English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	**Cluster: Key Ideas and Details**	**Grade: 1**	**Standard #: 2**
Standard: Retell stories, including key details and demonstrate understanding of their central message or lesson.			
Type: _____ Knowledge _____ Reasoning ____X____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: • key details of a story • central message/lesson of the story Retell story, including key details	Apply understanding of their central message or lesson	Orally demonstrate understanding of their central message or lesson	

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English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Literature	**Cluster: Craft/Structure**	**Grade: 1**	**Standard #: 4**
Standard: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: • words in stories or poems • phrases in stories or poems • the various senses Recognize words and phrases that: • suggest feelings • appeal to the senses	Identify words and phrases in: • stories • poems that: • suggest feelings • appeal to the senses		

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Read the story. Then answer the question.

My Dog Bear

Bear is a black dog. I got Bear when he was a puppy. He was at a shelter. A shelter is a place where dogs live when they do not have a home. There are a lot of dogs at the shelter. They need good homes. A shelter is a good place to get a new pet. There are dogs, cats, and sometimes rabbits at the shelter.

What sentence do we not need?

1. ○ There are a lot of dogs at the shelter.
2. ◉ Bear is a black dog.
3. ○ A shelter is a good place to get a new pet.

☑ Use#D75985

Read this. Then answer the question.

Something Sweet to Eat

You will need:
6 saltine crackers
peanut butter
6 marshmallows
a toaster oven
a grown up

Ask a grown up to help you. Put some peanut butter on each cracker. Peanut butter is my favorite food. Put a marshmallow on top of each cracker. Put the crackers in the toaster oven. Heat the snack. Eat!

What is a short way to tell people how to make this?"

1. ◉ Put some peanut butter on crackers. Add marshmallows. Heat in the toaster.
2. ○ Put some peanut butter on marshmallows. Bake in the oven.
3. ○ Put some milk in a bowl. Add crackers. Put on a spoon.

☐ Use#D96990

(Text, questions, and answers are to be read aloud to students.)

Jayna had a bad day at school. She had lost her homework on the way. Her teacher was mad. Her best friend Ulma left school early with a tummy ache. Then Jamie

made fun of her like he always did. When she got home, her mother could tell she was sad. She let Jayna choose what to have for dinner. Jayna chose pizza. Then Jayna and her mother got everything out and made the pizza. Jayna felt much better after that.

What is the story about?

1. ◉ a bad day turns good
2. ○ a bad day gets worse
3. ○ a good day goes bad

- Hard

☑ Use#D73742

Read the story. Then answer the question.

Folk Songs

Folk songs are an old form of music. Grandparents teach them to children. Parents teach them to children. Folk songs are passed down for many years. They are usually about things we do everyday. Some folk songs are about working. Some are about family. They can be about playing. They can be about going places.

What would be a good end to the story?

1. ○ My parents will take me to work.
2. ○ I know how to sing some folk songs.
3. ◉ Folk songs are about everyday things.

☐ Use#D79821

[Read story aloud to students]

Our Best Friend

There was no doubt the two friends would search until dark for the favorite of the neighborhood dogs. Paul had first heard Snoopy was missing from the dog's owner, Grady. Paul had just jumped on his bike at Brian's house and was

heading down the driveway, just about to make the turn to the street when Grady had called out, "Hey, Paul, have you seen Snoopy around?" Paul set his feet on the ground to pull his bike to a stop and walked it over to Grady's yard. "You mean Snoopy's missing?" Paul asked. Grady explained to Paul that Snoopy had not been around for a few days. "I think maybe he went off to be alone in his last days," Grady said. This was very unnerving to Paul who loved Snoopy very much.

Snoopy was a very special dog. Some dogs are special because they are a fancy breed, or kind, of dog. Some dogs are special because they are brave. Some dogs are special because they can do extraordinary things. Snoopy was not special for any of these reasons. Snoopy was a mut, which meant he was not very pretty to look at. He was always an outside dog with uncombed fur and usually some mud on his paws and face. He never ran fast and did not hang out with the other dogs on the street, at least as long as Paul and Brian had known him. He did, however, follow the two friends through backyards on their way to the small gas station and convenient store on their quest for some candy. Snoopy also tagged along on the boys' exploration of the woods at the end of the street. He even sniffed the cow's bone the boys found one summer. Snoopy was there at the bus stop in the mornings as Brian anxiously awaited another school day and he was there watching Paul running towards the bus as it drove away. Then in the afternoons, Snoopy greeted the boys and the other children as the bus dropped them off. On rainy days, Snoopy could be found on Brian's front porch sleeping. Snoopy always seemed to be around, but now he was not.

Paul jumped back on his bike and road back up to the door he had left just moments before. Less than a minute later, the search began. Paul and Brian rode their bikes up and down the street, stopping at each house to ask if Snoopy had been seen. "Well, let us know if you see him," they'd say as each neighbor reported no sightings of the dog. Every now and then, the two boys would stop and one of them would say, "Where could he be?" Then one of them might say, "Let's try the woods," and off they'd go.

When it got dark, the search ended for the day. The two boys vowed to meet first thing in the morning to resume the search. At bedtime that first night, Brian asked his dad about Snoopy and what Grady had told Paul about Snoopy wanting to be alone. "What does that mean?" he asked. Brian's dad explained that Snoopy was an old dog, he had had a good life, and sometimes animals can sense when it is time for them to pass away. Brian thought this was sad, but that it was a little bit interesting that animals might be able to have this feeling.

The next day Brian told Paul about what his dad had said. The two boys talked about it as they rode their bikes looking for Snoopy. They spent the day talking about all the good memories they had with Snoopy and they promised each other they would always remember him. For the next few days, the boys continued to look for their favorite dog. They never did find Snoopy, but they knew they'd always have their good memories of him.

The story is mostly about two boys _____.

1. and the fun they had all summer
2. and a dog they did not like
3. finding a cow's bone
4. searching for their dog friend

Use#D80059

A Special Gift

Every time I spent the night at my grandpa's house, he would tell me a special bedtime story. My grandpa liked to tell me stories about the old days, as he would call them. They were stories from long ago, when he was growing up. He told me about his eight brothers and sisters and the hard work they all did on the family farm. He told me that he only went to school until the third grade because he had to quit in order to work more on that family farm. He told me about how their family did not have much money and he hardly ever got Christmas presents. And he also told me about his Uncle Charlie.

Uncle Charlie was his dad's little brother. Uncle Charlie was the kind of person who could not stay in one place. Ever since he was very young, he was out exploring. Even when he was supposed to be finishing his chores, he would be found at the stream in the field looking under rocks for little creatures. He loved climbing trees and reading books about far away places. Uncle Charlie always knew he would leave his family in Ohio and travel the world.

When my grandpa was eleven years old, Uncle Charlie would have been about thirty-five years old. He had traveled to many great places and came back to the family farm every few years. This year, Uncle Charlie showed up during the cold, snowy winter, just around Christmas time. And this year, he had presents for all the children.

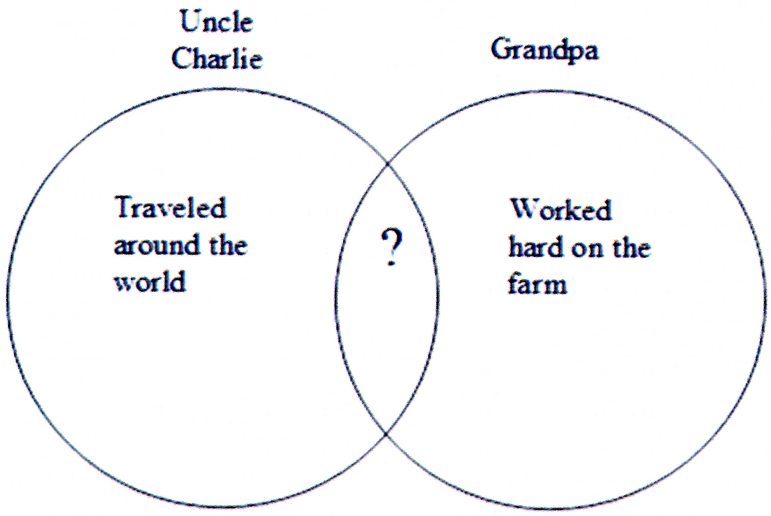
After dinner, the night he arrived, the whole family gathered by the fireplace to hear Uncle Charlie tell of his latest adventures. Each story led into a gift for one of the children. He told of riding camels in Egypt and then gave my grandpa's sister a small container of sand from Egypt. Next came a story about a boat trip in the rain forest and a gift for Grandpa's youngest brother of a snake skin. The stories and gifts continued until only my grandpa sat without a gift.

The last story was for him. Uncle Charlie told of going into a special shop in England that had very fancy items. The man who owned the store was trying to fix a broken pocket watch. A pocket watch was a special watch on a chain that men kept in their pockets and could pull out when they needed to look at the time. The man was struggling to fix the watch. Uncle Charlie told the man he could fix it. The owner agreed to let him try and told him he would sell it to him for a cheaper price if he could fix it. Uncle Charlie fixed it.

When he handed the pocket watch to my grandpa, everyone in the room watched. My grandpa told me it was one of the most special moments in his life. It was definitely the best gift he had ever received.

It had been many years since he had received the pocket watch when my grandpa told me that story. I asked to see the pocket watch. He looked out the window into the dark night. Slowly, he said he didn't have it anymore, but that was another story for another night. That night as I fell asleep I thought about the upcoming holiday season. I knew just what present I wanted to get for my grandpa.

Look at the diagram. What should be in the middle?



1. Charlie liked to read.
2. Both liked pocket watches.
3. Grandpa liked the pocket watch.
4. Both liked to play outside.

RL.1.4 Sensory Words

- **Moderate**

Use#D96398

(Text, questions, and answer choices are to be read aloud to students.)

The herd of cows was walking around the road. The gate was left open so they all just walked out. It took all day to get all twenty-five cows back into the fenced

area. The farmer was not happy. The herd was not very happy either. They had liked their little trip outside the fence.

Find the word that could tell about the cows.

1. ○ yellow
2. ○ tiny
3. ◉ brown

☑ Use#D101909

Teacher reads aloud:

Which word rhymes with the word walk?

1. ○ want
2. ○ top
3. ○ what
4. ◉ talk

☑ Use#D96384

(Text, questions, and answer choices are to be read aloud to students.)

Sometimes people carve their name into a tree. If a tree is special to them, they may want to carve their name into it. They have to use something very sharp. This can be dangerous. It can make a tree look ugly if some of its bark is missing. It can also look nice. This takes a lot of work.

