persuasive composition in which you present reasons to read your favorite book. Exchange your composition with a partner. Use the following rubric to evaluate it. Then, discuss your evaluations.

Directions
Circle the score that best represents your partner’s composition for each of the scoring criteria—with 4 being the highest score and 1 being the lowest score.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Writing Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>Clarity: Does the composition include a thesis and evidence to support it?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Focus: Does the composition focus on only one book and reasons to read it?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Organization: Does the composition present ideas in a logical order?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Word Choice: Does the author use language that suits the composition’s purpose and audience?</td>
</tr>
</tbody>
</table>
Writing: Literary Texts

(14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and

(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

Explanation/Examples

Use the following skills to write a literary text that tells a story:

- First, think about the setting, plot, conflict, and characters. Arrange the events logically—most narratives are told in chronological order.
- Sensory details are descriptive words and phrases that appeal to your senses—sight, taste, touch, hearing, and smell—and make the story come to life.
- Use characterization techniques, such as dialogue and interior monologues (the stream of a character’s thoughts), to help the reader relate to and understand your characters. The dialogue should be realistic and show how the characters feel and think.

The following are examples of characters, setting, plot, and conflict:

- Characters: Mario, a 16-year-old boy (main character); Mario’s mother and father, and his friend Ryan
- Setting: a farm in Texas
- Plot and Conflict: Ryan wants to run away from the farm he lives on. He believes that living in a big city would be exciting. He confides his plan to Mario. Mario wants to tell his parents about Ryan’s plan because he thinks it is a bad idea, but Mario does not want to ruin his friendship with Ryan.

Understand the Skill

Using the sketch of a story above, plot a narrative, list more characters, describe the setting, and determine the conflict and resolution. Using this information, write a short story. Then, switch short stories with a partner. Use the rubric on the next page to rate your partner’s short story. After you fill in the rubric, complete the chart to show how you would improve the story.
**Directions**

Evaluate the short story by using the scoring criteria—with 4 being the highest score and 1 being the lowest score.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Writing Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>Plot: How well does the story relate the significance of events?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Characters: How well are concrete sensory details and dialogue used to depict characters?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Organization: How well does the story relate a sequence of events?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Setting: Are there enough details to locate scenes and incidents in specific places?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Pacing: Are the actions presented at a pace that accommodates changes in time and mood?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Conventions: Are the words spelled correctly? Is the writing grammatical?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Word Choice: Is the language effective in describing images, perspectives, and sensory details?</td>
</tr>
</tbody>
</table>

**Directions**

Use the chart below to show how you would improve the story. First, note information about the plot, theme, setting, or characters that is lacking. Then, explain how to improve the story.

<table>
<thead>
<tr>
<th>What is lacking or needs revision:</th>
<th>What could be added or revised to improve the story:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Writing: Expository and Procedural Texts

(15) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;

(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; and (iii) anticipation of readers’ questions;

(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author’s use of stylistic and rhetorical devices; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

Explanation/Examples

Many expository and some procedural texts share these elements:

- The opening statement tells the reader what the composition is about, captures the reader’s attention, and makes him or her want to keep reading. Example: Some historians say that the War of 1812 did not accomplish anything. However, a careful look at this conflict can lead to a different conclusion about its results.
- The thesis, which appears in the introduction along with the opening statement, is the central idea of the composition. Example: There is little doubt that the War of 1812 had an important effect on American history.
- Good writers state main ideas and include support for those ideas. Types of support include descriptions, evidence, quotations, and definitions. Example: This war helped promote American nationalism, a sense of loyalty and devotion to one’s country. A quick review of newspaper editorials of that time will prove this point. In the Boston Globe, for instance, . . .
- The conclusion allows you to sum up your ideas and restate your thesis.
Directions

Choose the letter of the best answer to each question.

1. Which is true about an effective introduction?
   A The introduction provides an opportunity to restate your thesis.
   B It tells the reader what the composition is about.
   C The introduction is the best place to provide support for your ideas.
   D It gives you a chance to sum up your thoughts on the topic.

2. What is the function of a thesis?
   F to give the reader an impression of your topic
   G to provide support for an idea
   H to express the central idea of a composition
   J to express an idea with which a reader can disagree

3. Which is true about an effective conclusion?
   A The conclusion introduces ideas that have not yet been discussed.
   B It states your thesis for the first time.
   C The conclusion sums up your ideas and restates your thesis.
   D It is the best place to provide support for your ideas.

Directions

Complete the following activities. Use a separate piece of paper, if necessary.

4. Write an opening statement for an interpretative response to a literary work you have recently read. Capture readers' attention and make them want to continue reading.

5. Write your thesis statement for this composition. This statement should express the point you want to make about the literary work.

6. Write a conclusion for this composition.
Writing: Persuasive Texts

(16) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context);
(C) counter-arguments based on evidence to anticipate and address objections;
(D) an organizing structure appropriate to the purpose, audience, and context;
(E) an analysis of the relative value of specific data, facts, and ideas; and
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).

Explanation/Example/Understand the Skill

An argumentative essay attempts to convince readers to take a course of action or adopt the writer’s position on an issue. Review the following explanations:

• The writer’s thesis is the position he or she takes on the issue. The issue and the thesis should be clearly stated in the introduction.
• The body paragraphs should support the thesis with reasons and evidence, including facts, statistics, quotations, expert opinions and explanations, logical reasoning, and commonly held beliefs. You can also use personal anecdotes, case studies, and analogies to support your thesis. Anecdotes and case studies help the reader relate to the topic in a personal way.
• Use persuasive language that appeals to emotions and logic. Emotional appeals use charged language to appeal to readers’ emotions—such as fear, guilt, or pity—rather than their logic. Logical appeals use facts to sway readers.
• Because there is more than one way of looking at an issue, it is important to address counter-arguments. Anticipate and address opposing views to build readers’ confidence in your objectivity. If you quote an opposing view, use the author’s own words and do not take them out of context.

As a class, discuss why a thesis statement, facts, opinions, reasons, and answers to possible counter-arguments are all important elements of a good argumentative essay. Then, read the examples of a claim, statistic, counter-argument, and persuasive language on the next page. Look at the rubric and chart that follow, and use the rubric to evaluate the claim and its supporting text. Finally, fill in the chart with your suggested ways for improving the persuasive elements.
Thesis: Eat fish to help keep your heart healthy.

Statistic: According to a 25-year study done of 1,800 Greenland natives who eat fish daily, only three people had heart attacks.

Counter-argument: There may be other reasons why the people studied have healthy hearts.

Persuasive Appeal: It has been shown over and over that people in Japan and other Asian countries also eat a great deal of fish and have healthier hearts than people who do not have diets rich in fish. There is a proven link between eating low-fat fish and maintaining a healthy weight, which is in turn linked to healthy hearts.

Directions
Evaluate the claim and its supporting evidence by using the scoring criteria—with 4 being the highest score and 1 being the lowest score.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Writing Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td><strong>Persuasive Quality:</strong> Overall, how convincing is this example?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td><strong>Word Choice:</strong> Was the language of the thesis statement clear and impressive?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td><strong>Focus:</strong> How well does the statistic support the thesis?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td><strong>Support/Elaboration:</strong> How convincing is the answer to the counter-argument?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td><strong>Support/Elaboration:</strong> How convincing is the persuasive appeal?</td>
</tr>
</tbody>
</table>

Directions
Use the chart below to show how you would improve the example. Add a suggestion to any key element of the example that you think should be improved. Use a separate piece of paper, if necessary.

<table>
<thead>
<tr>
<th>Skills</th>
<th>My suggestions for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Persuasive Quality</td>
<td></td>
</tr>
<tr>
<td>2. Word Choice</td>
<td></td>
</tr>
<tr>
<td>3. Focus</td>
<td></td>
</tr>
<tr>
<td>4. Support/Elaboration</td>
<td></td>
</tr>
</tbody>
</table>
Oral and Written Conventions: Conventions

(17) Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another);

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

Explanation/Examples

Use these structures to clarify meaning and add variety to your writing:

<table>
<thead>
<tr>
<th>Definition/Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restrictive clause</td>
<td>subordinate clause that is necessary to identify the word it modifies</td>
</tr>
<tr>
<td>Nonrestrictive clause</td>
<td>subordinate clause that is not necessary to identify the word it modifies; separated by commas</td>
</tr>
<tr>
<td>Reciprocal pronouns</td>
<td>indicate a feeling or action is mutual</td>
</tr>
<tr>
<td>Subjunctive mood</td>
<td>expresses doubts and wishes; often used in clauses beginning with that and if</td>
</tr>
<tr>
<td>Compound sentence</td>
<td>two or more independent clauses joined by a conjunction or semicolon</td>
</tr>
<tr>
<td>Complex sentence</td>
<td>one independent clause and one or more subordinate clauses</td>
</tr>
<tr>
<td>Compound-complex sentence</td>
<td>two or more independent clauses and one or more subordinate clauses</td>
</tr>
</tbody>
</table>

Example:
The fans *who brought umbrellas* remained dry during the game.
The fans, *who are unconditionally supportive*, cheered even when their team was losing.
The teams congratulated *each other* after the game.
The referee asked that each team play fairly during the game.
The boy loves dogs, but his mother prefers cats.
The boy loves dogs; his mother prefers cats.
Uncle Jerry just adopted a Jack Russell terrier that is only three months old.
Though mom prefers cats, she played with the dog, and she had fun.
Directions  Choose the letter of the best answer to each question.

1. What two elements must a simple sentence include?
   A an independent clause and a subordinate clause
   B a subject and a verb
   C two independent clauses
   D two subordinate clauses

2. How could you change the following simple sentences into a compound sentence?
   - I went to the movies. I ate popcorn and drank lemonade.
   - I ate popcorn and drank lemonade at the movies.
   - I ate popcorn and drank lemonade when I went to the movies.
   - When I went to the movies, I ate popcorn and drank lemonade.
   F I ate popcorn and drank lemonade at the movies.
   G I ate popcorn and drank lemonade when I went to the movies.
   H I went to the movies, and I ate popcorn and drank lemonade.
   J When I went to the movies, I ate popcorn and drank lemonade.

3. Which of the following sentences is correctly punctuated?
   A The man went to the store. Then went home.
   B The man went to the store, then went home.
   C The man went to the store; then went home.
   D The man went to the store: then went home.

4. Which of the following best describes the underlined phrase in the sentence below?
   - Drivers who do not yield to pedestrians make my grandfather and me very angry.
   F restrictive clause
   G nonrestrictive clause
   H reciprocal pronoun
   J subjunctive mood

Directions  On a separate piece of paper, complete the following activities.

5. Write a compound sentence about two things you have learned from a peer.

6. Write a compound-complex sentence about a job you might want to have one day.

7. Write a sentence using the subjunctive mood to express a doubt or a wish.

8. Using at least three of the grammatical structures in the chart on the previous page, write a paragraph describing your favorite food. Underline and identify each structure you use.
Oral and Written Conventions: Handwriting, Capitalization, and Punctuation

Explaination/Examples
When you write by hand, write legibly. Always use conventions of capitalization and punctuation like these:

- Capitalize the following: names and titles of people; names of religions and languages; the first letter in a sentence; the first letter in a title and the first letter of all the important words in a title; names of specific places, street names, and landmarks; organizations; historic events; names of documents; months, days, and holidays.
- Use commas to separate independent clauses (a subject and a verb that can stand alone as a sentence) in a compound sentence and words, phrases, or clauses in a series. Use commas to set off nonrestrictive, or unnecessary, phrases; parenthetical, or nonessential expressions; and contrasting expressions.
- Use quotation marks to indicate sarcasm or irony.
- Use dashes to emphasize parenthetical information, an abrupt change of thought, or an interrupting idea.

The following are examples of correct capitalization and punctuation:

- Capitalization: Mrs. Rogers is going to New York City in May to see her cousin Nikki.
- Comma to separate a nonrestrictive clause: The budget, which should have been finalized, has been the focus of debate for the past three weeks.
- Quotation marks indicating sarcasm or irony: This is just “perfect.” I can’t believe I have to go to my basketball game, then travel to work, and then find time to get ready for the dance. (The quotation marks around perfect indicate sarcasm. The person does not really think it is perfect that she has so much to do.)
- Dash to emphasize parenthetical information: When I finish all of my chores—making my bed, washing the dishes, vacuuming—I can go fishing with you.

(18) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
(A) use conventions of capitalization; and
(B) use correct punctuation marks including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information.
Directions

Choose the letter of the best answer to each question.

1. Which sentence has an error or errors in capitalization?
   A The official document was first read in July 1776 in Philadelphia.
   B Thomas Jefferson wrote the first draft of the document in less than three weeks.
   C The declaration of Independence was signed by many men, including Benjamin Franklin, John Morris, and John Hancock.
   D The Declaration of Independence is a historic document.

2. Which sentence contains an error in punctuation?
   F This year, the class will be going on field trips to local museums, libraries, and galleries.
   G The goal is for all students to learn more about local artwork, and history.
   H After each field trip, students will be responsible for writing a report.
   J Students need to submit permission slips from their parents or guardians.

3. What words are not capitalized in a sentence?
   A titles of books
   B street names
   C names of seasons
   D names of months

4. Which of the following is punctuated correctly?
   F Campers, who have not yet passed the swim test, can either play soccer, or help clear, out the fields.
   G Campers who have not yet passed the swim test can either play soccer, or help clear out the fields.
   H Campers, who have not yet passed the swim test, can either play soccer or help clear out the fields.
   J Campers who have not yet passed the swim test can either play soccer or help clear out the fields.

Directions

On a separate piece of paper, revise the following paragraph, correcting any errors in punctuation and capitalization.

5. The most terrifying moment of my life came quite suddenly, when Mr. Fisher announced that we would begin swimming lessons. I was eight just old enough to go to summer camp for the first time. I had looked forward to a week at camp Wildwood but little did I know what awaited me.
Oral and Written Conventions:
Spelling

Explanation/Examples
An affix (another word for a suffix or prefix) is a word element that functions only when it is attached to a base, or root, word. The root is the element of a word that is the basis of its meaning. As you may have discovered, the spelling rules for prefixes are simple. You can usually add the entire prefix to the very beginning of a word with no need for modifications. However, the spelling rules for suffixes can be more difficult, as are the different uses for suffixes: changing a noun to an adjective, a verb to an adjective, a verb to a noun, an adjective to an adverb, and an adjective to a noun. The list below explains many of the major spelling rules for adding suffixes, all of which have exceptions. When in doubt, check a dictionary to determine the correct spelling.