Where is a tree usually found?

1. ○ under the water
2. ◉ in the ground
3. ○ beside the moon

- Hard

☐ Use#D102519

Teacher reads aloud:

Listen to the word blade.

Which word rhymes with blade?

1. blue
2. fast
3. grade
4. ape

Use#D101593

Teacher reads aloud:

Which word rhymes with the word beach?

1. leak
2. reach
3. feet
4. need

Use#D101119

Teacher reads aloud:

Which word rhymes with the word ring?

1. think
2. sing
3. rain
4. bird

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English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	**Cluster: Key Ideas and Details**	**Grade: 4**	**Standard #: 2**
Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply details of a text to determine the theme of a: • story • drama • poem Define "theme" of a: • story • drama • poem	Summarize key ideas and details for the theme of a: • story • drama • poem		

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Animals in Winter

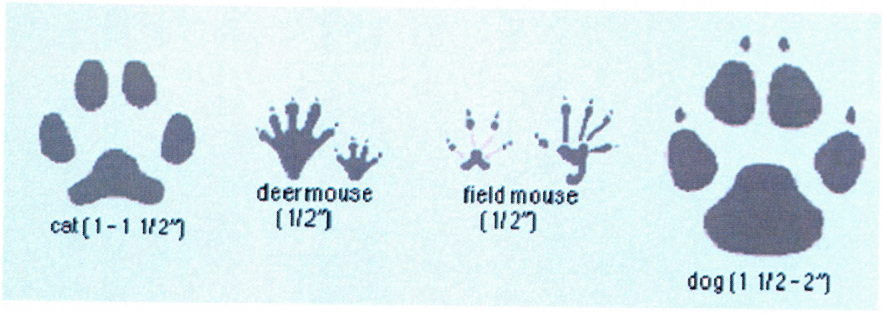
Some animals stay active in the winter. They must adapt to the changing weather. Many make changes in their behavior or bodies. To keep warm, animals may grow new, thicker fur in the fall. On weasels and snowshoe rabbits, the new fur is white to help them hide in the snow.

Food is hard to find in the winter. Some animals, like squirrels, mice and beavers, gather extra food in the fall and store it to eat later. Some, like rabbits and deer, spend winter looking for moss, twigs, bark, and leaves to eat. Other animals eat different kinds of food as the seasons change. The red fox eats fruit and insects in the spring, summer, and fall. In the winter, it cannot find these things. Instead it eats small rodents.

It is sometimes possible to see the tracks of animals in the mud or snow. If you know about the shape and size of the tracks of different animals, you will know what kind of animal has left the tracks.

Animals may find winter shelter in holes in trees or logs, under rocks or leaves, or underground. Some mice even build tunnels through the snow. To try to stay warm, animals like squirrels and mice may huddle close together.

Certain spiders and insects may stay active if they live in frost-free areas and can find food to eat. There are a few insects, like the winter stone fly, crane fly, and snow fleas, that are normally active in winter. Also, some fish stay active in cold water during the winter.



Which of the following correctly summarizes the passage?

1. Some animals look different in the winter. They change the color of their fur. Their fur turns white so they cannot be seen in the snow.
2. Squirrels, mice and beavers change the food they eat in the winter. They gather food during the warm months. Then, they eat the stored food in the winter.
3. Animals must change the way they live in the winter. Some live in holes in logs or trees. Others dig tunnels in the snow or huddle together to stay warm.
4. The temperature is colder in the winter in most places and animals must adapt to the changes in the weather.

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RL.4.2 Theme/ Summarize

- Moderate

Use#D17480

It's easy to make a delicious peanut butter treat. First, you will need to get a medium-sized plastic bowl, a big sturdy spoon, a measuring cup, and a plastic storage container. Next, you will need to gather the following ingredients: peanut butter, corn syrup, sugar, and cornflakes. Put a half cup of sugar, corn syrup, and peanut butter each into the bowl, and stir until they are well blended. Remove the spoon and place the plastic bowl in the microwave. Cook this for 30 seconds. Remove the bowl from the microwave and stir the mixture until it is smooth. Next, pour three cups of cornflakes into the peanut butter mixture and stir. The cornflakes should be well coated and stick together. Spread the mixture into the plastic storage container. Once the candy sets, cut it into squares. Finally, it is ready to eat!

The main idea of this passage is to tell the reader _____ .

1. what ingredients they will need for the recipe
2. how long to cook the mixture
3. how to make peanut butter candy
4. why peanut butter candy is good for you

Use#D17485

"From the free throw line, it is *H*, " said Rick.

"I can do that, easily," responded Joseph. The ball swooshed through the net. "Are you able to do it backwards?" challenged Rick. Rick stood where he knew he could make the basket. "*O*," Rick said and grinned.

Joseph took the basketball. "Man, that is nothing." Joseph stood in the same place with his back to the basket and threw the ball. The ball bounced off the fence.

"It is my turn now," said Rick as he grabbed the ball, stood at the three-point line, and shot. The ball went around the rim and fell into the net. Rick yelled, "*R*."

Joseph tried the backwards shot again. This time the ball went straight up into the air and came down on Joseph's head.

Rick bent over laughing. Joseph chunked the ball toward Rick. "Take it easy, Joseph," Rick said. Rick ran up quickly to the goal and did a basic lay up. "That's *S*."

Joseph tried the backward shot again. This time the ball got stuck between the rim and the backboard. "RRRhhh!" growled Joseph. Rick laughed again. "It's not funny!" said Joseph, "How would you feel if I laughed every time you missed the basket?"

"That would be o.k. with me," said Rick, "I like playing basketball with you because you make me laugh." "Really?" asked Joseph.

"Yes, you're cool," responded Rick. "Now, for my last shot," began Rick. "How are we going to get the ball down?" asked Joseph. "Just watch," said Rick as he took off his shoe and threw it toward the goal. The shoe went through the net and knocked the basketball out at the same time. "*E.*" said Rick. Joseph laughed, "That doesn't count; that was a shoe, not a ball." "See, now you're laughing at me," said Rick. "Friends?" asked Rick. "Friends," said Joseph.

Choose the sentence that best summarizes the story.

1. ○ Joseph has an anger problem.
2. ○ Joseph and Rick play basketball.
3. ○ Two boys play a game that ends their friendship.
4. ◉ Two boys playing basketball learn about friendship.

Use#D53242

All but one of these sentences are supporting sentences. Find the topic sentence.

1. ○ Large earthquakes often cause uncontrollable fires.
2. ○ Earthquakes can cause severe floods.
3. ◉ Earthquakes can be extremely dangerous and cause great devastation.
4. ○ An earthquake in Guatemala left over 25,000 people dead.

Hard

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	**Cluster: Key Ideas and Details**	**Grade: 5**	**Standard #: 2**
Standard: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
Type: _____ Knowledge ___X___ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the theme of a: • story • drama • poem using details in the text Summarize text	Explain how characters in a story or drama respond to challenges Explain how the speaker in a poem reflects upon a topic Summarize the key ideas and details of a: • story • drama • poem including how characters respond to challenges or how the speaker in a poem reflects upon a topic		

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Reading: Literature

RL.5.2 Theme/ Summarize

- **Moderate**

Use#D106659

Read the passage.

The Eagle, The Cat and the Wild Sow

AN EAGLE made her nest at the top of a large oak; a Cat, having found a hidden hole, moved into the middle of the trunk. A Wild Sow, with her young, took shelter in a hollow at its foot. The Cat decided to kill this family of Sows. To carry out her plan, she climbed to the nest of the Eagle, and said, "Destruction is coming for you, and for me too. The Wild Sow, whom you see daily digging up the earth, wishes to uproot the oak, so she may on its fall have our families as food for her young." Having scared the Eagle out of her senses, The Cat crept down to the cave of the Sow, and said, "Your children are in great danger; for as soon as you go out with your litter to find food, the Eagle is prepared to grab one of your little pigs." Having these fears, the Sow went and pretended to hide herself in the hollow of the tree. When night came The Cat went out, quietly, and got food for herself and her kittens, but pretending to not be afraid, she kept a lookout all through the day. Meanwhile, the Eagle, full of fear of the Sow, sat still on the branches, and the Sow, terrified by the Eagle, did not dare to go out from her cave. And they both, along with their families, died from hunger. This left plenty of food for the Cat and her kittens.

Which is a good paraphrase of this passage?

1. **A Cat was looking for a place for her and her kittens to live. She found a place in a tree truck. Soon she learned that she was not the only one living in the tree. She became concerned with this and managed to trick the other animals living in the tree to leave her and her kittens alone.**
2. **A Cat and her kittens were looking for a place to live. She found a place in a tree. She learned others were also living in this tree and decided to ask them to join her. They all lived together and helped each other out.**
3. **A Cat and her kittens were looking for a place to live. They found a home in a tree. The tree soon showed to be too dangerous for them and they moved to another place to live.**
4. **The Cat and her kittens were looking for a place to live. They decided to live in the truck of a tree. They learned that no other animals lived in that tree and decided to stay there forever.**

Use#D60754

Teacher reads aloud

"The Bundle of Sticks" by Aesop

An old man called his sons to give them some advice. He held out a bundle of sticks and said to his oldest son, "Break it." The son tried and tried but could not break the sticks. The other sons also tried. None of them could break the sticks. "Untie the bundle," said the father. "Each of you take one stick." The old man said, "Now, break," and each stick broke. "You see my meaning," said their father.

After listening to this passage, which of the following most closely paraphrases the story?

1. A father used a bundle of sticks to teach his boys a lesson that there is strength in numbers. They could not break the sticks while they were bundled together. However, when they untied the bundle, they could break each one.
2. A father and his sons had some sticks they could not break while they were bundled together. The father wanted to see how strong the boys were so he had them try, but they were too weak to break them without untying them.
3. Sticks should not be tied together because you could hurt yourself trying to break them. If you have sticks, you should untie them to break them.
4. Sticks are fun to break. If you are strong, you can break a bundle tied together. If you are not strong, you have to untie them to break them.

Use#D93581

A great artist made a copy of a bouquet that looked and smelled like real flowers. The artist tested the king by giving him flowers and the copy. The king could not tell the difference until a bee came by and landed on the real flowers.

What is the main idea of the passage?

1. a smart bee
2. a great artist
3. a test of a king

- Hard

Use#D105015

Dolphins have an extraordinary sixth sense called echolocation that helps them find objects in the water. Seeing things in the water is very difficult, not only

because the sunlight barely penatrates the surface, but because water itself changes the appearance of objects. For this reason, dolphins have developed the ability to use sound to locate objects. This sense is what we refer to as echolocation.

Water is more dense than air. When light moves from one medium to another with a different density, is slows down and actually bends. Have you ever tried to pick up a penny in the bottom of a fountain? The penny wasn't actually where it looked like it should be, which was the result of light being bent. Objects also appear closer in the water than they really are. Another optical illusion of light moving through water.

Echolocation happens when dolphins send out sounds, like a moan, click, or a whistle. The sounds travel through the water, bounce off of an object, and then return to the dolphin. These objects might be a tiny fish, coral, or a large predator. The dolphin knows how to read the echos that return and can tell what the size, shape, and distance of the object is that the sound hit. This is possible due to a small, fluid filled area of the brain that interprets these returning vibrations of sound.

In a way, dolphins have two sets of eyes. They can see very well in the water, but they can "see" much farther with their ears. Dolphins are not the only mammals with this extraordinary sixth sense. Can you guess what other animal uses echolocation?

What is implied at the end of the passage?

1. ○ A dolphin's sound is unique and only recognized by the mammal that made the sound.
2. ○ Dolphins cancel each other out when their sounds cross.
3. ○ The dolphin's sound would be heard by other mammals with the same ability.
4. ◉ Dolphins are not the only aquatic animals that use echolocation.

Use#D104997

Volleyball is an enjoyable sport that promotes teamwork. It can be played indoors or outdoors and requires only a volleyball, net, and players. For those interested in learning how to play volleyball, this essay is for you.

Volleyball consists of two teams with six players on each team. Each team stands on opposing sides of a net, which is positioned in the center of a marked off rectangle. *The net should be hung 2.5 meters high, between two poles.*Three of a team's players stand at the front of the net and three at the back. Both teams face the net.

Volleyball is played to 25 points. The team in the lead must win by 2 points. One point is scored when a team wins a rally. *A rally happens every time the ball is*

served. If a team reaches 25, but is only winning by 1 point, play will continue until one of the teams wins by 2 points.

Here is how to win a rally, or score a point. A team can score if the opposing side fails to return the served ball. A score can also be made if the opposing team hits the ball out of bounds. Finally, a point can be scored if the opposing team hits the ball more than three times or allows the ball to hit the ground.

Other rules to keep in mind while playing volleyball are, first, each team can only hit the ball a maximum of three times. Second, the same player CANNOT hit the ball consecutively. Lastly, the ball must be hit with the player's hands, wrists, or forearms.

Volleyball is a team sport and requires that players work together to keep the ball in the air and return it over the net. It is an enjoyable sport that does not require any necessary skill or training to play. People of all ages can enjoy playing volleyball. Hopefully this essay has taught you the basics about how to play volleyball and sparked your interest so that you'll go out and try.

What can be implied from the information given in the fifth paragraph of the expository above?

1. ○ If these rules are broken, the other team gets the ball.
2. ○ If these rules are broken, the other team automatically wins.
3. ○ If these rules are broken, a new game has to be started.
4. ◉ If these rules are broken, the other team gets the point.

☐ Use#D104763

When authors write stories, they have a tendency to write using the same theme and some of the same characters.

Why do you think this is true?

1. ○ because they do not know anybody else
2. ○ because they are told what to do
3. ○ because they are too scared to write anything different
4. ◉ because they write about what they know best and are interested in

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 7	Standard #: 2
Standard: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
Type: _____ Knowledge ____X____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize theme and central idea Identify supporting details Development an objective summary	Determine a theme or central idea of a text Analyze the development of a theme or central idea over the course of a text Provide an objective summary of a text		

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Use#D93747

- **Moderate**

Use#D380

Read the following passage:
Mountains are formed in many ways. Dome mountains are formed when pressure from melted rock pushes up at the ground. Over thousands of years this pressure makes a mountain. Fault block mountains form when faults, or cracks, in earth's surface force some rocks up. This is how the Rocky Mountains in North America were formed. Another type of mountain is a fold mountain. Fold mountains occur when two of earth's land masses collide forcing rocks up along the edges. No matter how mountains form, the process takes a very long time.

This passage mainly describes:

1. **how earth's plates move**
2. **the ways that mountains are formed**
3. **that it takes a long time to make a mountain**
4. **how fold mountains are formed**

Use#D1050

Kudzu: The Vine That Ate the South

Kudzu is not a native southern plant. It actually came from Japan. It was introduced to the United States in 1876 at the Centennial Exposition in Philadelphia, Pennsylvania. The large leaves and fragrant blossoms of the kudzu plant attracted American gardeners who first used it for ornamental purposes. By the 1920s it was being used to feed cattle and other livestock.

The climate in the southeastern part of the United States is perfect for kudzu. During the summer the vines can grow as much as a foot per day and average sixty feet every year. These vines climb power poles, trees, buildings, and anything else they come into contact with. This feature was what initially led the Soil Conversation Service to use kudzu for soil erosion. It was during the Great Depression of the 1930s, that the Civilian Conservation Corps planted kudzu all over the south.

Unfortunately, kudzu grew too well and began killing trees by smothering them. Once a tree has been blanketed by kudzu, little light can penetrate, and the trees

die from lack of sunlight. Over the years many valuable forests have been destroyed.

By 1953, the United States government stopped promoting the use of kudzu and instead began searching for ways to control its growth. Kudzu has no natural enemies in the United States, so the U.S. Forest Service began searching for methods to control it. Many herbicides were used on kudzu, but most had very little effect on its growth. Kudzu which has been established for at least ten years presents even greater problems for eradication. Today southerners continue to struggle with the rampant growth of the kudzu vine, and many refer to it as "the vine that ate the South."

What is the main idea of this passage?

1. (•) Although kudzu has many uses, its uncontrolled growth has become a major problem.
2. ( ) At one time the United States government promoted the use of kudzu.
3. ( ) Kudzu is an ornamental plant.
4. ( ) Kudzu is used to feed animals in the south.

[ ] Use#D55991

Vitamin D is an important vitamin that we all need. However, it can also be poisonous in huge amounts. Some early Arctic explorers suffered from Vitamin D poisoning.

In the Arctic, explorers often ate large amounts of animal fat. The fat is high in calories. These calories were necessary to maintain body heat in extremely cold environments.

Vitamin D was stored in body fat. By eating more fat than other foods, explorers were gradually poisoning themselves. Since it was stored in fat, Vitamin D would build up in the bodies of the explorers until it reached a toxic level. Several explorers were killed, not by the Arctic dangers but by the food they ate.

What would be a good topic sentence for this passage?

1. ( ) Vitamin D is a fat soluble vitamin.
2. (•) Vitamin D is both necessary and harmful.
3. ( ) Early Arctic explorers faced many hardships.
4. ( ) In the past, people often died while exploring.

- Hard

Use#D109014

Nature is for the Birds

Most people love to go camping, but not Isabella. No, Isabella, who was thirteen, had more important things to worry about, like her long, blond hair, talking to her friends on the phone, and shopping. That's why she was so surprised when her parents informed her that this weekend they were taking her camping. "Camping!" she screamed, "But we don't even own an RV!"

"You're right," her father answered, "that's why we are using a tent."

Three days later Isabella found herself sulking in the back of her parent's car as they drove toward Yellowstone National Park. She couldn't even call her friends to complain because her parents had also made it a "technology free" weekend.

When they arrived at their camping spot, Isabella just sat in protest on a rock refusing to help her parents assemble the tent. "What smells like pine and rotten leaves?" Isabella asked.

"Mother nature," her mom responded with a grin.

A little while later, a tall girl, sporting hiking boots, with long blond hair like Isabella, walked over to their tent. She said her name was Annie and that she was camping with her parents a quarter of a mile away. She asked if Isabella wanted to go on a short hike with her. "I don't do nature," Isabella spat. But Isabella's mother had insisted she go with Annie.

The two girls walked in silence for a while before Annie started to ask Isabella questions to break the ice. Trying her best not to trip over rocks and tree limbs, Isabella told Annie about her school in the city, being on the cheerleading team, and that she liked to read. "Me too, " shouted Annie, enthusiastic that finally she had something in common with this girl that her parents had insisted she invite for a hike.

Annie then told Isabella how she lived on a farm in Nebraska and that this trip to Yellowstone had been a life-long dream for her.

In the distance, the girls heard a faint babbling that reminded Isabella of the water her mom boiled on the stove for pasta. They trekked in the direction of the noise and found a beautiful little stream in a clearing. Each of them sat on a rock to rest and they continued to talk. Annie talked mostly about the soccer team she played goalie for, helping her parents plant the crops on the farm, and books. Books, Isabella decided, was the one and only thing they had in common, but Isabella did like the way Annie described the beauty of Yellowstone. It was the first time Isabella had bothered to stop and take a look around at all the gorgeous scenery. Annie had already been there a week and was going to go home soon. "The wildflowers" she suggested, "look like dots of color on a green canvas from far away, while the steady breeze at night feels like a warm blanket."

Suddenly Isabella heard a rattling noise from the bushes in the corner. She jumped to her feet and screamed, "What is that?"

"I don't know, but it could be a snake," Annie warned. Isabella wanted to run as fast as she could back to camp, but Annie informed her that if it was animal, it would chase Isabella down before she could get away. Annie started to inch toward the bush to see what was making the noise.

"What are you doing?" Isabella whispered. "Get back over here. If it is a snake you'll be bitten." The girls finally agreed to get off the ground by standing on the rocks where they had been sitting.

As they climbed up on the rocks to avoid the unseen snake, a fowl smell suddenly clouded the area where they were sitting. "Yuck, what is that horrible odor that smells like decomposing garbage?" Isabella asked.

"I'm not sure, but it smells worse than the cow manure back home." Annie replied. Just then a black and white skunk strolled out from behind the bush, took a look at the girls on their rocks, and then strolled off down the stream.

Relieved that they weren't in any more danger, the girls decided to head back to camp. Annie was glad Isabella had stopped her from creeping into the bush because she would have gotten sprayed for sure. Isabella was glad Annie had invited her to go for a hike and told her more about Yellowstone. Now she wasn't so miserable anymore and was even looking forward to some sightseeing.

Read the story and answer the question.

Which of the following best describes the theme of the story?

1. everyone should love nature and respect wildlife
2. nature can be scary for some people without a lot of experience
3. we can learn valuable lessons from the people around us
4. fear should never keep you from trying new things

Use#D107917

Choctaw Chief Pushmataha
Response to Chief Tecumseh on War Against the Americans

Halt! Tecumseh, listen to me. You have come here, as you have often gone elsewhere, with a purpose to involve peaceful people in unnecessary trouble with their neighbors. Our people have no undo friction with the whites. Why? Because we have had no leaders stirring up strife to serve their selfish personal

ambitions.