- If the word does not end in y or a silent e, simply add the suffix to the end of the word.
- If the word ends in y and the letter before the y is a consonant, change the y to i and then add the suffix. If the letter before the y is a vowel, leave the y and simply add the suffix.
- If a word ends in a silent e and the suffix begins with a vowel, drop the silent e and add the suffix. If the suffix begins with a consonant, keep the silent e.
- If the word ends in ie, get rid of the e and change i to y before adding the suffix.
- If a word ends in ic, place a k after the c before adding the suffix.
- When using the suffix -ly to make an adjective an adverb, add al before -ly for words ending in ic and change ble to bly for words ending in ble.
- If the base word has one syllable, one short vowel, and one consonant at the end, double the consonant when adding a suffix beginning with a vowel.

The following examples are words spelled according to some of the above rules:

- silly ➔ silliest
- enjoy ➔ enjoyment
- wise ➔ wisdom
- picnic ➔ picnicking
- take ➔ taking
- die ➔ dying

Understand the Skill
Select a page in a book you are currently reading. Identify several words that end with suffixes. Then, “un-spell” each word by breaking it down into its root word and suffix.
Directions

Choose the letter of the best answer to each question.

1. Which of the following words is spelled correctly? (Hint: the root word is irascible, which means “easily angered.”)
   A. irascibly
   B. irascibly
   C. irascibly
   D. irascibly

2. What is the correct way to add the suffix -ance to the verb defy?
   F. Add the suffix with no spelling changes.
   G. Double the last letter of defy and add the suffix.
   H. Change the y in defy to an i and add the suffix.
   J. Drop the y in defy and add the suffix.

3. How does adding the suffix -ary to diction change that word’s part of speech?
   A. It changes it from a noun to an adjective.
   B. It changes it from an adjective to a noun.
   C. It changes it from a noun to an adverb.
   D. It does not change the part of speech.

4. Which of the following is the correct spelling of the noun form of the verb persecute?
   F. persecuteion
   G. persecution
   H. persecuion
   J. persecuteon

Directions

Use the spelling rules you have learned and the suffix choices below to correctly change each word to the indicated part of speech. Use a dictionary to check spellings.

-ance  -ic  -ly  -ist  -ing  -al

5. sophomore to adjective: ______________________________________

6. chat to another verb: ______________________________________

7. archive to an adjective: ____________________________________

8. perform to noun: ______________________________________

9. annual to adverb: _______________________________________
Research: Research Plan

(20) Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.

Explanation

When you come up with a strategy for research beforehand, you will be able to locate what you need more easily. Here are some steps to take:

1. Once you have developed your focus questions, you will need to find sources that can help you answer them. Remember, focus questions are questions that you want to answer in your research paper.
2. Brainstorm for a list of resources that are available in your school and community. These could include school and public libraries, on-line resources, scholarly journals, and people who are experts about your topic. Films and audio recordings can also be useful sources.
3. Consider the requirements for the writing assignment you have been given. How many pages should your finished paper be? How many sources are you expected to use? What balance should you have between primary and secondary sources?
4. Decide which resources will best help you answer your focus questions. As you progress through your research, your plan may change depending on the information you discover in your sources.

Examples/Understand the Skill

The following is an example of formulating a research plan:

- Suppose you have been assigned to write a research paper about the invention of the printing press. Your teacher has asked you to use at least six sources. You are to use a balance of print and on-line sources. At least one of these should be a primary source.
- First, make a list of sources available to you, such as books from your school and public libraries, magazine and journal articles, and Internet resources. When brainstorming for sources, consider some that might not be immediately obvious, such as interviews with academics or materials from historical societies and museums.
- Consider the requirements for the assignment. Are you able to identify at least six sources that will probably be useful? You may wish to come up with more than the required number of sources and then narrow down the list as you go.
Directions

Choose the letter of the best answer to each question.

1. Which of the following best describes the purpose of a research plan?
   A to organize facts you discover in your research
   B to help you choose a topic to research
   C to think ahead about how you will do your research
   D to give credit for information you discover in your research

2. Which would most likely be part of developing a research plan?
   F making a list of books that relate to your topic
   G making a graphic organizer to accompany your finished paper
   H talking to a friend about topics that interest you
   J proofreading your paper for grammar and spelling errors

3. Suppose your teacher has assigned you to write a report about the life of César Chávez. Which piece of information do you need to know in order to develop a research plan?
   A the number of years César Chávez lived
   B the number of pages your report should be
   C the type of bibliography you should have
   D the information you should put on note cards

4. What is the most likely reason that your research plan would change?
   F You write a new focus question.
   G You cannot find any books on your topic.
   H You decide to use a Web site as a source.
   J You find an interesting primary source.

5. Suppose you are writing a report on the history of the Jamestown Colony. Which of the following focus questions would be most helpful?
   A What were the last names of the colonists who lived at Jamestown?
   B How many houses were built in the first three months at Jamestown?
   C What was life like in England when the Jamestown Colony was founded?
   D Why is the Jamestown Colony important to American history?

Directions

On a separate piece of paper, follow the directions below.

6. Suppose you have been assigned to write a research paper about the water cycle. Write three focus questions that would help you research this topic. Use an encyclopedia or other resource, if necessary, to help you write focus questions. Then, formulate a research plan. With a partner, discuss the details of your research plan.
Research: Gathering Sources

(21) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).

Explanation/Examples

Once you have gathered your sources, you need to document the information using a standard format. Follow these guidelines to accurately cite your research:

- An in-text citation appears in parentheses and includes the author’s last name and the page number on which the information appears.
- A bibliography is a list that provides information about all of the sources used in your research and is included at the end of a report.
- A works-cited list indicates only the works you have referenced in your paper.

The example of an in-text citation below is followed by examples of bibliography entries for several different types of sources:

- In-text citation: “Much of Whitman’s poetry would try to come to terms with the dislocations resulting from rapid urbanization.” (Reynolds 7).
- Sources in a bibliography are listed alphabetically by the author’s last name or, if an author’s name is not available, by the title. The chart below indicates how to set up bibliographical entries for some types of sources. If you are writing by hand, the italicized titles and publications are underlined.

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Sample Entry</th>
</tr>
</thead>
</table>
Directions  Choose the letter of the best answer to each question.

1. What is the purpose of a bibliography?
   A to show where you found a specific quotation
   B to reproduce the exact words someone has spoken or written
   C to list all your research sources
   D to test the story of someone’s life

2. What is the purpose of an in-text citation?
   F to show how to access a Web site
   G to list all your research sources
   H to conclude the section of a report that sums up important facts
   J to provide information about the source of a quotation used within a report

3. What kind of source does the following bibliographical entry reference?
   A book
   B Web site
   C magazine article
   D encyclopedia article

4. What kind of source does the following entry reference?
   F book
   G Web site
   H magazine article
   J encyclopedia article

5. What piece of information is missing from the following bibliographical entry for a magazine article?
   A date of publication
   B author
   C title
   D page number

Directions  On a separate piece of paper, complete the following activity.

6. Create bibliographical entries for two sources found in your classroom or school library.
Research: Synthesizing Information

(22) Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
(A) modify the major research question as necessary to refocus the research plan;
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and
(C) critique the research process at each step to implement changes as the need occurs and is identified.

Explanation/Examples/Understand the Skill

Synthesizing information means assembling all the information you find and evaluating it based on your prior knowledge. This process is particularly important when you find discrepancies in the information—you must decide which source is more credible. The following explanations will help you synthesize information:

- Primary sources help readers understand what the event was like and how people reacted to it. You can use primary sources to find quotations or detailed descriptions. However, primary sources can be biased—they only give one point of view. It is important to read several primary sources to get a better understanding of the event and its effects.
- Secondary sources are usually more objective and focus mainly on facts and description. They can also be biased or have inaccurate information.
- Use information from primary and secondary sources to get multiple perspectives on the issue or event. Make sure the facts you found are consistent. If you find discrepancies, determine which source or author is more credible or which work is more recent. If you cannot confirm facts in other sources, you may want to avoid using that fact or keep looking to find confirmation.

The following are examples of possible sources for a paper about the Holocaust:

- Encyclopedias: Encyclopedia Britannica; The Holocaust Encyclopedia by Judith Tydor Baumel
- Memoir: Night by Elie Wiesel
- Diary: The Diary of Dawid Sierakowiak: Five Notebooks from the Lodz Ghetto by Dawid Sierakowiak

Identify which of the sources above are primary and which are secondary. Explain how you would incorporate the primary sources into the report.
Directions Choose the letter of the best answer to each question.

1. Why is it a good idea to synthesize information from multiple sources?
   A. This strategy allows you to evaluate information from more than one perspective.
   B. Using multiple sources reduces the chance that you will make factual errors.
   C. This strategy increases the likelihood that your information will be current and comprehensive.
   D. All of the above are true.

2. While researching, you find a discrepancy in factual information. What should you do?
   F. Evaluate the sources and determine which is more credible.
   G. Use both facts and explain you were not sure which to use.
   H. Reject all the facts you found in the sources.
   J. Call the authors and ask them which fact is correct.

3. Why should you use information from primary and secondary sources?
   A. to show you read many books
   B. to get multiple perspectives
   C. to find as many facts as possible
   D. to impress the reader

Directions Complete the following activities.

4. List two sources you would use to identify the effects of a flood on a small town. Explain why you would use these sources.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

5. List two sources you could use to find information about and perspectives on the salaries of professional sports players. Explain whether these sources would provide facts, opinions, or a mix of facts and opinions.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Research: Organizing and Presenting Ideas

Research: Organizing and Presenting Ideas

(23) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) marshals evidence in support of a clear thesis statement and related claims;
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
(C) uses graphics and illustrations to help explain concepts where appropriate;
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and
(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.

Explanation/Examples

After gathering information, you are ready to organize and present your ideas. These explanations and tips will help you achieve your purpose and address the needs of your audience:

- The introduction should include a thesis statement. A thesis is one or two sentences that state the main idea, your point of view, and your purpose.
- Use both primary and secondary sources to find data, facts, quotations, and expert opinions that support your point of view and main idea. Anticipate reader bias by addressing counter-arguments or claims. If you use technical terms, define or explain them. Cite your sources in a Works Cited list.
- Use visual aids, such as charts, maps, and graphs to present facts and statistics.

The following is an example of a thesis statement and supporting evidence for a report on the history of Shakespearean drama:

- Thesis Statement: Queen Elizabeth I’s love of the arts and theater made it possible for Shakespeare and other dramatists of his time to flourish. In return, Shakespeare was a strong supporter of the Queen.
- Secondary Source: According to Professor Frances Mobeel, “Queen Elizabeth I supported the great flowering of drama during her reign by her patronage and protection of the theater.”
- Primary Source: In support of the Queen, Shakespeare wrote A Midsummer Night’s Dream, with a plot that indirectly supports the Queen’s personal decision to remain unmarried.
Understand the Skill

Review the example thesis statement and sources on the previous page. Then, write a one-page research report on Shakespeare’s allusions in *A Midsummer Night’s Dream* to the queen’s marital status. Find other sources and use additional information. Include or suggest visual aids to help clarify your factual information. Then, look at the rubric and chart below. Use the rubric to evaluate your report. Finally, complete the chart to show how you would improve the report.

**Directions**

Evaluate the research report using the scoring criteria—with 4 being the highest score and 1 being the lowest score.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Writing Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>Thesis: How clearly is the thesis stated?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Sources: How accurately and coherently do the primary and secondary sources convey information and support the thesis?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Organization: Does the report have an introduction, a body, and a conclusion?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Visuals: How helpful are visual aids in organizing and presenting information?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Conventions: Are the words spelled correctly? Are there any mistakes in grammar or usage?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Word Choice: Are there vivid and precise descriptions of images, perspectives, and details?</td>
</tr>
</tbody>
</table>

**Directions**

Use the chart below to show how you would improve the report. First, record any information that is lacking or passages that should be revised. Then, explain how to improve the report.

<table>
<thead>
<tr>
<th>Information that is lacking or passages that could be revised:</th>
<th>How the report could be improved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Listening and Speaking: Listening

(24) Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration;
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and
(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.

Explanation

Active listening is the process of interpreting and evaluating a message, and then responding to it. Here are some active listening skills you can use:

- Decide on a purpose for listening. Before you listen to a presentation, consider what you know about the topic and what you want to know.
- While you listen to a presentation, be sure to concentrate on the speaker. Your body language, eye contact, and facial expressions should tell the speaker that you are focused. Listen carefully for any ideas or phrases the speaker repeats for emphasis. Take notes that summarize, synthesize, or highlight the speaker’s ideas. Use your notes to think critically about the speaker’s message.
- After you listen to a presentation, ask questions for clarification or elaboration. Have the speaker explain anything you did not fully understand.

Example/Understand the Skill

The following is a portion of a speech about graphic novels.

Graphic novels tell complex stories that can be just as sophisticated as those in traditional novels or movies. In fact, graphic novels use many of the same storytelling techniques as movies. Just flip through the pages of 300, or Persepolis, or Maus, and it will become very clear. You will see establishing shots, close-ups, reaction shots, and all sorts of different cinematic angles.

Alfred Hitchcock said that the size of an object on the screen should equal its importance in the story at the moment. You see this rule reflected in many graphic novels, which include close-up drawings of—for instance—the hands of a clock or a key being inserted into a lock.

Have a partner read the speech aloud. Practice using active listening strategies to comprehend the speaker’s message. For example, take notes on the speech and, after your partner has finished, ask relevant questions based on your notes. Then, reverse roles and read the speech to your partner.
Directions  Choose the letter of the best answer to each question.

1. You are about to listen to a speech on the fundamentals of Italian cooking. What pre-speech active listening skills should you employ?
   A  Think about what you would like to have for lunch.
   B  Ask the speaker questions about what he or she plans to speak about.
   C  Think about the Italian dishes you know and what ingredients they share.
   D  Tell a friend about your favorite Italian restaurant.

2. All of the following are reasons why projecting good body language is an important active listening skill except:
   F  Good body language makes it easier to take notes on the most important points.
   G  Good body language helps you to remain alert and focused.
   H  Good body language helps the speaker remain focused by showing him or her that you are paying attention.
   J  Good body language is a form of communication between you and the speaker.

3. When listening to a speech, which of the following is a good sign that the speaker just made an important point?
   A  The speaker speeds up his or her speech.
   B  The speaker reads directly from his or her notes.
   C  The speaker pauses, and then repeats the idea.
   D  The speaker leans back, away from the audience.

4. Which of the following best summarizes the message of the speech on the previous page?
   F  Graphic novels have stories that are easy to understand.
   G  Graphic novels use many of the same storytelling techniques as movies to tell their sophisticated stories.
   H  The graphic novel is a more worthwhile form of entertainment than a movie.
   J  Graphic novels are the logical bridge between novels and movies.

5. Which of the following questions would best help an active listener clarify the message of the speech?
   A  Do traditional novels use cinematic techniques as well?
   B  Are you predicting that the graphic novel will replace the traditional novel?
   C  How many movies have been based on graphic novels?
   D  How does the experience of reading a graphic novel compare to that of watching a movie?
Listening and Speaking: Speaking

Explanation

A persuasive speech is one that advances a coherent argument and supports that argument with evidence and logic. Such a speech can analyze a problem and offer a solution or discuss the causes and effects of an issue.

When writing a persuasive speech, choose an issue you feel strongly about and think about your position on it. Incorporate a thesis that clearly summarizes the central idea of your argument. Then, organize the speech to support your thesis with valid evidence from reliable sources.

When you are ready to deliver your speech, use the following speaking skills:

- Maintain eye contact with your audience.
- Speak at an appropriate rate, pausing for effect to emphasize points.
- Speak at an appropriate volume, occasionally varying your volume for effect.
- Pronounce words clearly so your audience can understand them.
- Use natural, not exaggerated, gestures to emphasize key points.
- Use the conventions of language to communicate ideas effectively.

Example/Understand the Skill

The following is an example of an introduction to a persuasive speech. Research the subject and complete the speech. Then, deliver your speech to a partner as persuasively as possible. Then, reverse roles and listen to your partner’s speech.

Use the rubric on the next page to evaluate the persuasive qualities of the argument and your delivery. Then, answer the questions that follow the rubric. Consult with your partner as you make your evaluation and answer the questions.

High-school curriculums should include classes on personal money management. Many young people are graduating and going into the adult world without an understanding of the consequences of bad financial decisions. These bad decisions can follow them throughout their adulthood.

One example is the use of credit cards. Teenagers need to learn how to handle credit accounts, how much they will pay in interest, and what happens if they miss payments.
Directions

Evaluate the persuasive qualities of the presentation by using the scoring criteria—with 4 being the highest score and 1 being the lowest score.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>How coherent and logical is the argument?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>How well are rhetorical devices, such as parallelism and repetition, used to support assertions?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>How well is the argument supported by evidence?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>How well does the argument anticipate and address the listener’s concerns and counter-arguments?</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>How well was the speech delivered? Consider eye contact, speaking rate, volume, pronunciation, gestures, and conventions of language.</td>
</tr>
</tbody>
</table>

Directions

Answer the following questions. Use a separate piece of paper, if necessary.

1. In what ways could you improve the argument?

2. What information would you add to the argument to make it complete?

3. In what ways could you improve the delivery?
Listening and Speaking: Teamwork

(26) Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

Explanation/Examples

The following skills will help you work productively with others in teams:

- In a group discussion, there are three important roles—a moderator, a note-taker, and a participant. The moderator is responsible for getting the discussion started, keeping it moving, and bringing it to a close. The note-taker is responsible for keeping accurate notes. As one of several participants, it is your responsibility to listen carefully, ask questions, ask for clarification, give feedback, and form judgments about the ideas discussed.
- To prepare for a group discussion, do your research. Be informed about the topic. Gather evidence—such as facts, statistics, details, expert opinions, and case studies—to support your own ideas about the topic. By researching the topic, you will be better able to build on the ideas of others and contribute relevant information.
- When you offer an opinion or a judgment on a subject under discussion, think about the type of evidence the group presented in support of or against the idea. Ask yourself: What facts and examples were discussed? Was each reason supported with valid evidence? What statements were based on fact and not opinion?
- Work with your group to develop a plan for reaching consensus. Also, help the group set ground rules for decision-making. For example, rules might call for holding a vote after a discussion of the pros and cons of various alternatives.

The following are types of evidence you might use in a group discussion about the benefits of yoga:

- Examples: Anya is taking a yoga class to learn more about its physical and mental benefits. She has felt less tired since beginning the classes.
- Fact: Yoga is a system of holistic health that originated in India over 5,000 years ago.
- Expert Opinion: “The meditative and mindfulness practices of yoga are excellent tools to bring awareness to our emotional states and to experience and process them completely. Yoga poses can be used to target the kidney, spleen and lung areas to encourage the release of held emotions and to tone and regulate these organ energy centers.” Then, provide a source for this expert opinion.
- Reasons: Exercising makes you feel good because your brain releases endorphins.
Directions
Choose the letter of the best answer to each question.

1. Which is an important part of participating in a group discussion?
   A providing evidence to support your ideas
   B asking questions to clarify information
   C being respectful of others’ ideas
   D all of the above

2. Which is an important part of leading a group discussion?
   F taking roll call
   G deciding who can speak and who cannot
   H keeping the conversation on topic
   J convincing the other participants to agree to your ideas

3. Why is it important to research a topic before participating in a group discussion?
   A It will help you build on others’ ideas and contribute information.
   B It will tell you what to think about the topic.
   C It will show the others that you did your homework.
   D None of the above is true.

4. Which of the following types of evidence should you use to support your ideas during a discussion?
   F expert opinions
   G facts and statistics
   H reasons
   J all of the above

5. In a group discussion, the participants are exchanging ideas and information about a proposal to build a cement skating park next to the high school. Which of the following reasons against the idea is most convincing?
   A Hardly anyone skateboards anymore.
   B The money needed for the park could be used to fund an after-school program and computer lab.
   C Hundreds of children will break their bones.
   D Students will choose to skate instead of do their homework.

Directions
Complete the following activity.

6. In a small group, discuss an important issue your school is facing. Offer relevant information that builds on others’ ideas, help the group set ground rules for making decisions, and join in developing a plan to reach a consensus about the issue.
Reading: Comprehension Skills

RC-(10)(A), (B) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images): and
(B) make complex inferences about text and use textual evidence to support understanding.

Explanation/Examples/Understand the Skill

Use the following skills to reflect on your understanding and monitor, or check, your comprehension as you read:

- Ask questions. If you cannot answer a question about the text, pause and reread sections of the text until the answer is clear.
- Summarize. As you read, pause and summarize the portion of the text you just read. Summarizing, or briefly repeating the main ideas and details of a passage or a text, will help you to remember and understand what you just read.
- Synthesize, or combine ideas, and make logical connections. If you are reading a text with multiple subheads, bring together the ideas presented under each subhead. Making connections among the ideas in a text will help you to understand its overall message.
- Create sensory images. As you read, picture the setting and the action that is taking place. By creating a picture in your mind as you read, you can better keep track of the events in a story.
- Make inferences, or reasonable guesses, about the topic of a text or about the characters, settings, and events in a story. To make inferences, use details in the text or story as clues and apply what you know from your own experience.

Read the following text and the examples of how to use reading skills:

Ten-year-old Peter and his mother had decided to stay at home and work on a jigsaw puzzle. It was too cold to go outside; snow covered the frozen ground, and a thin film of ice was forming. Suddenly, they heard several strident screeches followed by a thunderous crash. From their window, they saw that two cars had collided at a nearby intersection.

- As you read, you monitor your comprehension by asking yourself whether you have understood each sentence.
- You infer that the snow and ice caused the cars to lose control.
- You visualize the accident.
- You summarize the story.
Directions: Read the passage below. Then, use a separate piece of paper to answer the questions that follow.

from “A Respectable Woman”
by Kate Chopin

Mrs. Baroda was a little provoked to learn that her husband expected his friend, Gouvernail, up to spend a week or two on the plantation. They had entertained a good deal during the winter; much of the time had also been passed in New Orleans in various forms of mild dissipation. She was looking forward to a period of unbroken rest, now, and undisturbed tête-a-tête with her husband, when he informed her that Gouvernail was coming up to stay a week or two.

This was a man she had heard much of but never seen. He had been her husband’s college friend; was now a journalist, and in no sense a society man or “a man about town,” which were, perhaps, some of the reasons she had never met him. But she had unconsciously formed an image of him in her mind. She pictured him tall, slim, cynical; with eye-glasses, and his hands in his pockets; and she did not like him. Gouvernail was slim enough, but he wasn’t very tall nor very cynical; neither did he wear eyeglasses nor carry his hands in his pockets. And she rather liked him when he first presented himself.

But why she liked him she could not explain satisfactorily to herself when she partly attempted to do so. She could discover in him none of those brilliant and promising traits which Gaston, her husband, had often assured her that he possessed. On the contrary, he sat rather mute and receptive before her chatty eagerness to make him feel at home and in face of Gaston’s frank and wordy hospitality. His manner was as courteous toward her as the most exacting woman could require; but he made no direct appeal to her approval or even esteem.

1. Briefly summarize the passage.

2. Reread the passage. Write three questions you had while reading. How did asking and trying to answer these questions affect your comprehension?

3. Briefly describe any sensory images you called up while reading this passage.

4. What inference can you make about Mrs. Baroda based on the details in the excerpt?
Part 3

Part 3 of the Texas All-in-One Workbook will provide practice answering the types of questions you will encounter on Texas standardized tests. These tests consist of multiple-choice and constructed-response questions. The practice tests are designed to simulate the standardized tests in types of questions, reading passages, and length.

PRACTICE TEST 1 INTRODUCTION

The Reading Test (TX 57 – TX 85) consists of short reading passages and 44 multiple-choice questions. You will also be asked to provide written responses to three open-ended questions.
Reading — Segment 1

In the following play, the character Erica, a high school student, is determined to use her garden to earn money. Read the play to see how she overcomes a major obstacle. Then answer questions 1–8.

Never Forget a Face!
by Christy Sloan

CHARACTERS: Erica, high school student
Carl, Erica's older brother

SETTING: Small town in Minnesota, spring to summer.

Scene 1
Setting: Family kitchen, view of garden plot from door with late spring growth.

ERICA [Sound of door closing; enters holding garden gloves and a garden tool]: I think I'm losing the fight again this year, Carl.

CARL [sitting at table with laptop computer]: Are you fighting with anyone I know?

ERICA [sits dejectedly]: Just birds, mostly crows. Last year, they ate half of all of the corn I had in my garden. This spring I planted corn, melons, and tomatoes to sell at the Farmers Market, and I don't want it to be just crow food!

CARL: That's industrious. I noticed your expanded garden, but why all the hard work?

ERICA: I need to raise money for a class trip to Washington, D.C., next fall.

[From outside: Caw! Caw! Caw!]

ERICA: Do you hear that, Carl? They’re planning to be my guests all summer long, feasting on my fruits and vegetables. [Caw! Caw!] And whoever said crows were songbirds really had a tin ear! They certainly have volume to spare, but they can't carry a tune at all. Their noise is so completely disagreeable. Crows, songbirds? [emphatically] No way!
CARL [laughs]: It’s a scientific classification and not really a description of their musical talents. Calling them songbirds just means they have specialized vocal organs. [pause] Erica, since I don’t go back to college until fall, I’ll volunteer to help with your garden.

ERICA: Great! The first thing we need to do is to figure out how to protect my garden from those freeloading birds. Let’s see if we can find any solutions on the Internet. [Heads together over computer, keys tapping, and then: Caw! Caw! Caw!] Those crows are mocking me! [Looks out back door.] You feathered pests will not have the last word!

Scene 2
Setting: Twilight in a small clearing at the edge of woods; sign saying Glacier Park.

CARL [In Abe Lincoln mask with metal pot and spoon in hand]: Do you think this will work?

ERICA [In Amelia Earhart mask with large cowbell in hand]: Well, what we learned about a crow’s memory in the research article we found makes me think our plan will succeed. We just have to keep these masks on until we leave the woods so the crows see only Amelia and Abe and not our faces. I found the crows’ nests on Twisted Oak Trail when I explored yesterday, so just follow me.

[Characters exit stage as distant calls of woodland birds are heard — finches, cardinals, crows. Soon, a racket is heard offstage as Carl bangs the spoon against the pot and Erica rings the cowbell loudly; both characters scream and yell.]

Scene 3
Setting: Late summer, inside kitchen, cornstalks with ears of corn seen through window.

CARL: The Abe and Amelia masks sure did the job for you this summer, Erica.

ERICA: It’s too bad you were at your summer job when I set up the scarecrows with the two masks. You should have heard the crows! After our trip to their nests in Glacier Park, they were disturbed to see the same two “faces” standing guard in the garden. The crows were raucous and scolding from the treetops, but didn’t have the courage to glide down into the garden to eat anything.

CARL: You have a soft heart, though, Erica. I know you take a detour to Glacier Park after each Saturday morning Farmers Market to drop off a few garden gifts near their nests.

ERICA: I do, but I wear my face, not Amelia Earhart’s face! The crows never scold me like they do the Amelia and Abe scarecrows. [Both laugh as curtain closes]

THE END
1 Based on her dialogue and actions, which description BEST fits Erica?
A Erica is easily discouraged and relies totally on her brother’s assistance.
B Erica respects the rights of wildlife but is determined to have a successful garden.
C Erica loves good music and dislikes the crows because of their noisy behavior.
D Erica is someone who acts hastily without considering consequences.

2 Based on context clues, you can determine that the word raucous means
F agreeably mellow but insistent.
G loud, chiming musical notes.
H loud, harsh, and disorderly.
J rhythmic, blending notes.