You heard me say our people are a peaceful people. They make their way not by ravages upon their neighbor, but by honest toil. In that regard they have nothing in common with you. I know your history well. You are a disturber! You have ever been a trouble-maker. When you have found yourself unable to pick a quarrel with the white man, you have stirred up strife between different tribes of your own race.

Not only that! You are a monarch, an unyielding tyrant within your own domain; every Shawnee, man, woman, and child must bow in submission to your imperious will. The Choctaws and Chickasaws have no monarchs. Their chieftains do not undertake the mastery of their people, but rather are they the people's servants, elected to serve the will of the majority. The majority has spoken on this question, and it has spoken against your contention. Their decision has, therefore, become the law of the Choctaws and Chickasaws, and Pushmataha will see that the will of the majority, so recently expressed, is rightly carried out to the letter.

If, after this decision, any Choctaw should be so foolish as to follow your imprudent advice and enlist to fight against the Americans, thereby abandoning his own people and turning against the decision of his own council, Pushmataha will see that proper punishment is meted out to him, which is death.

You have made your choice; you have elected to fight with the British. The Americans have been our friends and we shall stand by them. We will furnish you safe conduct to the boundaries of this Nation, as properly befits the dignity of your office.

Farewell, Tecumseh. You will see Pushmataha no more until we meet on the fateful warpath.

Which part of Chief Pushmataha's speech best states the overall theme?

1. ○ "You have made your choice; you have elected to fight with the British."
2. ◉ "Pushmataha will see that the will of the majority, ... is rightly carried out to the letter."
3. ○ "The Choctaws and Chickasaws have no monarchs."
4. ○ "You have ever been a trouble-maker."

Use#D67282

What common theme runs through all of the following sentences?

Dinosaurs disappeared millions of years ago and have never been seen alive by man. The Carolina parakeet could be seen in the thousands by the early settlers in

America but were killed off by hunters for food and feathers.
A mere 100 years after Europeans made contact with dodo birds on Mauritius in the 16th century, the only dodo that existed was a stuffed one in the Oxford University Museum of Natural History.

1. ○ ancient animals
2. ◉ extinct animals
3. ○ man's destructive nature
4. ○ history of the Earth

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English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the keys supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 8	Standard #: 2
Standard: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
Type: _____ Knowledge _____X____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Understand theme and central idea of a text Know the literary elements (characters, setting, plot) Objectively summarize a text	Analyze the development of a theme or central idea over the course of a text Analyze its relationship to the literary elements over the course of a text Provide an objective summary of the text		

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Reading: Literature

RL.8.2 Theme/ Summarize

- **Moderate**

Use#D79806

Classical and contemporary literature are different because _____.

1. **classical literature deals with themes of timelessness, but contemporary literature deals with themes of a more modern nature**
2. **classical literature deals with themes specific to the characters, but contemporary literature deals with themes specific to the settings**
3. **contemporary literature deals with themes of timelessness, but classical literature deals with themes of a more modern nature**
4. **contemporary literature deals with themes specific to the characters, but classical literature deals with themes specific to the settings**

Use#D80111

Read the two passages. Then answer the question below.

Plot Summary of *Beowulf*, Author Unknown

The epic poem *Beowulf* begins in Denmark, where an evil monster, Grendel, is terrorizing the kingdom of King Hrothgar. Grendel breaks into the castle every night and eats as many men as he can. Beowulf, a noble and courageous warrior from Geatland, has heard of King Hrothgar's troubles and sets sail for Denmark to fight Grendel. Hrothgar is pleased that Beowulf has come and hopes that the great Geat warrior can live up to his reputation.

That night, when Grendel comes to the castle, Beowulf meets him and a fight ensues. Beowulf, using no weapon against Grendel, rips off Grendel's arm. Grendel escapes and returns to his underwater lair, where he dies. Hrothgar hangs Grendel's arm in the battlehall to show Beowulf's bravery.

Grendel's mother is furious so she comes to the castle, eats one of the men, and leaves with her son's arm. Hrothgar asks Beowulf to help them again. Beowulf and his men go to the lake where Grendel's mother lives. He jumps into the lake wearing his full armor and carrying a huge sword. Beowulf finds Grendel's mother and they fight, but Grendel's mother cannot harm Beowulf through the armor. Beowulf's sword is useless against Grendel's mother. In her underwater battlehall, they continue to fight until Beowulf takes a giant, magic sword off the wall. He cuts off her head, killing her.

Hrothgar rewards him with gold; then Beowulf and his men go back to Geatland and King Higlac. As a show of loyalty, Beowulf gives his King all the treasure and great weapons he received. Higlac rewards him with a great sword.

After the deaths of Higlac and his sons in battle, Beowulf becomes King of Geatland. After he has ruled many years, a runaway slave finds a hidden tower in Geatland. An evil dragon lives in the tower and guards a golden treasure. The slave steals a golden cup from the tower, enraging the dragon. The next night the dragon burns down villages, people, and Beowulf's castle.

Beowulf vows to kill the dragon. They fight, but Beowulf struggles because he is old. The dragon is melting his weapons and burning up Beowulf. With the last of his strength, Beowulf kills the dragon with his sword. However, the dragon's poisonous venom kills Beowulf.

Beowulf's ashes are buried in the Dragon's tower, where the treasure is left forevermore. The tower is renamed Beowulf's Tower, so that all may know of the brave Beowulf.

The Storm

Dark, ominous clouds rolled across the sky behind the boy. Thunder rumbled overhead. The boy pedaled faster and faster, racing his bike against the storm, willing the bike to lunge ahead. He had never seen the sky so dark in the daytime. As he crossed the old rickety bridge, he looked back over his shoulder at the menacing sky and silently said a prayer for safety.

Still almost a mile from home, he was at least in familiar territory. Old man Thompson's barn was coming up fast, and he thought for a moment that he could ride his bike up to it and run inside. It would protect him from the rain, he thought. But as it came closer into view, the wooden sides seemed to swell under the strain of the whipping winds. A loose corner of the rusty roof banged and slammed against the rafters. He rode on past, not knowing whether Thompson's barn would withstand the storm.

The clouds were closer now, and lightning clawed across the darkness. He wanted to call his mom, to hear her voice. Even though his cell phone was in his pocket, he knew he couldn't call. There was no time to waste. If he stopped just long enough to dial the number, the storm would envelop him. On he pedaled, his legs making furious circles, finding strength from somewhere deep within.

Down the next hill he picked up speed and edged just a bit further ahead of the storm. The wind was whooshing around him, pushing him forward. His hands gripped the handlebars so tightly that he'd lost feeling in them. He was in a racer's stance, the seat of his pants raised off the bike seat, but his chest crouched low near the handlebars. The wind died down for a moment, and he could hear the pelt of raindrops beating against the pavement a few yards behind him.

Up ahead was a curve—the last curve—before he would see his mother's house. He crouched lower, streamlining his body as much as he could, and he pumped the pedals like a madman. He felt a drop of rain on his cheek and saw another streak of lightning dart across the sky. Soon he was around the curve, and there it was, his mother's house just ahead on the left. The lights of the porch beckoned him out of the darkness. The silhouette of a figure stood in the doorway, looking toward him. His mother stepped out onto the porch, the wind slamming the screen door behind her.

In an instant she saw him, outrunning the storm. She ran to storm shelter buried in the yard and threw open the shelter door. He raced up the driveway, losing time in the gravel. His mother stood waiting by the shelter door. "Hurry," she shouted, but her voice was lost in the flurry of leaves blowing across the yard. The boy felt another raindrop, this one on his neck. In one desperate motion, he leapt from his bicycle and into the open shelter doorway. The mother struggled to pull the door closed. The latch tumbled just as fists of heavy rain beat against the door.

Which of the following is a theme in *Beowulf* but NOT in "The Storm"?

1. ◉ man versus beast
2. ○ love conquers all
3. ○ courage in the face of danger
4. ○ the comfort and safety of home

☐ Use#D57042

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

The poem, "If I Can Stop One Heart from Breaking" by Emily Dickinson, would most likely remind the reader of which of the following?

1. ○ a science chapter, "The Heart and its Function"
2. ○ a short story, "The Tell-Tale Heart"
3. ○ a medical report, "Your Heart and Your Body"
4. ◉ a song, "How Can We Help Others?"

- Hard

Use#D79976

Read the two passages. Then answer the question below.

Cinderella

Cinderella is a young woman living with her stepmother and stepsisters. She works as a servant for them, cooking and cleaning all day. The stepsisters are very mean to her.

The Prince of the village sends out invitations to a ball, and Cinderella begs to go. She longs to get out of her rags and become something beautiful, but her stepmother will not let her. When the night of the ball arrives, the sisters and mother leave without Cinderella, who is left at home to scrub the floors. She cries and wishes she could attend. At that moment, her Fairy Godmother appears and uses her magic so that Cinderella can go to the ball. The Fairy Godmother gives Cinderella a beautiful dress, glass slippers, and a carriage. She also tells Cinderella that this magic spell will only last until midnight.

Cinderella goes to the ball, and while she is there the Prince notices her. The two dance all night, until Cinderella hears the clock chime at midnight. She hurries off, leaving her slipper in her haste. The Prince, desperate to find Cinderella, sends his assistant to all the women of the village to find the owner of the slipper.

The assistant eventually visits the home of Cinderella. He tries the slipper on the stepsisters, and the shoe does not fit. Cinderella, in her usual rags, then tries on the shoe, and it fits perfectly. Almost magically, Cinderella marries her Prince Charming and lives happily ever after.

Prepare for Take-Off

Mrs. Ring sat in the living room folding clothes. The house was empty and quiet. There was no television on. The radio was silent. She grabbed one of the towels and held it up to the light. She could see right through it. She thought about the man at the grocery store this morning that had told her she could no longer charge her food. She had had to leave most of it at the register because she had only five dollars in her purse, and the clerk had not been pleasant. She had felt her face redden as the clerk reminded her that the last time the store had been paid was over two months ago, which happened to be about the time that her husband had lost his job. Mrs. Ring picked up another threadbare towel. A small sigh escaped and broke the silence.

Just then, Celia burst through the front door. "Mom, guess what! One of the teachers at school is going to Europe on spring break, and she's taking students who want to go." Mrs. Ring stopped to look at her daughter. Tears welled up in Mrs. Ring's eyes as she saw the excitement in Celia's face. "Isn't that great, Mom? I can go to Europe! We're going to Paris and Rome, and we'll be gone the whole week. I can go, right, Mom?"

Mrs. Ring looked at her daughter and sighed again. "How much will this cost, Celia?" she asked.

"Here's the paper that explains the trip," Celia responded, handing her mother the sheet she had picked up at school.

Mrs. Ring scanned the paper, her eyes stopping at the number halfway down. "I'm sorry, Celia. I wish you could go, but there's no way that we can afford something like this." She handed the paper back to her daughter.

"That's it?" Celia asked. "No discussion? Can't you at least think about it?" she pleaded.

"Thinking about it isn't going to put any more money into our bank account. I am sorry, Celia, but it just isn't possible. There's no money for this."

"What if I earn the money? I can get a job. I'll save the money and pay for it myself."

Mrs. Ring thought about it for a moment. "I'll talk to your father about it tonight. We'll see what he thinks."

Later that evening the three of them talked about the trip. Celia pleaded with her parents, telling them that she wanted to do more with her life than stay in the small town in which they live. By the end of the conversation, her father agreed to let her go but only if she could pay for it herself.

Celia got some paper and a pencil out of the desk drawer and started figuring. She divided the cost of the trip by the number of months left until the trip. Then she figured how many hours she would have to work each week to make that much money. She made a list of all the places around town that would hire teenagers. Tomorrow she would start putting in applications for jobs.

By the end of the week she had a job working evenings and weekends in a café downtown. It was tough for her to keep up with her schoolwork while working a part-time job, but she didn't mind. She liked watching her savings account balance grow each time she deposited her paycheck into the bank.

By spring break, Celia had paid for the trip and had several hundred dollars left over, which she planned to use to buy souvenirs. At the airport when Celia and the group were about to depart, Celia gave her mother a hug and slipped something into her hand. "Take this, Mom. I want you to have it." Mrs. Ring looked at the hundred dollar bill she was now holding. She looked at her daughter and tried to give the money back, but Celia shook her head. "I have more than enough, Mom. I want you to have it." Celia gave her mom another hug and turned toward the gate.

Which of the following is a theme of "Prepare for Take-Off" but NOT of "Cinderella"?

1. A woman's destiny is determined by fate and the whims of others.

2. ◉ Women have the power to control their own destinies.
3. ○ People should rely on magic to reach their dreams.
4. ○ People often aspire to rise above their meager beginnings.

☐ Use#D87413

"A Poison Tree" by William Blake

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I watered it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole.
When the night had veiled the pole;
In the morning, glad I see
My foe outstretched beneath the tree.

from "Strange Meeting" by Wilfred Owen

It seemed that out of battle I escaped
Down some profound dull tunnel, long since scooped
Through granites which titanic wars had groined.

Yet also there encumbered sleepers groaned,
Too fast in thought or death to be bestirred.
Then, as I probed them, one sprang up, and stared
With piteous recognition in fixed eyes,
Lifting distressful hands, as if to bless.
And by his smile, I knew that sullen hall,
By his dead smile I knew we stood in Hell.

With a thousand pains that vision's face was grained;
Yet no blood reached there from the upper ground,
And no guns thumped, or down the flues made moan.
'Strange friend,' I said, 'here is no cause to mourn.'
'None,' said that other, 'save the undone years,
The hopelessness. Whatever hope is yours,
Was my life also...

For by my glee might many men have laughed,
And of my weeping something had been left,
Which must die now. I mean the truth untold,
The pity of war, the pity war distilled.
Courage was mine, and I had mystery,
Wisdom was mine, and I had mastery...

I am the enemy you killed, my friend.
I knew you in this dark: for so you frowned
Yesterday through me as you jabbed and killed.
I parried; but my hands were loath and cold.
Let us sleep now...'

In both poems, the speaker is responsible for causing another person's death. Which choice best explains the difference in the speakers' attitudes toward what they have done?

1. In "A Poison Tree," the speaker expresses regret for his actions; in "Strange Meeting," the speaker tries to justify what he has done.
2. In "A Poison Tree," the speaker shows no sympathy for his enemy; in "Strange Meeting," the speaker seems to identify with his enemy.
3. In "A Poison Tree," the speaker kills his enemy because they are on opposite sides in battle; in "Strange Meeting," the speaker kills his enemy for personal reasons.
4. In "A Poison Tree," the speaker kills an unknown person; in "Strange Meeting," the speaker kills a person whom he knows.

Use#D55228

Robert E. Lee was offered the leadership of both the Union and the Confederate armies at the beginning of the Civil War. He had spent his military career serving in the United States Army and felt very loyal to the U. S. Army. At the same time, he saw himself as a Virginian first. General Lee resigned his commission in the U. S. Army and led the Confederate Army of Northern Virginia.

What were the similarities between Lee's attitude toward both the Union and the Confederacy?

1. Lee disliked both.
2. Lee refused to serve in either army.
3. Lee wanted to serve in both armies.

4. Lee felt loyalty toward both sides.

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English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	**Cluster: Key Ideas and Details**	**Grade: 9-10**	**Standard #: 2**
Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the central idea or theme within a text Identify specific details that support the development of a theme or central idea as it: • emerges • is shaped • is refined Provide an objective summary	Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas or themes with specific details Formulate an objective summary that includes how the central idea: • emerges • is shaped • Is refined by specific details		

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9th

When life throws lemons at you, I say, "Make lemonade!" Stop that whining about the home repair you must undertake and the income taxes that you have to pay, and instead be grateful that you have a home and that you have a job. When an unexpected disaster occurs, it's okay to take a little time to absorb the shock, but don't wallow in grief and self-pity for days. Pick yourself up, see what can be done to make the best of the situation, and try to put a smile on your face. While you can't correct every problem you encounter, you *can* modify your own attitude and choose to be positive and upbeat.

Which of the following best describes the main theme of this passage?

1. Never put off until tomorrow what you can do today.
2. Justice is not for the faint of heart.
3. When gray clouds threaten, put on a happy face.
4. A smiling face often hides a sad heart.

Use#D76809

In the United States, there are about 750 motor vehicles for every 1,000 people. It is no wonder that the U.S. has seen higher rates of lung cancer, respiratory problems, acid rain, and smog since the introduction of the car. And these problems are becoming worse every year. Over half of American citizens live in areas where the air quality fails to meet federal standards at least a few days per year. Areas with high automotive traffic have high levels of ground-level ozone, a pollutant that irritates the throat and lungs. Lead, another harmful pollutant, is released into the air when gasoline is burned. People who live in cities with dirty air have shorter life expectancies and suffer more health problems due to pollution exposure.

Which choice identifies the implied main idea of the paragraph above?

1. Americans have been slow to embrace hybrid cars and other pollution-reducing technology.
2. Ozone and lead are the two most harmful air pollutants in America.
3. The large amount of air pollution from automobiles is hurting Americans' health.
4. Because of the pollution they create, cars should be outlawed in the United States.

Use#D76822

from Memoir, Correspondence, and Miscellanies, from the Papers of Thomas Jefferson

edited by Thomas Jefferson Randolph

In 1769, I became a member of the legislature by the choice of the county in which I live, and so continued until it was closed by the Revolution. I made one effort in that body for the permission of the emancipation of slaves, which was rejected: and indeed, during the regal government, nothing liberal could expect success. Our minds were circumscribed within narrow limits, by an habitual belief that it was our duty to be subordinate to the mother country in all matters of government, to direct all our labors in subservience to her interests, and even to observe a bigoted intolerance for all religions but hers. The difficulties with our representatives were of habit and despair, not of reflection and

conviction. Experience soon proved that they could bring their minds to rights, on the first summons of their attention. But the King's Council, which acted as another house of legislature, held their places at will, and were in most humble obedience to that will: the Governor too, who had a negative on our laws, held by the same tenure, and with still greater devotedness to it: and, last of all, the Royal negative closed the last door to every hope of melioration.

In the passage above, Jefferson says that "the Royal negative closed the last door to every hope of melioration." In other words, _____.

1. the king was difficult to persuade
2. it was impossible to obtain a personal audience with the king
3. the king had the power to deny the legislature's wishes
4. it was hard to deal with the king because of his poor attitude

- Hard

Use#D78915

"SUPPOSE"
Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?
And wouldn't it be better far
To treat it as a joke,
And say you're glad 'twas Dolly's
And not your head that broke?

Suppose you're dressed for walking,
And the rain comes pouring down,
Will it clear off any sooner
Because you scold and frown?
And wouldn't it be nicer
For you to smile than pout,
And so make sunshine in the house
When there is none without?

Suppose your task, my little man,
Is very hard to get,
Will it make it any easier

For you to sit and fret?
And wouldn't it be wiser
Than waiting like a dunce,
To go to work in earnest,
And learn the thing at once?

by Alice Cary from Beacon Second Reader, 1914

Which of the following best describes the main theme of this poem?

1. Both children and adults are faced with daily challenges and setbacks.
2. When a problem arises, be positive, because complaining won't solve anything.
3. Some toys are very fragile and must be handled with great care.
4. No one likes children who whine and cry when they don't get to play outside.

Use#D76531

A candle sputters at the home
Of the ailing Hector James.

Somber family members weep
As the cat yowls to be fed.

The mournful moans inside are matched
By the lowing cow's complaint.

Hector's breath comes slow and scarce
While his crops ripen on the vine.

Hector's chest is flat and still.
The candle sputters out.

The mantel clock, in even tones,
Ticks on and on and on.

Hector's breath comes slow and scarce
While his crops ripen on the vine.

Hector's chest is flat and still.
The candle sputters out.

What choice below best paraphrases this excerpt from the poem?

0. Hector never did understand that you have to harvest crops when they're ripe, and not a moment before. That's why he never succeeded as a farmer, and probably contributed to his poverty and eventual death.
1. Outside, Hector's fruits and vegetables will soon need to be picked, but inside, Hector's respiration is becoming uneven. Finally, he stops breathing, and the candle stops burning as well.

2. Hector is breathing hard after running through his fields of grapes and pumpkins. He has a heart attack and blows out the candle with his last breath, leaving a huge crop that must be harvested.

3. Hector is sick and struggles to breathe. The smoke from the candle makes him cough, and finally he makes a family member understand that he wants the candle blown out.

Use#D76819

from A Tale of Two Cities

by Charles Dickens

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way--in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

There were a king with a large jaw and a queen with a plain face on the throne of England; there were a king with a large jaw and a queen with a fair face on the throne of France. In both countries it was clearer than crystal to the lords of the State preserves of loaves and fishes that things in general were settled for ever. ...