3 What events are implied between Scenes 1 and 2?
A Erica and Carl found information on-line and from that created a plan to keep the crows out of Erica’s garden.
B The setting moved from spring to summer and Erica lost hope because many of her plants were eaten by crows.
C Erica became angrier with the crows, so she bought masks to disguise herself and Carl from park rangers when they went to hunt the crows.
D Erica decided that she might lose less of her garden if she went to the park where the crows’ nests were and fed them.

4 In the play, the author engages and encourages the reader to make inferences by
F leaving out direct explanations of some of the events that occur between the scenes in the play.
G explaining the relationship between Erica and Carl but leaving out any mention of their parents.
H having Erica describe what happened to her garden last summer and explain her summer plans.
J including numerous stage directions for Erica and Carl to follow throughout the play.
5 Which statement BEST reflects the author’s perspective in the play?
A A big project requires planning and the help of friends who are good at problem solving.
B Brothers and sisters can work cooperatively, only if one of them is not emotionally involved in a project.
C Teens are highly motivated to solve problems when they are involved in projects that earn money.
D People should solve problems involving wildlife without resorting to harming the animals whenever possible.

7 Based on context clues, when Erica refers to someone having a “tin ear,” she means a person who
A listens to the crows using an old-fashioned hearing aid.
B wears a tin funnel to better hear bird calls and songs.
C is insensitive to sound and unable to hear and enjoy music.
D likes only music that comes from metal instruments.

6 How does the reader learn about the masks?
F The Scene 2 setting introduces the masks.
G Stage directions in Scene 2 introduce the masks.
H Scene 1 hints at the need for the masks.
J Scene 3 dialogue introduces the masks.
Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

8 What did Erica and Carl learn that caused them to develop their plan for keeping the crows out of the garden? Provide details from the play to support your conclusion.

REMEMBER—YOU SHOULD

☐ write a response in which you explain what Erica and Carl learned that caused them to develop a plan for keeping the crows out of the garden
☐ make your writing thoughtful and interesting
☐ make sure that each sentence you write contributes to your composition as a whole
☐ make sure that your ideas are clear and easy for the reader to follow
☐ write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
☐ proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
The following essay describes American foreigners in London over a century ago. Read the essay to see how the author viewed Americans. Then answer questions 9–17. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

*From The American Invasion*

by Oscar Wilde

1 A terrible danger is hanging over the Americans in London. Their future and their reputation this season depend entirely on the success of Buffalo Bill [William F. Cody, Wild West showman] and Mrs. Brown-Potter [actress]. The former is certain to draw; for English people are far more interested in American barbarism than they are in American civilization. When they sight Sandy Hook [New Jersey lighthouse] they look to their rifles and ammunition; and, after dining once at Delmonico’s, start off for Colorado or California, for Montana or the Yellow Stone Park. Rocky Mountains charm them more than riotous millionaires; they have been known to prefer buffaloes to Boston.

2 Why should they not? The cities of America are inexpressibly tedious. . . . Better the Far West with its grizzly bears and its untamed cowboys, its free open-air life and its free open-air manners, its boundless prairie and its boundless mendacity! This is what Buffalo Bill is going to bring to London; and we have no doubt that London will fully appreciate his show.

3 With regard to Mrs. Brown-Potter, as acting is no longer considered absolutely essential for success on the English stage, there is really no reason why the pretty bright-eyed lady who charmed us all last June by her merry laugh and her nonchalant ways, should not—to borrow an expression from her native language—make a big boom and paint the town red. We sincerely hope she will; for, on the whole, the American invasion has done English society a great deal of good.
4 American women are bright, clever, and wonderfully cosmopolitan. Their patriotic feelings are limited to an admiration for Niagara [Falls] and a regret for the Elevated Railway; and, unlike the men, they never bore us with Bunkers Hill. They take their dresses from Paris and their manners from Piccadilly [in London], and wear both charmingly. . . .

5 On the whole, American girls have a wonderful charm and, perhaps, the chief secret of their charm is that they never talk seriously except about amusements. They have, however, one grave fault—their mothers. Dreary as were those old Pilgrim Fathers who left our shores more than two centuries ago to found a New England beyond the seas, the Pilgrim Mothers who have returned to us in the nineteenth century are drearier still. . . .

6 It is only fair to the rising generation of America to state that they are not to blame for this. Indeed, they spare no pains at all to bring up their parents properly and to give them a suitable, if somewhat late, education. From its earliest years every American child spends most of its time in correcting the faults of its father and mother; and no one who has had the opportunity of watching an American family on the deck of an Atlantic steamer, or in the refined seclusion of a New York boarding-house, can fail to have been struck by this characteristic of their civilization.

7 In America the young are always ready to give to those who are older than themselves the full benefits of their inexperience. A boy of only eleven or twelve years of age will firmly but kindly point out to his father his defects of manner or temper; will never weary of warning him against extravagance, idleness, late hours, unpunctuality, and the other temptations to which the aged are so particularly exposed; and sometimes, should he fancy that he is monopolizing too much of the conversation at dinner, will remind him, across the table, of the new child’s adage, “Parents should be seen, not heard.”
8 Nor does any mistaken idea of kindness prevent the little American girl from
censuring her mother whenever it is necessary. Often, indeed, feeling that a
rebuke conveyed in the presence of others is more truly efficacious than one
merely whispered in the quiet of the nursery, she will call the attention of perfect
strangers to her mother’s general untidiness, her want of intellectual Boston
conversation, immoderate love of iced water and green corn, stinginess in the
matter of candy…and the like.

9 In fact, it may be truly said that no American child is ever blind to the deficiencies
of its parents, no matter how much it may love them. . . .

10 Warned by the example of her mother that American women do not grow old
gracefully, she [the American girl] tries not to grow old at all and often succeeds.
She...can talk brilliantly upon any subject, provided that she knows nothing
about it. . . .

11 What her ultimate influence on English life will be it is difficult to estimate at
present; but there can be no doubt that, of all the factors that have contributed to
the social revolution of London, there are few more important, and none more
delightful, than the American Invasion.
9  In the essay, what is the main purpose of paragraph 1?
   A  to entertain by poking fun at Londoners through exaggeration
   B  to persuade Londoners that American-style entertainment is taking over London
   C  to provide straightforward information on Americans and their culture
   D  to express concern for the well-being of Americans staying in London

10 What does the author feel Buffalo Bill is bringing to Londoners?
   F  He is bringing terrible danger and risky behavior to London.
   G  He is bringing examples of the civilized behavior of Americans.
   H  He is bringing entertainment that lacks culture and refinement.
   J  He is bringing an American actress who is not very talented.

11 Based on context clues and knowing that the prefix *un-* means “not,” you can determine that the word *unpunctuality* means
   A  not arriving on time.
   B  not punctuating correctly.
   C  not being precise with details of conduct.
   D  not wanting actions to be too uniform.
12 Based on context clues in paragraph 8, the word *immoderate* means
F unnecessary or optional.
G minimal and needless.
H natural and easy.
J extreme or unreasonable.

13 Which statement BEST summarizes how the author feels about American children?
A Americans expect too much of their children, often asking them for guidance.
B American children exercise too much freedom in how they speak to their parents.
C American children are carefree, independent, and let nothing disturb them.
D American children are unusually mature, well-read, and have strong vocabularies.

14 Words and phrases that give a sense of the historical context of the essay include
F “social revolution,” “Americans in London,” and “boundless prairie.”
G “English stage,” “Elevated Railway,” and “patriotic feelings.”
H “untamed cowboys,” “Atlantic steamer,” and “boarding-house.”
J “merry laugh,” “wonderful charm,” and “iced water.”
15 Draw a conclusion as to why the author might have chosen the title “The American Invasion.”
A Americans traveled to London to take over the city.
B American children were dominating London society.
C The title is meant to be playful and reflect the humor in the essay.
D The title reflects the author’s anger at Americans immigrating to London.

16 In his essay, the author is expressing
F disinterest in the Americans in London.
G ridicule at unpolished behaviors of Americans.
H anger and irritation at the Americans in London.
J approval of the well-bred, sophisticated Americans.

17 The author has chosen to make his points about Americans using
A satire.
B realism.
C puns.
D symbolism.
Hope is an emotion that can help people get through difficult times. Read the following poem about hope. Then answer questions 18–24. Some questions may ask you about certain lines in the poem. The numbers are found on the left side of the poem.

**A Pause of Thought**

by Christina G. Rossetti

1. I looked for that which is not, nor can be,
   And hope deferred made my heart sick in truth
   But years must pass before a hope of youth
   Is resigned utterly.

5. I watched and waited with a steadfast will:
   And though the object seemed to flee away
   That I so longed for, ever day by day
   I watched and waited still.

   Sometimes I said: This thing shall be no more;
   My expectation wearies and shall cease;
   I will resign it now and be at peace:
   Yet never gave it o’er.

   Sometimes I said: It is an empty name
   I long for; to a name why should I give
   The peace of all the days I have to live?—
   Yet gave it all the same.

10. Alas, thou foolish one! alike unfit
    For healthy joy and salutary pain:
    Thou knowest the chase useless, and again
    Turnest to follow it.
18 What is the theme of the poem?
A If you can give a name to certain kinds of hope, you can more easily obtain the things which you desire.
B After enough time passes, you can move on from any long-held hope.
C It is hard to give up hope even when you know the object you desire can never be obtained.
D You can grow weary of hoping, so give it up to gain peace of mind.

19 The irony in line 1 is that
F looking for what is desired is not very helpful.
G the thing desired does not exist and can never be obtained.
H the reader does not know what the speaker desires.
J the speaker does not know what he or she desires.

20 Which of the following BEST paraphrases line 2 of the poem?
A Because of hopelessness, I became ill with heart problems.
B I became sick of truth because it meant all hope was lost.
C I believed that truth would make my heart sick.
D I felt great sorrow because what was hoped for was delayed.

21 In line 13, what is meant by “an empty name”?
F It is unclear what the name means to the speaker.
G The name of what is hoped for cannot be a substitute for the real thing.
H The meaning of the name has changed for the speaker over time.
J The speaker would like to be able to rename the desired object.
22 Which statement BEST paraphrases the thoughts of the speaker in lines 14–15?
   A For as long as I live, there will be no peace.
   B I should be unhappy all of my life because I cannot have what I want.
   C To find peace, I must give a name to what I want.
   D I should stop worrying about what I cannot have.

23 In the last line of stanzas 2 through 5, the speaker
   F describes the frustration of continued hope.
   G gives the strongest argument against hoping for too long.
   H returns to hope each time, even though it seems useless.
   J lets the reader know that years have passed each time.

24 Which of the following BEST characterizes the speaker at the end of the poem?
   A The speaker has given up doing anything useful.
   B The speaker does not expect good things from life.
   C The speaker reflects on past wishes but remains determined.
   D The speaker gives up on desires easily and gets ill.
The Gray Wolf

Canis Lupus

by Rafael Marté

1 Despite its name, the gray wolf, *Canis lupus*, is usually tan-colored with grizzled streaks of gray and black and a black-tipped tail. The gray wolf can also be all black or white. For size, picture a German shepherd and add up to six inches to its shoulder height and up to twenty pounds of weight, and your image will bear a resemblance to a gray wolf. From the tip of its nose to the tip of its tail, a gray wolf is from four and a half to six and a half feet long. At the shoulder, it is from 26 to 32 inches high. A gray wolf can weigh between 60 and 115 pounds. The females are on the lower end of the range for length and weight. In the wild, gray wolves live about 13 years.

2 Gray wolves typically live and hunt in packs. The average pack size in the Midwest ranges from four to eight wolves, but packs can grow to be twice that number. Every wolf pack has an alpha male and an alpha female. The alpha pair consists of the two dominant animals that rule the pack. A wolf pack is primarily a family unit, including pups and young wolves born the year before, but it may also have a few older wolves that may or may not be related.

3 Wolves often have to wait up to a week between meals, but when they do eat, one wolf can consume up to 20 pounds of meat. Their primary prey is deer, moose, elk, bison, beaver, and snowshoe hare, but they also eat insects, small mammals, and nuts and berries.

4 To communicate, a wolf howls. A wolf will howl to locate its pack members or to warn others to stay out of its territory. While wolves will howl just for fun, howling also serves to reinforce bonds in the pack. Other functions of a howl are to declare the beginning of a hunt or to sound an alarm.

5 Unfortunately, their howls of alarm didn’t keep the gray wolf from becoming nearly extinct in the states they once roamed. Although the gray wolf had once inhabited over 30 of the lower 48 states, it had become endangered or threatened in all of those states.
6 Individual wolves were occasionally seen in some states, but very few roamed in packs. A few hundred gray wolves in the extreme northeastern section of Minnesota were all that was left in the state by 1974. How did the population of wolves get so close to the point of no return?

7 The problem has its roots in the pioneer days. As humans moved in, they reduced the populations of the wolf’s larger prey, such as deer, bison, and moose. Settlers built ranches, farms, and communities. All of these activities reduced the wolves’ habitat, and further reduced their natural prey.

8 As populations of their natural prey fell in the wild, wolves turned to domestic livestock to address their dietary needs. Not surprisingly, wolves preying on cattle and sheep became a problem. Beginning in the 1800s, bounty programs paid $20 to $50 per dead wolf. With a price on their heads, wolves were hunted relentlessly. The practice, supported throughout the states by ranchers and government agencies, continued in Minnesota until as late as 1965.

9 Then in 1974, the gray wolf in Minnesota was listed as a threatened species under the Endangered Species Act of 1973. In the other 47 connected states, the gray wolf was listed as an endangered species. Since that time, the fall in gray wolf populations has been reversed, and their numbers have grown. It took strong cooperative efforts to make it happen. State governments, Native Americans, conservation groups, and the federal government have all taken part. The recovery effort included reintroducing wolves to their original ranges, establishing management programs, and researching their biology and behaviors.

10 An important aspect of wolf recovery is public education. It is important for the public to understand the complex interactions among species in wolf habitats. One public concern is that wolves will reduce deer populations so much that the annual hunting season will be affected. Typically, though, wolves tend to attack weaker deer, and, as a result, the deer population actually becomes stronger. Since wolves may still attack livestock, the Department of Natural Resources works with ranchers and farmers to solve problems with any wolves that become a nuisance.