France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness down hill, making paper money and spending it. Under the guidance of her Christian pastors, she entertained herself, besides, with such humane achievements as sentencing a youth to have his hands cut off, his tongue torn out with pincers, and his body burned alive, because he had not kneeled down in the rain to do honour to a dirty procession of monks which passed within his view, at a distance of some fifty or sixty yards. It is likely enough that, rooted in the woods of France and Norway, there were growing trees, when that sufferer was put to death, already marked by the Woodman, Fate, to come down and be sawn into boards, to make a certain movable framework with a sack and a knife in it, terrible in history. It is likely enough that in the rough outhouses of some tillers of the heavy lands adjacent to Paris, there were sheltered from the weather that very day, rude carts, bespattered with rustic mire, snuffed about by pigs, and roosted in by poultry, which the Farmer, Death, had already set apart to be his tumbrils of the Revolution. But that Woodman and that Farmer, though they work unceasingly, work silently, and no one heard them as they went about with muffled tread: the rather, forasmuch as to entertain any suspicion that they were awake, was to be atheistical and traitorous.

Which choice gives the best paraphrase of the passage above?

0. It was a good time for most people, and an even better time for the royalty of England and France.

1. It was a time of contradictions, with major and violent changes coming in the future.

2. France was covered with thick forests, which would be chopped down during the French Revolution.

3. Most people are both wise and foolish, and the people of Revolutionary France were no different.

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10th

Reading: Literature

RL.9-10.2 Central Idea

- **Moderate**

Use#D1201

What Is It About Those Jeans?

For the epitome of jeans, women will spend whatever it takes.
We look for the highest quality and trendiest makes.
We seek to find the smoothest, most perfect fitting pair of jeans.
And, of course, those that assist in the search for the look called lean.

Jeans have become an integral part of our everyday lives.
We wear them through work, vacations, and all kinds of strife.
Some consumers even pay up to $260 to acquire the perfect pair.
And often the salesperson states that they give us a certain kind of flair.

What, we ask only to ourselves, could make jeans cost so much?
Of course, then we have to buy new tops, shoes, jewelry, and such.
Producers tell us the price is because of the hand-made attention to detail.
But how do we feel comfortable when some are already torn before the sell?

We are told that we receive tremendous style, design, and quality of cut.
Indeed, as on TV, the right jeans can contribute to a certain kind of strut,
And even we can aspire to the fashion status of acquiring such a style.
For every savvy shopper wants to think she can shine for awhile.

The advertiser explains the costs by describing the use of the highest quality yarn.
These items are not the apparel that customers aspire to don for chores in the barn.
The yarn must be dyed into many distinctive black and blued shades,
And transformed into a multitude of fabrics to contribute to the latest craze.

This fascination with jeans is showing no significant trend of slowing;
As a matter of fact, clues have determined that the demand is constantly growing.
We see extremely low cut, medium high cut, and waistline fitting styles.
And men, women, and children wear them as we travel many miles.

Some fashion experts make predictions that the price can reach eight hundred dollars.
And the buyers will range from every class of worker, including the scholars.
How can we explain the comfortable, fun-loving feeling of wearing the perfect pair of jeans?
Possibly that phenomenon is connected to our constant search of self-esteem.

The final question is, "What is it about those jeans?"
Consumers have to contemplate if they will continue to have the means,
To purchase the form fitting, hand-detailed, sometimes torn, most sought after apparel.
Perhaps we need to locate some other emotionally tied trend that makes us feel that all is well.

Possibly the celebrities that appear to set the fashion trends,
Will at some point attach themselves to other more serious ends.
Alternatively, maybe, the everyday consumers will say, "No more, that is enough."
"Keeping up with the rich and famous has become too rough!"

One theme of the poem is _____.

1. People appear willing to pay almost any price for the perfect pair of jeans.
2. All blue jeans cost more than consumers should be willing to pay.
3. Many people from all ages and all walks of life wear jeans.
4. Celebrities always influence what consumers choose to purchase.

Use#D69078

The Call of the Wild

(excerpt)
by Jack London

"For a long time after his rescue, Buck did not like Thornton to get out of his sight. From the moment he left the tent to when he entered it again, Buck would follow at his heels. His transient masters since he had come into the Northland had bred in him a fear that no master could be permanent. He was afraid that Thornton would pass out of his life as Perrault and Francois and the Scotch half-breed had passed out. Even in the night, in his dreams, he was haunted by this fear. At such times he would shake off sleep and creep through the chill to the flap of the tent, where he would stand and listen to the sound of his master's breathing."

In the passage, the main idea is _____.

1. ". . . in his dreams, he was haunted by this fear."
2. "Buck did not like Thornton to get out of his sight."
3. ". . . he would stand and listen to the sound of his master's breathing."
4. "He was afraid that Thornton would pass out of his life . . ."

Use#D69081

The Call of the Wild

(excerpt)
by Jack London

"For a long time after his rescue, Buck did not like Thornton to get out of his sight. From the moment he left the tent to when he entered it again, Buck would follow at his heels. His transient masters since he had come into the Northland had bred in him a fear that no master could be permanent. He was afraid that Thornton would pass out of his life as Perrault and Francois and the Scotch half-breed had passed out. Even in the night, in his dreams, he was haunted by this fear. At such times he would shake off sleep and creep through the chill to the flap of the tent, where he would stand and listen to the sound of his master's breathing."

Buck's _____ is the best way to paraphrase this passage.

1. dreams cause him to remain with Thornton
2. former masters have shown him that no master is permanent
3. fear of being alone causes him to stay with Thornton
4. sleeplessness makes him creep through the night to listen to his master breathing

- Hard

Use#D2593

SELECTION ONE

Satellite Radio

The radio station is playing your song. In fact, with more than 125 commercial-free channels the satellite radio network is probably playing your sound-big band, Broadway, jazz, classical, '50s rock, '60s rock and so on. Satellite radio is big business with a new heaping of competition. One station even re-creates late-great radio stations, such as Philadelphia's "Big 99" WIBG, down to the original jingles, advertisements, and newscasts from 30 years ago.

For people who find little to appreciate on commercial radio, satellite radio can be like going home. Many listeners love hearing the music of their teens. As one listener said, "You see reruns on television of old shows, but you don't expect to hear old radio shows."

Satellite does for radio what cable did for television: expands choices for customers willing to pay for them. The stations supplement their music programs with talk, news, comedy, sports, and radio classics. Subscription

prices vary and often include the receiver needed for reception at home or in *your vehicle*. You can also listen online. Launched about four years ago, the two satellite networks already total 11 million subscribers.

Is satellite the wave of the future? Many big- name radio personalities are banking on it. They have jumped ship by casting their futures onto the new satellite wave.

SELECTION TWO

Careers

Satellite radio is the future of radio and our entire team at this agency are pioneers. We are rapidly changing the way people want to listen to the radio. If you are ready to leap into radio history and take your career to the next level, check the most recent openings with our company. Students will also be considered for internships.

Account Manager -San Francisco
Category - Ad Sales
Openings - 1
Duration - Full Time

Job Description
Position Summary: Due to the increased demands of an expanding territory, the satellite agency has openings for a top caliber Sales Executive in San Francisco to develop and sell customized advertising and solutions. This is an opportunity of a lifetime to get involved with the most exciting burgeoning sector in broadcasting today.

Job Responsibilities and Activities

Position requires new business development and the ability to sell and negotiate orders. Any existing client/agency contact would be a competitive advantage for employment.

Professional Qualifications:

Strong writing skills
Top-notch presentation skills
Be a self starter
Possess the desire to learn/improve
Be motivated to succeed
A driver's license; access to a car is required
Previous media sales and/or client experience required

Job Requirements

Education: College degree preferred

Submit Your Resume
Mail to: 34568 West Main Street, San Francisco, CA 78965

How is the theme that satellite radio is the wave of the future developed in the two selections?

1. The first selection relates that older programs are featured on satellite radio while the second selection states the requirements for a job in satellite radio.
2. The first selection depicts this theme in an informational article, and the second selection reveals the theme through a radio job advertisement.
3. The first selection tells about the different kinds of music on satellite radio, and the second selection explains the education requirements needed to work there.
4. The first selection explains the cost of receiving satellite radio, and the second selection describes the work conditions at a satellite radio company.

Use#D2714

Waiting for a Donor

Jamie has a deep, throaty laugh and an upbeat attitude. She had once worked full time and loved to throw parties. Now she cares for her 88-year-old mother, reads mysteries, collects decorative cat plates, and waits for a stranger to see her plea on the Internet and offer her a kidney. She has been on the national organ transplant list awaiting a kidney since 2000.

Jamie's odds are almost too frightening to contemplate. Almost 100,000 people, about 70,000 of them need kidneys, are awaiting organs from deceased donors. Last year, about 10,000 patients received new kidneys.

Jamie has been through the route of checking with relatives to see who can become a donor. No one related to her is a good prospect for the operation. Therefore, Jamie is now dependent on the results of the internet site. She had to post her blood type, a brief personal history, and a heartfelt plea.

Knowing the truth that the need for organs is growing at five times the rate of donations, Jamie is leaving no stone unturned in her pursuit of life and health. Some people accuse her of jumping ahead of others on the organ donor list when someone is moved by her internet plea. Others fear that this type of communication will lead to people buying and selling organs.

No matter the criticism, Jamie said, "If there is even a tiny chance I can find a Good Samaritan online, I want that chance."

Seeking Live Donors

Due to diabetes, hypertension, and obesity, many more people need organs. Alarmingly, the number of donor organs is increasing only modestly, rising 6 percent in the last year.

People usually have to wait for 3 to 7 years for an organ, and many of them die before they become recipients. The largest group of Americans awaiting organ transplants is those ages 50 to 64.

People of all ages can be tissue and organ donors. Overall health, not age, is the criteria used. Organs, or parts of organs, that can be transplanted include the kidney, liver, heart, lung, pancreas, cornea, and intestine. The heart is the only organ that cannot come from a living donor.

Many people do not realize that they can register to donate at most state motor vehicle departments. Even if you are registered, family members ultimately decide whether your organs may be donated after you die. So clarifying your wishes to friends and family is essential. Many donors state that giving the gift of life is one of life's most memorable occasions.

How is the theme of the need for organ donors developed in the above passages?

0. ○ The first passage tells about criticisms of all donors' pleas, and the second describes health problems.
1. ○ The first passage tells of people giving up, and the second tells that all organs can come from donors.
2. ○ The first passage is a plea for an organ, and the second explains that to become a donor is a hopeless task.
3. ◉ The first passage provides a personal account, and the second is an informational article about organ donors.

☐ Use#D69886

A Christmas Carol

(excerpt) by Charles Dickens

The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery. It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded. He felt that it was tall and stately when it came beside him, and that its mysterious

presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.

"I am in the presence of the Ghost of Christmas Yet To Come?" said Scrooge. The Spirit answered not, but pointed onward with its hand. "You are about to show me shadows of the things that have not happened, but will happen in the time before us," Scrooge pursued. "Is that so, Spirit?" The upper portion of the garment was contracted for an instant in its folds, as if the Spirit had inclined its head. That was the only answer he received.

Although well used to ghostly company by this time, Scrooge feared the silent shape so much that his legs trembled beneath him, and he found that he could hardly stand when he prepared to follow it. The Spirit paused a moment, as observing his condition, and giving him time to recover. But Scrooge was all the worse for this. It thrilled him with a vague uncertain horror, to know that behind the dusky shroud, there were ghostly eyes intently fixed upon him, while he, though he stretched his own to the utmost, could see nothing but a spectral hand and one great heap of black.

"Ghost of the Future!" he exclaimed, "I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and as I hope to live to be another man from what I was, I am prepared to bear you company, and do it with a thankful heart. Will you not speak to me?" It gave him no reply. The hand was pointed straight before them. "Lead on!" said Scrooge. "Lead on! The night is waning fast, and it is precious time to me, I know. Lead on, Spirit!"
What is the main idea of the passage?

0. ○ Even though Scrooge is afraid, the ghost is going to show Scrooge the past.
1. ○ Scrooge is afraid of the ghost, but he knows its power is too great for him to disobey.
2. ◉ Overcoming his fear, Scrooge believes that knowing about the future will do him good.
3. ○ Scrooge overcomes his fear and refuses to believe that the ghost is real.

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English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 11-12	Standard #: 2
Standard: Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify two or more themes or central ideas of a text. Explain how the themes or central ideas interact and build on one another to produce a complex account Know how to write an objective summary	Analyze how the text develops two or more central ideas or themes throughout a text Interpret how the text supports the themes or central ideas to produce a complex account of the text. Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text		

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Reading: Literature

RL.11-12.2 Central Idea

- **Easy**

Use#D1209

What Is It About Those Jeans?

For the epitome of jeans, women will spend whatever it takes.
We look for the highest quality and trendiest makes.
We seek to find the smoothest, most perfect fitting pair of jeans.
And, of course, those that assist in the search for the look called lean.

Jeans have become an integral part of our everyday lives.
We wear them through work, vacations, and all kinds of strife.
Some consumers even pay up to $260 to acquire the perfect pair.
And often the salesperson states that they give us a certain kind of flair.

What, we ask only to ourselves, could make jeans cost so much?
Of course, then we have to buy new tops, shoes, jewelry, and such.
Producers tell us the price is because of the hand-made attention to detail.
But how do we feel comfortable when some are already torn before the sell?

We are told that we receive tremendous style, design, and quality of cut.
Indeed, as on TV, the right jeans can contribute to a certain kind of strut,
And even we can aspire to the fashion status of acquiring such a style.
For every savvy shopper wants to think she can shine for awhile.

The advertiser explains the costs by describing the use of the highest quality yarn.
These items are not the apparel that customers aspire to don for chores in the barn.
The yarn must be dyed into many distinctive black and blued shades,
And transformed into a multitude of fabrics to contribute to the latest craze.

This fascination with jeans is showing no significant trend of slowing;
As a matter of fact, clues have determined that the demand is constantly growing.
We see extremely low cut, medium high cut, and waistline fitting styles.
And men, women, and children wear them as we travel many miles.

Some fashion experts make predictions that the price can reach eight hundred dollars.

And the buyers will range from every class of worker, including the scholars.
How can we explain the comfortable, fun-loving feeling of wearing the perfect pair of jeans?
Possibly that phenomenon is connected to our constant search of self-esteem.

The final question is, "What is it about those jeans?"
Consumers have to contemplate if they will continue to have the means,
To purchase the form fitting, hand-detailed, sometimes torn, most sought after apparel.
Perhaps we need to locate some other emotionally tied trend that makes us feel that all is well.

Possibly the celebrities that appear to set the fashion trends,
Will at some point attach themselves to other more serious ends.
Alternatively, maybe, the everyday consumers will say, "No more, that is enough."
"Keeping up with the rich and famous has become too rough!"

Which statement is the best summary for the last verse of the poem?

1. ○ Consumers will always attempt to imitate celebrities' clothes, and the cost of jeans will never be a problem for most people.
2. ○ Consumers will always continue to purchase the most expensive jeans, and we want celebrities to continue to advertise many clothing products.
3. ◉ Consumers depend on celebrities to guide their fashion decisions; however, rising prices could cause a change in this practice.
4. ○ Consumers wish that younger and older celebrities were more serious about many factors that affect the environment.

Use#D68899

The Pearl by John Steinbeck is a timeless story of how greed can corrupt human beings. The main character Kino is a poor, simple man who struggles to support his wife and young son. When his son is bitten by a scorpion, Kino is devastated because he has no money to pay a doctor to help his son. Then he finds a large, valuable pearl. In his efforts to sell the pearl for as much money as he can, Kino loses sight of what he wanted the money for to begin with - to help his son and provide for his family. His very nature is changed by greed. At the end of the novel, his wife throws the pearl back into the ocean, hoping to rid her family of the evil that the pearl has come to symbolize.

Which of the following statements best states the main idea of this passage?

1. ○ Kino in Steinbeck's *The Pearl* symbolizes how poverty affects people's actions.

2. Kino in Steinbeck's *The Pearl* represents how greed can change human beings negatively.

3. Kino in Steinbeck's *The Pearl* is a man who is powerless to control his destiny.

4. Kino in Steinbeck's *The Pearl* is a man who is saved by the love of his wife.

Use#D69671

A HARE one day ridiculed the short feet and slow pace of the Tortoise, who replied, laughing: "Though you be swift as the wind, I will beat you in a race." The Hare, believing her assertion to be simply impossible, assented to the proposal; and they agreed that the Fox should choose the course and fix the goal. On the day appointed for the race the two started together. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course. The Hare, lying down by the wayside, fell fast asleep. At last waking up, and moving as fast as he could, he saw the Tortoise had reached the goal, and was comfortably dozing after her fatigue. Slow but steady wins the race. (The Hare And The Tortoise, By Aesop)

The sentence or phrase that best expresses the main idea of the passage is _____.

1. "the Tortoise never for a moment stopped"
2. "slow but steady wins the race"
3. "though you be swift as the wind, I will beat you in a race"
4. "The Hare, lying down by the wayside, fell fast asleep."

- Moderate

Use#D70033

The Hurricane

About two weeks ago, my family and I had to prepare for a major hurricane. I never thought it would happen in this area, but it did. Simple things like what to bring along as we fled became major life decisions. What could I replace? What could I live without - and what could not be left behind?

As we packed, talking to our friends and neighbors who were staying to "hunker down," as they say, I began to question whether we should evacuate. The many people from our block who were staying told us they hoped we would have fun on our vacation. We could certainly save money, time, and sleep by waiting out the hurricane, and it was not possible to have fun when we were so worried about our house. However, our feelings totally changed after the storm.

As I helped my mom and dad prepare our windows and pack our bags, I pondered what we were leaving behind, and time ticked away. We needed to leave, and we needed to leave soon. Traffic would become a major problem the next day, and my parents decided it would be best to leave that night. The problem was that after all the preparations, we were just too tired and decided to leave the following morning at 2:00 a.m. We hardly slept a wink, tossing and turning. Finally, we packed and began our journey, traveling fourteen hours to the west of our town. Barely missing the huge traffic jams, we arrived in San Antonio, Texas after an exhausting drive.

The storm peaked at one o'clock in the morning on the day after we left, and our neighbors said it so loud they wished they had left when we did. Many trees were destroyed, the power was out, and the water supply became depleted. The telephones did not work. Everything seemed broken: fences, sheds, trees, houses, and hearts. Just simple things like water and food were hard to find. Stores were closed, and those that were open had long lines of crabby people who were staggered by the world being completely turned upside down.

The drive home was extraordinary, beginning just outside of Biloxi, Mississippi when we began to see some of the damage along the road. However, we were not prepared for what we saw when we finally arrived at our exit at Pensacola, Florida. It felt like we were driving through a cave of downed trees and power lines. At one point, I was not sure if our car was going to clear a low power line, and I was shocked and a little scared. Was the power line live?

Finally, we reached my neighborhood. Fallen trees, leaves, and limbs were ubiquitous, and the power lines were scattered all over the road. Signs were twisted and bent to the ground. Then I saw my house, and much to my relief, the only major damage was the fence, which was leaning and missing in some spots. What a mess! I could not believe my eyes. Plants had their leaves completely stripped off, and some trees were completely uprooted.

Many homes were annihilated by the storm, but my family was very lucky. We still had our home even though it was to difficult look about and see all the devastation. It would be months, maybe even years, before things would truly recover. By then it would be time for another hurricane. Such is life along the Gulf Coast.

In this passage the author uses an anxious tone.

How is this tone suitable for this passage?

1. ○ The narrator uses the hurricane as an excuse for going on vacation in San Antonio, Texas.
2. ○ The narrator is sensitive about being scorned and laughed at by her neighbors.
3. ○ The narrator is concerned about her possessions and is wrapped up in her personal problems.

4. The narrator is concerned about the hurricane and how it might affect her home.

Use#D69885

A Christmas Carol

(excerpt) by Charles Dickens

The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery. It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded. He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.

"I am in the presence of the Ghost of Christmas Yet To Come?" said Scrooge. The Spirit answered not, but pointed onward with its hand. "You are about to show me shadows of the things that have not happened, but will happen in the time before us," Scrooge pursued. "Is that so, Spirit?" The upper portion of the garment was contracted for an instant in its folds, as if the Spirit had inclined its head. That was the only answer he received.

Although well used to ghostly company by this time, Scrooge feared the silent shape so much that his legs trembled beneath him, and he found that he could hardly stand when he prepared to follow it. The Spirit paused a moment, as observing his condition, and giving him time to recover. But Scrooge was all the worse for this. It thrilled him with a vague uncertain horror, to know that behind the dusky shroud, there were ghostly eyes intently fixed upon him, while he, though he stretched his own to the utmost, could see nothing but a spectral hand and one great heap of black.