11 Recovery efforts are having a positive effect on the wolf population. Today, an estimated total of about 4,000 gray wolves live in the western Great Lakes area.
### Gray Wolf Winter Populations

**Minnesota, Wisconsin, Michigan (excluding Isle Royale)**

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<th>Michigan</th>
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<td>1,235</td>
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<td>2006–07</td>
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*Empty boxes denote no significant change in population.*
25 The author’s main purpose in writing this article is to
A persuade readers that the gray wolf is a problem predator and needs to be controlled.
B describe the areas of the continental United States where the gray wolf thrives today as compared to years ago.
C inform readers about the gray wolf and explain its status as a threatened and endangered species.
D describe what pack life is like for the gray wolf and provide an explanation about its howls.

26 Which research question would expand the article to include other affected species?
F What is the impact on other wildlife in areas where the gray wolf has been reintroduced?
G How do wolf packs differ between the Northern Rocky Mountains and western Great Lakes area?
H What is the survival rate of gray wolf pups born in the spring?
J What distance do gray wolves travel from their dens to their hunting grounds?

27 According to the article, a serious problem that is presented by the growing populations of gray wolves is
A the possibility of a wolf pack migrating from one state to another.
B the potential for wolf packs to prey on deer and moose.
C the prospect of the size of Midwest wolf packs growing larger.
D the conflict that arises when wolves prey on livestock.

28 In paragraph 6, what does the “point of no return” mean regarding wolves?
F Some wolves roamed beyond a state’s boundaries, dangerously shrinking the populations in that state.
G The population of gray wolves was reduced to a point that was so low that it nearly disappeared.
H Populations of deer, moose, and bison declined to surprising lows once settlers reached a territory.
J Once wolves started preying on livestock, the wolf population could not be saved.
29 The word *aspect* in paragraph 10 comes from the Latin *specere*, which means “to look,” so *aspect* means

A a trend in how a category of things is separated.
B a lookout tower for seeing long distances.
C a certain way in which something appears or may be regarded.
D having great concern whether or not an ongoing event will succeed.

30 According to the chart, what happened to the population of gray wolves in the western Great Lakes states between 2003 and 2007?

F Gray wolves decreased in Wisconsin and Michigan but increased in Minnesota.
G The populations were not estimated between years 2003–2004 and 2006–2007.
H Only spring and summer populations were estimated between 2003 and 2007.
J Gray wolves increased in Wisconsin and Michigan but stayed the same in Minnesota.

31 Make an inference about what is the BEST explanation for why the gray wolf populations are recorded yearly in Wisconsin and Michigan, but much less frequently in Minnesota.

A The Minnesota Department of Natural Resources is less interested in yearly counts of wolves.
B The larger population in Minnesota is at lower risk and requires significantly more resources to count.
C The U.S. Fish and Wildlife Service counts the wolves when the Minnesota Department of Natural Resources cannot.
D In the years between counts, the wolves migrate to Wisconsin and Michigan.
Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

32 Explain how the recovery of the gray wolf population affects human beings. Give two examples of the impact from the article.

REMEMBER—YOU SHOULD
☐ write an essay in which you explain how the recovery of the gray wolf population affects human beings
☐ make your writing thoughtful and interesting
☐ make sure that each sentence you write contributes to your composition as a whole
☐ make sure that your ideas are clear and easy for the reader to follow
☐ write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
☐ proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
Reading — Segment 3

The following journal entries describe experiences by two different team members during a mountain climbing trip. Read the following entries, one written by a woman named Kiki, and the other by a man named Hirotaka. Then answer questions 33–40.

Expedition Journals
by Maria Vasquez

Transcribed from Kiki’s video journal

When you do serious mountain climbing, you learn to erect a tent quickly, which is a cold-weather survival skill you need for extreme subzero temperatures. Not only am I dog-tired, but I also don’t want to get caught in the blizzard that’s developing. Storms can arrive with little warning, and they can close your window of opportunity to summit. “There is no corner grocer where you can resupply,” Pavel reminded us, “so we summit within two days, or we turn back from this 26,000-foot milestone.”

The Sherpas, who hire on as porters, have lugged up a finite store of supplies. They not only have helped organize the expedition, they and their yaks have helped carry the food, tents, medical supplies, cooking utensils, and so on. Without the experience and support of the Sherpas, few climbers could achieve the feat of reaching the 29,028-foot summit. Even Sir Edmund Hillary could not have achieved success without Tenzing Norgay, his Sherpa partner. They were the first two people to summit Mount Everest in 1953.

If not for the extraordinary experience Sherpas have gained getting people up this mountain, the great majority of climbers who come here could not reach the summit. They simply don’t have the endurance or the experience to do it on their own. I remember Pavel’s speech when we were at Base Camp I: “Mount Everest is still a dangerous place, even with Sherpas as support, and so to survive, you constantly have to think about what you’re doing and not try to move at a pace beyond your skill.”

I escape the whipping, brutally cold wind and subzero temperatures by crawling into my tent. As I lay on the edge of sleep, I hear a big semi-trailer truck that makes the ground rumble, and the sound quickly becomes a thunderous roar. Then I realize, “I’m on Everest just 3,000 feet below the summit. There are no trucks, only yaks, and there is no way yaks would stampede at this altitude.”
I peek out and there is an avalanche roaring down a nearby slope, like a baseball player sliding into home plate. In the moonlight, I see billowing curls of snow on the leading edge of a devastating wall of snow pounding down the slope. The avalanche is a gigantic, solid, white waterfall, stunningly beautiful—and incredibly dangerous. The avalanche leaves a bowl-shaped impression where the snow has pulled away from a rock wall. The event was another beautiful demonstration by Mother Nature, and a reminder of how far I am from normal securities and comforts. Just last week, I heard that another team of climbers lost their lives in an avalanche, much like this one.

“Time to get up, lazy,” I heard teammate Kai call in the dimness of 3:00 a.m. It takes a couple of hours to get ready for the day by the time I eat, layer my clothes, get all of my gear packed up and ready, check the ropes and anchors, secure the ice axes, and get my crampons on. My sunglasses, an essential piece of gear, are tucked into an easy-to-reach pocket. You would be amazed at how bright it is when the snow reflects sunlight.

“Where’s Hiro?” asks Yuka as we assemble, and Pavel checks Hirotaka’s tent, discovering he must have gone ahead. There is a moment of silence as we consider how foolish it is to take unnecessary risks, but then we head for the summit ourselves.

An excerpt from Hirotaka’s journal

I have been debating the need for the oxygen tank. Altitude sickness is a big problem but the tank is heavy, adding weight to my pack, and the mask reduces visibility. Although few climbers can get to Everest’s summit without an oxygen supplement, I’ve climbed six other mountains and have strong, technical snow-climbing skills. None of my previous climbs reached this altitude, but I’ve had a week to get accustomed to the low-oxygen levels. I don’t want to deal with the tank, so I’m going without it.

I want to be the first in our group to reach the summit, so I have my gear all set and will leave before the others are ready. I can keep a much faster pace if I’m on my own, so I’ll meet them at the top or maybe I’ll see them trekking up on my way down!

Afterword, from Kiki’s journal

We never saw Hiro again, although other climbers saw him on one of the ladders that spans a crevasse. Our best guess is that he tried to climb too fast, which can cause low-oxygen levels and affect your brain. If his thinking was fuzzy, he may have tumbled into a crevasse. We were sorry to lose him and shared his family’s grief.
33 What do the journal entries reveal to us about the character traits of each person?

A Although both characters like adventure, Kiki is careful but Hirotaka takes risks.
B Kiki and Hirotaka have climbed Everest before, but only Hirotaka has reached the summit.
C Hirotaka has difficulty making friends, but he and Yuka got along well during the expedition.
D As leader of the team, Pavel insisted that Hirotaka do his share of the camp work.

34 How are the journal entries different from a typical narrative story?

F The entries give more attention to one character than to the other.
G A narrative story would only present events chronologically.
H Each journal entry only gives us the limited view of the author.
J A narrative story provides more facts and background about events.

35 Which of the following is an example of a simile?

A “I want to be the first in our group to reach the summit, so I have my gear all set and will leave before the others are ready.”
B “There is a moment of silence as we consider how foolish it is to take unnecessary risks.”
C “The event was another beautiful demonstration by Mother Nature, and a reminder of how far I am from normal securities and comforts.”
D “I peek out and there is an avalanche roaring down a nearby slope, like a baseball player sliding into home plate.”

36 Which of the following is an example of a metaphor?

F “The avalanche is a gigantic, solid, white waterfall, stunningly beautiful—and incredibly dangerous.”
G “Not only am I dog-tired, but I also don’t want to get caught in the blizzard that’s developing.”
H “I escape the whipping, brutally cold wind and subzero temperatures by crawling into my tent.”
J “There are no trucks, only yaks, and there is no way yaks would stampede at this altitude.”
37 The tone of Kiki’s video journal can be described as
A respectful of her challenge.
B uninterested in other climbers.
C frightened of the climb.
D careless and unconcerned.

38 Both journal entries and the afterword have which of the following purposes in common?
F to entertain readers with information about all of the climbers on the team
G to inform readers about the often dangerous sport of mountain climbing
H to inform readers about the backgrounds and goals of each climber
J to persuade readers to take up the dangerous sport of mountain climbing

39 From the journal entries, the reader learns that the climb to the summit of Mount Everest is
A an extremely difficult task that requires planning and may not always be attainable.
B an extremely difficult task, similar to becoming part of the team that is planning the climb.
C an extreme sport where the climbing team must be limited to two to four members.
D an extreme sport where most climbers do not make it and perish during the climb.

40 Which statement BEST describes Kiki’s perspective on summiting Mount Everest?
F Too many climbers attempt to reach the summit, putting others at great risk.
G With the help of experienced Sherpas, anyone can attempt the summit.
H Climbing the summit is a challenging goal that requires careful consideration.
J Climbers should have to pass a cold-weather survival test before tackling Everest.
The following two articles explain the benefits of modern medicine as well as some of the problems caused by modern medicine. Read the following articles. Then answer questions 41–47. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

**Article 1: Why Are You Here?**

1 Look around your classroom and consider this: Three out of ten of your fellow students might not be here if they had been born at the beginning of the twentieth century instead of near the turn of the twenty-first century. In 1900, 30 percent of all deaths were children under five years of age. During that time, the two illnesses that killed most people, including children, were pneumonia and tuberculosis. How have we managed to get these and other life-threatening illnesses under control? Improved health across the country and around the world is a result of significant public health efforts and modern medicine.

2 **Sanitation** You may take clean water and sanitation for granted today, but efforts to improve hygiene and sanitation were just beginning to make a difference by 1900. There were still outbreaks of diseases such as typhoid fever, influenza, yellow fever, and malaria. Because disease can spread quickly in cities, local, state, and federal governments started working together to address public health issues. Their efforts at disease prevention through water treatment, sewage disposal, hand washing, and food safety made a difference.

3 **Vaccinations** In addition to avoiding many of the previously mentioned illnesses, you have escaped polio, smallpox, measles, mumps, diphtheria, and other serious diseases by living in the twenty-first century instead of the early twentieth century. You were likely vaccinated against some diseases at such a young age that you may not even remember. In fact, to keep diseases from reemerging, vaccinations are required before you are allowed in school.

4 **Antibiotics** A miracle of twentieth-century research and medicine is the family of antibiotics, typically given orally or by injection, used to cure disease. The granddaddy of antibiotics is penicillin, which has been in use since the 1940s and has saved countless lives because it is quick-acting and effective. Antibiotics provide treatment for bacterial illnesses that were once incurable. Over the years, drugs have been developed to treat viral, fungal, and parasitic diseases, as well.

5 So, why are you here? Well, you may very well be here today because medicine has made such great strides since 1900.
Article 2: Danger Lurks

6 Researchers in medicine have made great advances, discovering the causes of numerous diseases and their cures. Millions and millions of lives have been saved—maybe even yours—through modern medical technology. In the last century, we have found cures and treatments for diseases that were previously deadly, like pneumonia, tuberculosis, and malaria. We can get yearly vaccines to help prevent influenza, a major killer in previous eras. These examples are just a drop in the bucket for modern medicine. Until recently, we thought technology could quickly answer all of our medical ills.

7 However, there is a paradox in medicine. The better medicine gets, and the more diseases it cures, the more careless we get. We are confident that if we get sick, we’ll get a shot, pill, or other dose of medicine and soon feel better. As soon as we do feel better, we’ll stop taking the medication. Because, let’s face it—who likes taking pills? The problem is that feeling better isn’t always being better. If you stop taking prescribed medication before you’ve finished the recommended doses, the disease your body is trying to fight may still be there. If it is, it may come back bigger and stronger. Those nasty little microbes evolve! If they didn’t, we would be much healthier around the globe.

8 Unfortunately, there are now “superbugs” that have evolved to become drug resistant. These drug-resistant microbes are extremely difficult to get rid of, and sometimes, even impossible to eliminate. They present a significant problem to the medical world.

9 Another challenge in medicine is the rise in global travel. Air travel can spread disease internationally. If you hop on a plane with a fever caused by infection, you put everyone on that plane at risk. When you deplane, how many of you are now carrying the infection to others in a complex network of contacts? Humans can also reach places on Earth where we are introduced to new and exotic things, including new infectious diseases. Agents of infection in the form of insects and animals lurk in wilderness areas and jungles, or even in urban areas.

10 These are a few of the major challenges to modern medicine. Ask yourself—have you contributed to the problem? Anyone who stops taking medications prematurely can cause the spread of stronger microbes. Don’t stop taking prescribed medicines without talking to your doctor. Are you careless about hygiene when you travel? Anyone who travels, especially to other countries, can contribute to the spread of new infectious diseases. Don’t travel around the globe without learning everything you can about local health issues. In fact, avoiding travel altogether is the safest plan.

11 On the other hand, we’re all going to die eventually anyhow, so maybe we don’t need to worry about it so much.
41 Which of the following BEST summarizes the main idea of article 1?
A Modern medicine and public health efforts have saved many lives.
B People don’t fully appreciate the medical advances made by technology.
C At the turn of the twentieth century, people who lived in cities were unhealthy.
D Few children survived to adulthood at the beginning of the twentieth century.

42 Which of the following ideas from article 2 contains faulty logic?
F “Those nasty little microbes evolve!”
G “Air travel can spread disease internationally.”
H “We’re all going to die eventually anyhow, so maybe we don’t need to worry about it so much.”
J “Don’t stop taking prescribed medicines without talking to your doctor.”

43 Based on the two articles, which of the following is the BEST prediction about the future of medical research and technology?
A The history of infectious diseases at the turn of the twentieth century will continue to be a major area of study.
B New medicines will be developed and their effectiveness in treating different diseases will be monitored.
C Medical researchers will study health habits of today’s teens because they will be tomorrow’s adults.
D Researchers will have governments sign contracts to ensure their populations use medicines properly.
44 According to the articles, why is it important for young children to be vaccinated against diseases before they attend school?
F Vaccinations given to children before they start school help to eliminate the spread of diseases.
G Parents find it easiest to get children vaccinated before they attend school.
H Schools need to be aware of each student’s medical history before classes begin.
J School is not an appropriate place for children to be vaccinated against infectious diseases.

45 Which of the following is an opinion?
A “There were still outbreaks of diseases such as typhoid fever, influenza, yellow fever, and malaria.”
B “Vaccinations are required before you are allowed in school.”
C “Antibiotics provide treatment for bacterial illnesses that were once incurable.”
D “Avoiding travel altogether is the safest plan.”

46 People are MOST likely to get vaccinated
F in their teens.
G in their childhood.
H as adults.
J when they become parents.
Written Composition

Use blank pages to prewrite. Then, write your composition on one or two lined pages.

47 Use details from the two passages to compare and contrast the authors’ main points in each article. Support your conclusions with examples from each text.

REMEMBER—YOU SHOULD

☐ write an essay in which you compare and contrast the authors’ main points in each article
☐ make your writing thoughtful and interesting
☐ make sure that each sentence you write contributes to your composition as a whole
☐ make sure that your ideas are clear and easy for the reader to follow
☐ write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
☐ proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure
Part 3

PRACTICE TEST 2 INTRODUCTION

Practice Test 2 consists of English and reading examinations. The English Test includes five passages and 75 multiple-choice questions that ask you to determine appropriate changes for each passage. The Reading Test includes a passage and 10 multiple-choice questions that assess your reading comprehension skills.
In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

Passage I

The Hoover Dam

1. The Hoover Dam, which is also known by the name of the Boulder Dam, is located in the Black Canyon of the Colorado River, on the border between the U.S. states of Arizona and Nevada. When completed in 1935, it was both the largest electric power producing facility and largest concrete structure in the world. It is currently the world’s 34th largest hydroelectric generating station.

   1. A. NO CHANGE
      B. which has two names, including
      C. also known by the name of
      D. also known as

   2. F. NO CHANGE
      G. When, completed in 1935, it was
      H. When completed in 1935 it was
      J. When completed, in 1935, it was
2 The dam, located 30 miles southeast of Las Vegas, is named after Herbert Hoover, who played an instrumental role in its construction, first as Secretary of Commerce and then later as President of the United States. Construction began in 1931 and is complete in 1935, more than two years' ahead of schedule.

3 Which of the following alternatives to the underlined portion would NOT be acceptable?

A dam—located 30 miles southeast of Las Vegas—is
B dam located 30 miles southeast of Las Vegas is
C dam (located 30 miles southeast of Las Vegas) is
D dam is located 30 miles southeast of Las Vegas, and it is

4 F NO CHANGE
G is completing
H was completed
J completed itself

5 A NO CHANGE
B year's ahead
C years ahead
D years, ahead

6 Which of the following details provide information most relevant to the paragraph?

F a description of the types of homes that were built
G the name of the town
H the names of the families who moved to the town
J an explanation as to why the town was built

To accommodate all the people who came to work on the dam, a new town was built nearby. Due to the grueling construction schedule, the town was not yet ready for the families who arrived at the site in early 1931.
During that first summer of construction, workers, and their families, were housed in temporary camps while work on the town progressed. Eventually Boulder City was ready to house the dam workers and their families. To encourage them to save their earnings, wagering at the gaming tables and imbibing in alcoholic beverages were outlawed in Boulder City. To this day Boulder City is the only location in Nevada not to have allowed gambling, and the sale of alcohol was illegal until 1969.

4 Lake Mead, a manmade lake, is the reservoir created behind the construction workers and their families were housed in temporary camps while work on the town progressed. Eventually Boulder City was ready to house the dam workers and their families. To encourage them to save their earnings, wagering at the gaming tables and imbibing in alcoholic beverages were outlawed in Boulder City. To this day Boulder City is the only location in Nevada not to have allowed gambling, and the sale of alcohol was illegal until 1969.

7 A NO CHANGE
B construction, workers and their families were
C construction workers and their families were
D construction: workers and their families were

8 F NO CHANGE
G in housing
H and has housed
J to have housed

9 Which alternative to the underlined phrase helps to clarify meaning?
A gambling and drinking
B general sinning and causing a ruckus
C wagering and imbibing
D placing bets while under the influence

10 F NO CHANGE
G allowing
H not allowable
J not to allow

11 All of the following would be acceptable replacements for the underlined portion EXCEPT:
A A manmade lake, Lake Mead is
B Lake Mead (a manmade lake)
C Lake Mead is
D Lake Mead a manmade lake is
dam, named after Elwood Mead, who oversaw construction, Hoover Dam crosses the border between the Pacific and Mountain Time Zones. One can cross Highway 93 (which runs over the dam) and not only cross the state border from Nevada into Arizona—or vice versa—but can cross into a different time zone simultaneously.

More than 100 deaths were associated with the construction of the dam, though the exact number is unknown. Hoover Dam legend holds that the first to die onsite was surveyor J. G. Tierney, who drowned while looking for an ideal spot for the dam. His son, Patrick W. Tierney, was the last man to die working on the dam, 13 years to the day later.

Which punctuation would be MOST appropriate given the tone of the entire sentence?
F NO CHANGE
G different time zone simultaneously...
H different time zone simultaneously!
J different time zone simultaneously?

Which of the following words creates the MOST logical and effective transition between the two sentences?
A Sadly
B Unfortunately
C Ironically
D Unhappily
Passage II

A Well-Rounded Life

1 Say, you’re a typical person, living what you hoped were a well-rounded life. While most of us are exactly that—ordinary people leading ordinary lives (though not, of course, in the eyes of our parents)—our world would be incomplete without visionaries. One such person was R. Buckminster Fuller (1895–1983).

2 Richard Buckminster “Bucky” Fuller was an American architect; author; designer; futurist; inventor; and visionary.

Smart as a whip, he was the second president of Mensa (a society for people with a high IQ).

16 F NO CHANGE
G Say, your
H Say your
J Say you’re

17 A NO CHANGE
B hoped was
C hoped to be as
D hoped as

18 F NO CHANGE
G not of course in the eyes
H not, of course in the eyes
J not of course, in the eyes

19 A NO CHANGE
B architect/author, designer/futurist, inventor/visionary
C architect author, designer futurist, inventor and visionary
D architect, author, designer, futurist, inventor, and visionary

20 The underlined phrase is known as:
F an onomatopoeia
G a palindrome
H an idiom
J a rhyme
Throughout his life, Fuller asked himself “Does humanity have a chance to survive lastingly and successfully on planet Earth, and if so, how?” Bucky chose to devote his life to answering this question. Though he was without a college degree and short on money, Fuller spent his life trying to find out what an individual like him could do to improve humanity’s condition.

Paragraph 2 is quite lengthy. What is the BEST place to divide this paragraph into two coherent paragraphs?

A after the 1st sentence
B after the 2nd sentence
C after the 3rd sentence
D It should remain as one paragraph.

The writer felt that some clarifying information could be added to paragraph 2. At the end of which sentence would the following text make the MOST sense?

that large organizations, governments, or private enterprises could not do.

F at the end of the 1st sentence
G at the end of the 2nd sentence
H at the end of the 3rd sentence
J at the end of the 4th sentence

Pursuing this lifelong experiment, Fuller wrote more than thirty books, coining and popularizing terms such as “Spaceship Earth”, ephemeralization, and synergetics. He also worked on numerous inventions, chiefly in the fields of design and architecture. Best known among his inventions is the geodesic dome. Carbon molecules known as fullerenes or buckyballs were named for there resemblance to a geodesic sphere.

3 Pursuing this lifelong experiment, Fuller wrote more than thirty books, coining and popularizing terms such as “Spaceship Earth”, ephemeralization, and synergetics. He also worked on numerous inventions, chiefly in the fields of design and architecture. Best known among his inventions is the geodesic dome. Carbon molecules known as fullerenes or buckyballs were named for their resemblance to a geodesic sphere.

21 21 22

That large organizations, governments, or private enterprises could not do.

F at the end of the 1st sentence
G at the end of the 2nd sentence
H at the end of the 3rd sentence
J at the end of the 4th sentence

23 A NO CHANGE
B they’re
C its
D their
Now, let’s get back to the “well-rounded life.” A traveler to Michigan’s Henry Ford Museum can take a house tour of Bucky Fuller’s Dymaxion House, an invention which sought to provide returning WWII vets with affordable housing. The house looks much like: an aluminum hamburger completely round with an aluminum “bun” and windows running along the circumference provide the “meat.” The Dymaxion House’s design, which was round, provided a living space that was naturally heated and cooled. It made its own power, was earthquake and storm-proof, and was made of

24  F  NO CHANGE
    G  sought
    H  seeks
    J  is seeking

25  The colon in this sentence is misplaced. Where should it be located?
    A  after the word hamburger
    B  after the word completely
    C  after the word bun
    D  after the word along

26  F  NO CHANGE
    G  provided
    H  provides
    J  providing

27  Readers already know that the Dymaxion House is round. Which change in the sentence helps make it more readable?
    A  design was a living space
    B  design, despite being round, provided
    C  design provided a living space
    D  design used to provide

28  F  NO CHANGE
    G  it’s
    H  their
    J  our
permanent, engineered materials that required no painting, re-roofing, or other maintenance. You could change the floor plan easy as required—squeezing the bedrooms to make the living room bigger for a party, for instance.

5 Unfortunately, due to wary bankers who refused to lend money to the venture, the Dymaxion House never got off the ground. Several prototypes were produced but nothing on the scale that Bucky had imagined. Gone more than twenty-five years, Buckminster Fuller is still ahead of his time. He was a maverick thinker who spent much of his life from 1895 to 1983 trying to advance “humanity’s option for success.”

29  A NO CHANGE
     B could change easily the floor plan
     C could easily change the floor plan
     D easy could change the floor plan

30  F NO CHANGE
     G his life trying to
     H his life (from 1895 to 1983) trying to
     J his life up until 1983 trying to
Passage III

History of Poetry

1 In its most earliest incarnation, poetry was orally recited or sung. Many ancient works, including Homer’s *Odyssey*, appears to have been composed in poetic form to aid memorization and oral transmission from generation to generation.  

31  A NO CHANGE  
B it’s  
C her  
D poetry’s  

32  F NO CHANGE  
G earlier  
H earliest  
J more earlier  

33  A NO CHANGE  
B appearing  
C have appeared  
D appear  

34 Which of the following choices is the MOST relevant information that could be added to the last sentence in paragraph 1?  
F a detailed summary of the *Odyssey*  
G other examples of ancient works in poetic form  
H a short biography of Homer  
J an explanation as to how the poetic form aids memorization  

35 Identify the BEST sentence to start paragraph 1.  
A Poetry was an art.  
B Poetry as an art form may have predated literacy.  
C People could not appreciate poetry.  
D Poetry is a relatively new art form.  

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2. Even though everyone knows at least one poetic line used to aid memory ("In the year 1492 Columbus sailed the ocean blue," for example), how many of them ever really think about poetry’s contributions to our lives. Rhyming aids and mnemonic devices show how useful a poetic phrase can be in improving our memory. Some believe poetry has its origins in song. Most of the characteristics that distinguish it to other forms of utterance—rhythm, rhyme, compression, intensity of feeling, the use of refrains—appear to have come about from efforts to fit words to musical forms.

36. F  NO CHANGE
   G  how many of all of us
   H  how many of us
   J  how many people

37. A  NO CHANGE
   B  contributions to our lives;
   C  contributions to our lives?
   D  contributions to our lives!

38. F  NO CHANGE
   G  shows
   H  used to show
   J  will show

39. A  NO CHANGE
   B  by
   C  at
   D  from

40. Which of the following alternatives to the underlined portion would NOT be acceptable?
   F  utterance, such as rhythm, rhyme, compression, intensity of feeling, and the use of refrains appear
   G  utterance: rhythm, rhyme, compression, intensity of feeling, the use of refrains: appear
   H  utterance (rhythm, rhyme, compression, intensity of feeling, the use of refrains) appear
   J  utterance—rhythm and rhyme, to name a few—appear
3 So it was for ancient societies. It was used as a means of recording oral history, genealogy, and law. It is often closely related to musical traditions, and much of it can be attributed to religious movements. Surviving from the ancient world, many of the poems record cultural information about the people of the past. These poems are prayers or religious stories, social histories, and the important organizing myths of their cultures.

41 A NO CHANGE
B Prayer
C Ancient civilization
D Poetry

42 F NO CHANGE
G Surviving, from the ancient world, many of the poems
H Many of the poems surviving from the ancient world
J Many of the poems (surviving from the ancient world)
4 Poetry appears among the earliest records of most literate cultures, with poetic fragments found on early monoliths and rune stones. Following the development of writing, poetry has since developed into increasingly structured forms, though much poetry since the late 19th century has moved away from traditional forms.

5 Much like poets of today enjoy a good poetry “slam” an event where poems can be recited and judged ancient thinkers sought to determine what makes poetry distinctive as a form and what distinguishes good poetry from bad. They developed the science of “poetics”, or the study of the aesthetics of poetry.

43 Which of the phrases below, when added to the sentence, clarify the meaning?
A to the “looser” free verse and prose formats.
B to non-traditional forms.
C to 20th century forms.
D to non-poetic formats.

44 F NO CHANGE
G “slam”—an event where poems can be recited and judged, ancient
H “slam” (an event where poems can be recited and judged) ancient
J “slam”—an event where poems can be recited and judged: ancient

45 Which word or phrase creates the most logical transition for the beginning of this sentence?
A To study poetry,
B With that in mind,
C Thinking about that,
D Setting it to music,
Passage IV

The Mideast Oil Crisis

1  Due to an increase in gas prices, car buyers are looking for smaller, more fuel-efficient vehicles. That kinda sounds like a sentence that could of come from any of today’s newspapers. Although the same sentence was seen in many of our nation’s newspapers in the 1970s.

2  Panic gripped the United States in, October 1973. The oil-rich Middle-Eastern countries had cut off exports of petroleum to Western nations as

46  F  NO CHANGE
   G  kinda of
   H  kind of
   J  kind’ve

47  A  NO CHANGE
   B  that could’ve of come
   C  that could have come
   D  that could’ave come

48  F  NO CHANGE
   G  However
   H  Since
   J  Even though

49  What is meant by “Panic gripped?”
   A  A person with the last name of Panic was holding something.
   B  It should say “Panic griped,” meaning that panic was complaining.
   C  Panic was holding onto a map of the U.S.
   D  A general feeling of panic was in the air.

50  F  NO CHANGE
   G  in: October 1973
   H  in October, 1973
   J  in October 1973

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punishment for their involvement in recent Arab-Israeli conflicts. Although the oil embargo would not usually have made a tremendous impact on the U.S., investors panicked and prices went through the roof. Although the situation they created was caused more by fear and irrationality than any real economic reason, the gas bummer turned out to be one of the most memorable event of its era.

Further exacerbating the crisis were government price controls implemented in the United States. These controls limited the price of “old oil,” while allowing “newly discovered oil” to be sold at a higher price. As a result, the old oil was withdrawn from the market creating artificial scarcity. Gasoline rations were put into effect to deal with the scariness of oil, and motorists faced long lines at the gas pumps.
4  During the crisis, drivers of vehicles with license plates ending with an odd number or a vanity license plate were allowed to purchase gasoline only on odd-numbered days of the month, while drivers of vehicles with even-numbered license plates were allowed to purchase fuel only on even-numbered days. The 31st day of the month—if they occurred—was a “free day,” meaning that all vehicles were allowed to purchase fuel.

5  Some states used a three-color flag system to denote gasoline availability at service stations: green indicating unrationed sale of gasoline, yellow denoting restricted/rationed sales, and red meaning that no gasoline was available.

57  A  NO CHANGE
B  number, or a vanity license plate were
C  (number or a vanity license plate) were
D  number; or a vanity license plate; were

58  Although the sentence is correct as written, what punctuation change also works effectively?
F  of the month; drivers of vehicles
G  of the month while drivers of vehicles
H  of the month—while drivers of vehicles
J  of the month (while) drivers of vehicles

59  A  NO CHANGE
B  them
C  it
D  the day

60  F  NO CHANGE
G  green had indicated unrationed sale of gasoline, yellow denoted restricted/rationed sales, and red would then mean no gas.
H  green indicated unrationed sale of gasoline, yellow denoted restricted/rationed sales, and red meant that no gasoline was available.
J  green indicated unrationed sale of gasoline, yellow denoting restricted/rationed sales, and red meaning that no gasoline was available.
Passage V

“Family” Values

1. They’re creepy and they’re kooky, mysterious, and spooky. / They’re altogether together ooky…

2. Most anyone of a certain age know that these words is the beginning of the theme song to the TV classic 1960s show, “The Addams Family.” What many people don’t know however is that the TV show was inspired by the dark humor and macabre characters drawn by American cartoonist Charles Samuel Addams (1912–1988)?

61. A NO CHANGE
   B knows
   C knew
   D is knowing

62. F NO CHANGE
   G that are
   H they are
   J are

63. The word “TV” is misplaced in this sentence. Where will it fit BEST?
   A before the word show
   B before the word 1960s
   C before the word Addams
   D The word TV should be cut out of the sentence.

64. F NO CHANGE
   G don’t know, however, is
   H don’t know (however) is
   J don’t know however, is

65. Which word can be removed from the sentence without affecting its clarity?
   A humor
   B characters
   C drawn
   D American

66. F NO CHANGE
   G .
   H !
   J ...

GO ON
3. Addams’s cartoons regularly appeared in *The New Yorker* magazine, and he also created a syndicated comic strip, *Out of This World*, which ran in 1956. Charles Addams drew more than 1,300 cartoons over the course of his life. He was awarded with a special Edgar Award from the Mystery Writers of America for his body of work in 1961.

67. What is the accepted way to form this possessive?
   A. Addam’s
   B. Addamses’
   C. Addams’, but not Addams's
   D. both Addams’ and Addams’s are acceptable

68. Though the punctuation here is correct, what change also works?
   F. magazine; he also created
   G. magazine, and, he also created
   H. magazine: and, he also created
   J. magazine, and; he also created

69. A. NO CHANGE
   B. many more then
   C. more than
   D. much more then

70. F. NO CHANGE
   G. He was awarded for his body of work with a special Edgar Award in 1961.
   H. He was honored with a special Edgar Award from the Mystery Writers of America in 1961.
   J. In 1961, the Mystery Writers of America honored his work by presenting him with a special Edgar Award.
His cartoons are appearing in books, calendars, and other merchandising.

Charles Addams didn’t only draw cartoons depicting the macabre life; he lived them. He collected crossbows and, in addition, he used a little girl’s tombstone for a coffee table. Married three times, the third wedding was most in keeping with the Addams Family values. The ceremony took place in a pet cemetery, and the couple moved into a house they nicknamed “The Swamp.” He even had a publicity photo taken which showed the humorist wearing a suit of armor at home!

Choose the BEST place to put the underlined sentences.

71 A NO CHANGE
B still appear
C have been know to appear
D have been appearing

72 F NO CHANGE
G he has been living it
H he lived it
J he lives it

73 A NO CHANGE
B crossbows—and, in addition, he used
crossbows, and, in addition, he used
d crossbows, and he used

74 A NO CHANGE
B was showing
c shown
d was going to show
The passage in this test is followed by several questions. After reading the passage, choose the best answer to each question. You may refer to the passage as often as necessary.

PROSE FICTION: This passage about two friends reuniting after a number of years.

“Hello, Amy, this is your old pal Jackie. Can you believe it’s been twenty-three years since geometry class?”

The instant she heard Jackie’s voice, Amy felt a torrent of emotions, as though she were being flooded by the past.

Amy and Jackie had been neighbors and best friends in high school, but they had pursued very different paths since then. Amy went to college, studied media and communications, and eventually became a news writer for a local radio station. Jackie moved to Mexico immediately after graduation, got married, and soon had four children.

“Can you meet for lunch?” asked Jackie. “Sorry about the last-minute call, but in my haste to catch the plane, I completely forgot to call you.”

Jackie had many virtues, but planning and time management skills were not among them. “No problem,” she told her friend, “advance warning isn’t required between friends – it’s unnecessary.”

Yet, Amy was surprised when a tall woman looked down at her. “Jackie,"

30 Amy asked dubiously, questioning her own memory as well as the stranger, “is that you?”

“Of course it’s me,” said the woman. “I can’t have changed as much as all that, can I?”

Throughout lunch, Amy’s doubts about Jackie’s identity persisted. Jackie seemed to know the details of their high school years, but it was as if she had studied the facts from a book. By the end of lunch, Amy simply couldn’t believe that this woman was really her long-lost friend.

Then, Jackie said that she had a big favor she needed to ask, but Amy never heard the favor. She was completely preoccupied with her own internal questions. Was this stranger really her old friend, or was Jackie an imposter?
1. Which of the following questions is NOT answered by information in the passage?
   A. Did Amy and Jackie attend the same high school?
   B. Did Amy continue on to college and a career after high school?
   C. Was the woman presenting herself as Jackie real or an imposter?
   D. Did Jackie stay in the U.S. after high school?

2. From what point of view is this passage told?
   F. third person omniscient—the storyteller knows all the facts, and reveals characters’ thoughts and feelings
   G. third person limited—the storyteller reveals only the facts, and does not give details on thoughts or feelings
   H. first person—the story is told from Amy’s perspective
   J. first person—the story is told from Jackie’s perspective

3. In line 6, the narrator describes a “torrent of emotions.” What is the meaning of this expression?
   A. It means that Amy is really unhappy to hear from Jackie.
   B. It means that Amy can not handle all of the feelings she is having.

4. Reading only the first paragraph of the passage, what can you infer regarding Amy and Jackie’s friendship?
   F. They have been the closest of friends since high school.
   G. They have been close friends beginning in elementary school.
   H. They have grown apart over the years.
   J. They have nothing in common anymore.

5. In lines 29–33, the author writes, “Yet, Amy was surprised when a tall woman looked down at her. ‘Jackie,’ Amy asked dubiously, questioning her own memory as well as the stranger, ‘is that you?’” The writer is indicating that:
   A. Amy is feeling some doubt that the woman she is greeting is indeed Jackie.
   B. Amy has noticed that Jackie has grown taller over the years.
   C. Amy is certain that the woman before her is an imposter.
   D. Amy does not trust her memory at all.
6. According to the narrator, which of the following statements is true about Jackie?

F. She had few virtues, but was great at planning and time management.
G. Although she had many virtues, she was not great at planning and time management.
H. Although she had many virtues, including being a great planner, she was not great at time management.
J. Although she had many virtues, including time management skills, she was not great at making plans.

7. What is the MOST LIKELY reason that Amy and Jackie lost their closeness after high school?

A. Jackie’s move to Mexico ended all communication.
B. They pursued very different paths as adults.
C. Amy was envious that Jackie was married and had become a mom.
D. Jackie was envious that Amy had a job with a radio station.

8. Which of the following is the MOST LIKELY explanation as to why Jackie calls Amy after all these years?

F. She wants to regain the closeness they shared in high school.
G. She wants to reminisce about being friends so long ago.
H. She needs a ride to the airport so she will not miss her plane.
J. She needs to ask for a big favor.

9. How does the narrator’s attitude change when describing Amy versus describing Jackie?

A. There is no change; the narrator is completely neutral.
B. The narrator clearly favors Jackie over Amy.
C. The narrator clearly favors Amy over Jackie.
D. Jackie is portrayed in a negative light; Amy is portrayed favorably.

10. Based on what the narrator has revealed so far, what do you think will eventually happen?

F. Jackie will be exposed as an imposter who is trying to take advantage of Amy.
G. Jackie will be shown to be who she says she is, and Amy will learn never to trust her instincts.
H. It will be shown that Amy is really the one who is not to be trusted.
J. “Jackie” will be shown to be an evil twin who had been hidden away all these years.
Part 4

INTRODUCTION

Part 4 of the *Texas All-in-One Workbook* contains worksheets that reinforce and provide practice for what you learned in the Student Edition. This part of the book contains the following:

- Each unit begins with a focus on the **Big Question**—lyrics to the BQ Tune, which features the Big Question Vocabulary for the unit, three worksheets that introduce and practice Big Question Vocabulary, and an Applying the Big Question chart, replicated from the Student Edition.
- **Penguin Selection Worksheets**—A Listening and Viewing worksheet, About the Genre worksheet, and a Model Selection worksheet support each Penguin author selection.
- **Selection Pairings Worksheets**—Worksheets supporting the paired selections include Writing About the Big Question, Reading, Literary Analysis, Vocabulary Builder, Integrated Language Skills: Grammar, and Integrated Language Skills: Writing.
- **Comparing Literary Works**—Worksheets supporting Comparing Literary Works include Writing About the Big Question, Literary Analysis, Vocabulary Builder, and Writing Support.
The Difference, performed by Fake Gimms

Uncertainty. I can't be sure of what you say until I've checked it out. Evaluate. Look through the facts just to confirm. Prove what really went down.

As I weigh the situation
The context becomes clear.
And my perception strengthens as I understand
The difference between reality and truth.

Attempt to discern, to recognize and clearly see.
Verify and prove the truth.
Look past the lies to what is solid and concrete.
The evidence and the proof.
As I weigh the situation
The context becomes clear.
And my perception strengthens as I comprehend
The difference between reality and . . .

What’s the objective?
What is your plan?
Don’t be so subjective.
It can’t only be about how you feel.
It’s highly unlikely, improbable at best,
To differentiate.
To know the difference.
The difference between reality and truth.
In your textbook, you learned words that are useful for talking about reality and truth. In literature as well as in our everyday lives, we sometimes struggle to identify what is real or true, as opposed to what is fictional or false.

**DIRECTIONS:** Review the following definitions of words you can use when talking about reality and truth.

- **comprehend:** to understand the nature or meaning of something
- **concrete:** able to be seen and touched
- **confirm:** to verify the truth, accuracy, or genuineness of something
- **context:** the set of circumstances that surround a particular event or situation
- **differentiate:** to perceive the difference in or between two or more things

**A.** Now, for each Big Question vocabulary word, write a synonym, an antonym, and a sentence in which you use the word correctly.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. comprehend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. concrete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. confirm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. differentiate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.** Write two to three sentences in which you use three or more of the vocabulary words on this page to write a generalization about reality and truth.
The Big Question: Is there a difference between reality and truth?

**Directions:** Review the following definitions of words you can use when talking about reality and truth.

**discern:** to recognize something as distinct or different

**evaluate:** to judge or determine the significance, worth, or quality of

**evidence:** that which tends to prove or disprove something

**improbable:** not likely

**objective:** unbiased

Now, decide whether each statement below is true or false, based on the meanings of the underlined vocabulary words. Circle T or F, and then explain any true answers. If a statement is false, rewrite it so that it is true. Do not change the underlined vocabulary words.

1. One can **discern** the truth of a situation by stating a falsehood.
   
   T / F ________________________________________

2. To determine whether or not a person’s opinion is valid, you should **evaluate** the facts the person used to reach such a conclusion.
   
   T / F ________________________________________

3. In a debate, the winning side is usually the one that provides the best **evidence** to support its arguments.
   
   T / F ________________________________________

4. The sun rising each morning is completely **improbable**.
   
   T / F ________________________________________

5. An **objective** opinion is one that is based entirely on one’s emotions and internal reactions to a situation.
   
   T / F ________________________________________
The Big Question: Is there a difference between reality and truth?

**Directions:** Review the following definitions of words you can use when talking about reality and truth.

- **perception:** one’s understanding of something, especially as seen through the filter of that person’s emotions, experiences, and biases
- **reality:** the state or quality of being real and provable
- **subjective:** existing in the mind and influenced by moods, attitudes, opinions
- **uncertainty:** the state of being in doubt or hesitant
- **verify:** to confirm or prove the truth of something

Now, use the word or words given in parentheses to answer each question.

1. What is truth? (verify)

2. How can one person see something as a truth while another person does not? (perception)

3. How might a person’s emotions influence his or her opinions on an issue? (perception, subjective)

4. If you are not sure about what is supposed to be real in a novel you are reading, how might you determine it? (reality, uncertainty)

5. Why is it important to understand the difference between reality and truth? (reality, perception, subjective)
**Unit 1: Fiction and Nonfiction**

**Applying the Big Question**

**The Big Question:** Is there a difference between reality and truth?

**Directions:** Complete the chart below to apply what you have learned about the difference between reality and truth. One row has been completed for you.

<table>
<thead>
<tr>
<th>Example</th>
<th>Reality</th>
<th>Truth</th>
<th>Difference Between Reality and Truth</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Literature</td>
<td>The game of hide-and-seek in “Games at Twilight” is just a game and does not really matter.</td>
<td>Winning the game carries a deep life lesson for Ravi about how insignificant he really is.</td>
<td>In reality the game is just a game, but the truth to Ravi is that the game is proof of his place in the world.</td>
<td>A person’s perception of reality is often subjective.</td>
</tr>
<tr>
<td>From Literature</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>From Science</td>
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<tr>
<td>From Social Studies</td>
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<tr>
<td>From Real Life</td>
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</tr>
</tbody>
</table>
"The Monkey’s Paw" by W. W. Jacobs

Writing About the Big Question

Is there a difference between reality and truth?

Big Question Vocabulary
- comprehend
- concrete
- confirm
- context
- differentiate
- discern
- evaluate
- evidence
- improbable
- objective
- perception
- reality
- subjective
- uncertainty
- verify

A. Use one or more words from the list above to complete each sentence.
1. It seemed _______________ that he could win the race with a broken foot.
2. To _______________ between reality and truth, consider facts objectively.
3. Sometimes your _______________ of an event can be colored by emotions.
4. His behavior confused me, and I could not _______________ his actions.

B. Follow the directions in responding to each of the items below.
1. Identify a situation in world events in which the reality of the situation might be different from the truth about the situation.

   ____________________________________________________________
   ____________________________________________________________

2. Write two sentences explaining your response in the preceding item. Use at least two of the Big Question vocabulary words.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

C. Complete the sentence below. Then, write a short paragraph in which you connect this experience to the Big Question.
When people face personal hardship, they often _________________.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
"The Monkey's Paw" by W. W. Jacobs

Literary Analysis: Plot

A **plot** is the sequence of related events that make up a story. A typical plot concerns a **conflict**—a struggle between opposing forces—and follows a pattern.

- In the **exposition**, the writer gives background information about the characters and the situation.
- During the **rising action**, events occur that intensify the conflict.
- At the **climax**, the tension reaches its highest point because the outcome of the conflict is about to be revealed.
- The tension lessens during the **falling action**.
- The **resolution** is the final outcome of the conflict. The resolution often involves a change or an insight.

Writers use various techniques to add tension to a story. One technique is **foreshadowing**—giving details that hint at coming events. For instance, when a character leaves a door unlocked in her haste, it may foreshadow a later event—a pet getting loose, for example.

In this passage, the character Morris is speaking about a monkey's paw with a spell on it.

*If you keep it, don't blame me for what happens.*

Here, the author uses foreshadowing to hint at a future event relating to the monkey's paw.

**DIRECTIONS:** Identify each passage below as exposition, rising action, climax, falling action, or resolution. Then, tell what each passage foreshadows.

1. “Hark at the wind,” said Mr. White, who, having seen a fatal mistake after it was too late, was amiably desirous of preventing his son from seeing it.
   - Part of plot: ___________________  Foreshadows: ________________________________

2. He wanted to show that fate ruled people’s lives, and that those who interfered with it did so to their sorrow. He put a spell on it so that three separate men could each have three wishes from it.
   - Part of plot: ___________________  Foreshadows: ________________________________

3. “The first man had his three wishes, yes,” was the reply; “I don’t know what the first two were, but the third was for death.”
   - Part of plot: ___________________  Foreshadows: ________________________________

4. Herbert sat alone in the darkness, gazing at the dying fire, and seeing faces in it. The last face was so horrible and so simian that he gazed at it in amazement.
   - Part of plot: ___________________  Foreshadows: ________________________________
“The Monkey’s Paw” by W. W. Jacobs

Reading: Use Prior Knowledge to Make Predictions

A prediction is an idea about what will happen in a story. To make predictions, pay attention to story details and use your prior knowledge.

- Your knowledge of plot structure will help you predict that a character will experience difficulties. If you know other stories with similar plots, you might predict that similar things will happen.
- You can also use your prior knowledge of human nature. Think about how people you know react to events. Your insights into their behavior can help you predict how characters will act.

Read the following passage from “The Monkey’s Paw.”

“I should like to see those old temples and fakirs and jugglers,” said the old man. “What was that you started telling me the other day about a monkey’s paw or something, Morris?”

“Nothing,” said the soldier, hastily. “Leastways nothing worth hearing.”

You can use your prior knowledge of the structure of short stories to predict that the monkey’s paw will play an important part in this story. The fact that the story’s title is “The Monkey’s Paw” and the introduction of the paw into conversation are clues to its importance.

Directions: Read each passage from the story. Make a prediction about what will happen based on the clues and your prior knowledge. List one clue and one piece of prior knowledge that helped you make each prediction.

1. “It had a spell put on it by an old fakir,” said the sergeant major, “a very holy man. He wanted to show that fate ruled people’s lives, and that those who interfered with it did so to their sorrow.”

Prediction: _____________________________
Clue: _____________________________
Prior knowledge: _____________________________

2. A fine crash from the piano greeted the words, interrupted by a shuddering from the old man. His wife and son ran toward him.

“It moved,” he cried with a glance of disgust at the object as it lay on the floor. “As I wished it twisted in my hand like a snake.”

Prediction: _____________________________
Clue: _____________________________
Prior knowledge: _____________________________


He started up in alarm. “Where? Where is it? What’s the matter?”

She came stumbling across the room toward him. “I want it,” she said quietly.

Prediction: _____________________________
Clue: _____________________________
Prior knowledge: _____________________________
“The Monkey's Paw” by W. W. Jacobs

Vocabulary Builder

Word List

apathy  credulity  furtively  grave  maligned  oppressive

A. DIRECTIONS: Think about the meaning of each italicized word. Then, answer the question.

1. If you saw someone moving **furtively** around your home, what should you do?

2. If a new movie was **maligned** by a critic, would you want to see it? Why or why not?

3. If voters had **apathy** toward a political candidate, what do you think would happen in the election?

4. If a coach had a **grave** expression at the end of a game, did the team win or lose? Explain.

5. Will your **credulity** cause you to question every claim made by a politician?

6. If an employer’s work load is **oppressive**, how does that person probably feel about the job?

B. WORD STUDY: The Latin root **-cred-** means “believe.” Answer the following questions using one of these words that contain the root **-cred-**: credence, credo, discredit.

1. Would you have **credence** in a report presented by someone known for giving false information?

2. If your **credo** is “Live and Let Live,” are you a tolerant person?

3. Why would you be unhappy if someone tried to **discredit** your results on a test?
"The Leap" by Louise Erdrich

Writing About the Big Question

Is there a difference between reality and truth?

Big Question Vocabulary

comprehend concrete confirm context differentiate
discern evaluate evidence improbable objective
perception reality subjective uncertainty verify

A. Use one or more words from the list above to complete each sentence.

1. The events surrounding the election gave us a ____________ in which to consider her remarks.

2. It is sometimes difficult to take a(n) ____________ view of someone you know well.

3. Your personal feelings about your loved ones often lead to a ____________ view of their actions.

B. Follow the directions in responding to each of the items below.

1. List a time when you learned that the reality you knew about a person was not the same as the truth about that person.

____________________________________________________________________________________

____________________________________________________________________________________

2. Write two sentences explaining your response in the preceding item. Use at least two of the Big Question vocabulary words.

____________________________________________________________________________________

____________________________________________________________________________________

C. Complete the sentence below. Then, write a short paragraph in which you connect this situation to the Big Question.

The choices people make can have a variety of effects on ________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
“The Leap” by Louise Erdrich

Literary Analysis: Plot

A plot is the sequence of related events that make up a story. A typical plot concerns a conflict—a struggle between opposing forces—and follows a pattern.

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- The resolution is the final outcome of the conflict. It often involves a change or an insight.

Writers use various techniques to add tension to a story. One technique is foreshadowing—giving details that hint at coming events. For instance, when a character leaves a door unlocked in her haste, it may foreshadow a later event—a pet getting loose, for example.

Read the following passage from “The Leap.”

When extremes of temperature collide, a hot and cold front, winds generate instantaneously behind a hill and crash upon you without warning.

Here, the author uses foreshadowing to hint at an event caused by weather later in the story.

**DIRECTIONS:** Identify each passage below as exposition, rising action, climax, falling action, or resolution. Then, tell what each passage foreshadows.

1. I would, in fact, tend to think that all memory of double somersaults and heart-stopping catches had left her arms and legs were it not for the fact that sometimes, as I sit sewing in the room of the rebuilt house where I slept as a child, I hear the crackle, catch a whiff of smoke from the stove downstairs, and suddenly the room goes dark, the stitches burn beneath my fingers, and I am sewing with a needle of hot silver, a thread of fire.

   Part of plot: _____________________  Foreshadows: _____________________

2. My mother once said that I’d be amazed at how many things a person can do within the act of falling.

   Part of plot: _____________________  Foreshadows: _____________________

3. That is the debt we take for granted since none of us asks for life. It is only once we have it that we hang on so dearly.

   Part of plot: _____________________  Foreshadows: _____________________

4. She has never upset an object or as much as brushed a magazine onto the floor. She has never lost her balance or bumped into a closet door left carelessly open.

   Part of plot: _____________________  Foreshadows: _____________________
“The Leap” by Louise Erdrich

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A prediction is an idea about what will happen in a story. To make predictions, pay attention to story details and use your prior knowledge.

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- You can also use your prior knowledge of human nature. Think about how people you know react to events. Your insights into their behavior can help you predict how characters will act.

Read the following passage from “The Leap.”

My mother is the surviving half of a blindfold trapeze act, not a fact I think about much even now that she is sightless, the result of encroaching and stubborn cataracts.

You can use your prior knowledge of the structure of short stories to predict that the story will tell about the death of the other half of the trapeze act.

Directions: Read each passage from the story. Make a prediction about what will happen based on the clues and your prior knowledge. List one clue and one piece of prior knowledge that helped you make each prediction.

1. In one news account it says, “The day was mildly overcast, but nothing in the air or temperature gave any hint of the sudden force with which the deadly gale would strike.”
   Prediction:  
   Clue:  
   Prior knowledge:  

2. In the town square a replica tent pole, cracked and splintered, now stands cast in concrete.
   Prediction:  
   Clue:  
   Prior knowledge:  

3. Outside, my mother stood below my dark window and saw clearly that there was no rescue.
   Prediction:  
   Clue:  
   Prior knowledge:  

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“The Leap” by Louise Erdrich

**Vocabulary Builder**

**Word List**

commemorates constricting encroaching extricating perpetually tentative

**A. DIRECTIONS:** Think about the meaning of each italicized word. Then, answer the question.

1. If night is *encroaching* on daylight, what will happen in the next few minutes?

2. If a person takes a *tentative* step onto a diving board, what is he or she probably feeling?

3. If firefighters are involved in *extricating* people from a building, what are they doing?

4. If a statue in your city *commemorates* fire fighters, is it a serious or funny piece of art?

5. Would someone who *perpetually* trips be a good choice to carry trays of dishes?

**B. WORD STUDY:** The Latin root *-strict-* means “confine” or “squeeze.” Answer the following questions using one of these words that contain the root *-strict-:* district, restrict, stricture.

1. If you won the spelling bee for your *district*, did you compete against students from across the country?

2. If you *restrict* your diet to apples, what are you eating?

3. When a team receives a *stricture* from the referee, should the team be worried?
Common and Proper Nouns

A **common noun** is a general name for any one of a group of people, places, or things. A **proper noun** names a particular person, place, or thing. A proper noun always begins with a capital letter.

**Examples**

**Common Nouns:** student, teacher, country, skyscraper, book  
**Proper Nouns:** Will Fordham, Ms. Ruiz, Japan, Empire State Building, The Outsiders

**A. DIRECTIONS:** *In each of the following sentences from the selections, identify the underlined nouns as common or proper. For each common noun, name a proper noun that could take its place. For each proper noun, name a common noun that could take its place.*

1. Mrs. White drew back with a grimace.  
   **Type of noun:** ____________________________  
   **Substitute noun:** ____________________________

2. The soldier regarded him in the way that middle age is wont to regard presumptuous youth.  
   **Type of noun:** ____________________________  
   **Substitute noun:** ____________________________

3. “I was to say that Maw and Meggins disclaim all responsibility,” continued the other.  
   **Type of noun:** ____________________________  
   **Substitute noun:** ____________________________

4. “You’re afraid of your own son,” she cried, struggling.  
   **Type of noun:** ____________________________  
   **Substitute noun:** ____________________________

**B. DIRECTIONS:** *Rewrite each of the following sentences by correcting any errors in capitalization. Make sure that proper nouns are capitalized.*

1. The narrator’s Mother was one-half of a blindfolded Trapeze Act.  

2. Mr. and mrs. white are horrified by the outcome of their Wishes.  

3. Louise erdrich writes about a definitive moment in Her own life.  

4. The Monkey’s Paw brings bad luck to anyone who uses it.
Now, use the details from your flowchart to write a sequel to “The Monkey’s Paw” or “The Leap.”