"Ghost of the Future!" he exclaimed, "I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and as I hope to live to be another man from what I was, I am prepared to bear you company, and do it with a thankful heart. Will you not speak to me?" It gave him no reply. The hand was pointed straight before them. "Lead on!" said Scrooge. "Lead on! The night is waning fast, and it is precious time to me, I know. Lead on, Spirit!"

What is the best way to paraphrase this passage?

1. The appearance of the Ghost of Christmas Yet To Come frightens Scrooge, particularly because it does not speak.

2. The ghost frightens Scrooge, but he follows the spirit because he knows he will benefit from its message.
3. Scrooge is so frightened by the spectre that he begins to tremble, and the ghost stops to provide Scrooge with enough time to recover.
4. Scrooge is filled with horror by the idea that he cannot see the eyes of the ghost, but the ghost can see him.

Use#D52494

The following passage was written by a student.

1. It is thought that Vikings might have brought the first cows to America. 2. Shortly after that, people began raising cattle mostly for milk and food for their families. 3. At first, cows would only give milk in the warmer months when they could graze in open pastures. 4. The cows probably stayed in the barns during the winters because of the cold. 5. Milk is an important source of calcium. 6. In the colonial days, when people started feeding the cows grain and hay during the cold months, they found that the cows started producing milk during the winter. 7. That started the year-round production of milk.

8. They are the Holstein, Jersey, Guernsey, Ayrshire, and Brown Swiss. 9. There are five types of dairy cows in America today. 10. Dairy farmers raise these cattle to supply dairy products to consumers throughout the nation and the world. 11. Dairy farming is a profitable business; however, it requires strict adherence to stringent rules and guidelines. 12. They differ in appearance as well as in the type and quantity of milk they produce.

13. Dairy barns must be kept very clean. 14. Many farmers use disinfectants to clean their barns and stalls. 15. Some farmers require their workers to step into disinfectant before entering the milking stalls. 16. To keep the milk clean, good dairy farmers make sure that their cows are washed and brushed before they are milked. 17. Farmers with a small number of cattle often milk by hand, while the larger farms have automated systems that pump the milk directly from the cow to a milk house via a glass pipeline. 18. Of the two types, automated systems work best for two reasons: the milk is immediately cooled and it has the best taste since no air from the barn comes into contact with it. 19. Once the milk reaches the milk house, it is stored in refrigerated tanks until it can be shipped.

20. American dairy farms today supply milk and cream to dairy factories and creameries all over the country. 21. To guard against contamination, strict government regulations are followed in every step of the process. 22. Milk, butter, cheese, and other dairy products are conveniently available today in practically every American town thanks to the efforts of our dairy farmers.

Which of the following best describes the main idea of the passage above?

1. The best type of dairy cow is the Holstein.

2. Dairy farming is an important part of feeding America.
3. Dairy farming began with the Vikings.
4. Butter, cheese, and ice cream are made from milk.

- Hard

Use#D111726

The Nellie, a cruising yawl, swung to her anchor without a flutter of the sails, and was at rest. The flood had made, the wind was nearly calm, and being bound down the river, the only thing for it was to come to and wait for the turn of the tide.

The sea-reach of the Thames stretched before us like the beginning of an interminable waterway. In the offing the sea and the sky were welded together without a joint, and in the luminous space the tanned sails of the barges drifting up with the tide seemed to stand still in red clusters of canvas sharply peaked, with gleams of varnished sprits. A haze rested on the low shores that ran out to sea in vanishing flatness. The air was dark above Gravesend, and farther back still seemed condensed into a mournful gloom, brooding motionless over the biggest, and the greatest, town on earth.

The Director of Companies was our captain and our host. We four affectionately watched his back as he stood in the bows looking to seaward. On the whole river there was nothing that looked half so nautical. He resembled a pilot, which to a seaman is trustworthiness personified. It was difficult to realize his work was not out there in the luminous estuary, but behind him, within the brooding gloom.

Between us there was, as I have already said somewhere, the bond of the sea. Besides holding our hearts together through long periods of separation, it had the effect of making us tolerant of each other's yarns—and even convictions. The Lawyer—the best of old fellows—had, because of his many years and many virtues, the only cushion on deck, and was lying on the only rug. The Accountant had brought out already a box of dominoes, and was toying architecturally with the bones. Marlow sat cross-legged right aft, leaning against the mizzen-mast. He had sunken cheeks, a yellow complexion, a straight back, an ascetic aspect, and, with his arms dropped, the palms of hands outwards, resembled an idol. The director, satisfied the anchor had good hold, made his way aft and sat down amongst us. We exchanged a few words lazily. Afterwards there was silence on board the yacht. For some reason or other we did not begin that game of dominoes. We felt meditative, and fit for nothing but placid staring. The day was ending in a serenity of still and exquisite brilliance. The water shone pacifically; the sky, without a speck, was a benign immensity of unstained light; the very mist on the Essex marsh was like a gauzy and radiant fabric, hung from the wooded rises inland, and draping the low shores in diaphanous folds. Only the gloom to the west, brooding over the upper reaches, became more sombre every minute, as if angered by the approach of the sun.

And at last, in its curved and imperceptible fall, the sun sank low, and from glowing white changed to a dull red without rays and without heat, as if about to go out

suddenly, stricken to death by the touch of that gloom brooding over a crowd of men.

From Heart of Darkness by Joseph Conrad

The duality of human nature is one of the themes of *The Heart of Darkness*. Which of these quotes from the passage above serves to indicate that theme?

1. "The air was dark above Gravesend, and farther back still seemed condensed into a mournful gloom, brooding motionless over the biggest, and the greatest, town on earth."
2. "The Lawyer—the best of old fellows—had, because of his many years and many virtues, the only cushion on deck, and was lying on the only rug."
3. "We felt meditative, and fit for nothing but placid staring. The day was ending in a serenity of still and exquisite brilliance. "
4. [F]rom glowing white changed to a dull red without rays and without heat, as if about to go out suddenly, stricken to death by the touch of that gloom brooding over a crowd of men.

Use#D111400

MRS. OBAMA: Thanks, everyone, and thanks, Melody, for that kind introduction, that wonderful summary.

I want to thank Melody in particular for her work with this administration, especially her leadership on this Task Force.

As I said when we announced the Task Force effort, this is going to have to be an administration-wide effort. And I am proud of the way that so many people from so many different areas of the federal government have come together and embraced this challenge, stepped up with a level of commitment and passion that's really made a difference.

If we -- just take a step back for a moment and think about just how much this group has been able to accomplish in such a short period of time. In just a few months, the folks behind me have worked together to put forward a comprehensive plan that draws on everything that we've done up to this point and shows us that clear way forward.

That cooperation, enthusiasm and initiative is really what has made this entire effort so successful. And again that's why we're here today -- to talk about the action plan they've put together to help reverse the epidemic of childhood obesity in this country. We all know that it's possible. We know we have the tools, we know we have the resources to make this happen. And now, thanks to the work of the Task Force, we have a road map for implementing our plan across our government and across the country.

I have talked about the statistics. We have all heard about them. But they always bear repeating. How nearly one in three children in this country are overweight and obese. How one in three kids will suffer from diabetes at some point in their lifetime as a result. And how we're spending $150 billion a year to treat obesity-related conditions like heart disease and cancer.

That is why, three months ago, we started "Let's Move" and we set a very ambitious goal -- and that is to end the epidemic of childhood obesity in a generation, so that children born today grow up at a healthy weight.

And since we've made that announcement, we've already begun the work. It's revolved around four main pillars. We've been working to give parents the information that they need to make healthy decisions for their families. We've been working to make our schools healthier. We've been working to increase the amount of physical activity that our kids are getting, not just during the day at school but also at home. And we're working to eliminate "food deserts" so that folks have easy and affordable access to the foods they need right in their own neighborhoods.

But all that we've done over the past few months has really just been the beginning. We also want to make sure we're using every resource that we have -- not just in our federal government -- but throughout the public and private sector, as well. We are calling upon mayors and governors; and parents and educators; business owners and health care providers -- anyone who has a stake in giving our children the healthy, happy future that we all know they deserve.

And as I've said before, we don't need new discoveries or new inventions to reverse this trend. Again, we have the tools at our disposal to reverse it. All we need is the motivation, the opportunity and the willpower to do what needs to be done.

That's why, shortly after we started "Let's Move," we asked the Task Force to collect ideas and to put together a road map for what we need to do moving forward.

But we've also known, as Melody pointed out, from the very beginning that the solution to this epidemic isn't going to come from just Washington alone. Not a single expert that we've consulted has said that having the federal government tell people what to do is the way to solve this.

That's why the Task Force has done such a great job in reaching out to people all across the country for their ideas, as Melody has pointed out, and we've got terrific responses and input which has really helped to shape this report.

Today, the Task Force has submitted their report outlining important steps that federal agencies and their partners -- including businesses and the private sector -- will take in the months and years ahead to help keep our children healthy. For the first time -- this is the key -- we're setting really clear goals and benchmarks and measurable outcomes that will help tackle this challenge one step, one family and one child at a time.

The effort starts with using the resources across the federal government in the most effective ways possible -- not just talking about making a difference, but actually

doing it. And that's why I am so proud of the folks behind me because they've really taken the lead and stepped up in their agencies.

At the Department of Agriculture, Secretary Vilsack -- who couldn't be here today, but Kathleen is -- is leading the way to first reauthorize the Child Nutrition Act, to get healthier foods in our schools, and to make sure that everyone in this country has access to healthy, affordable foods in their neighborhoods.

At the Department of Health and Human Services, Secretary Sebelius is working to provide mothers with better prenatal care, and to give parents and caregivers the information they need to make healthy decisions for their families.

At the Department of Education, Secretary Duncan is working to expand opportunities for physical activity in schools, and helping our children learn how to make healthy choices for themselves.

And at the White House, Nancy-Ann DeParle worked with Secretary Sebelius and so many others to help pass health reform, the bill that is a groundbreaking piece of legislation that includes really important provisions like requiring chain restaurants to post the calories in their food, and businesses to provide opportunities for working mothers to continue to breastfeed.

This report also contains these steps, but many others -- more than 70, as Melody pointed out -- including measurable benchmarks for tracking the progress. So if we do our jobs, and if we meet the goals we've set, we will reverse a 30-year trend and solve the problem of childhood obesity in America.

In order to make our kids maintain a healthy weight from the very beginning, we're going to increase prenatal counseling, help pregnant mothers maintain a healthy weight. We're also setting a goal to increase breastfeeding rates to help children get a healthy start on life.

To encourage children to eat healthier, we're setting a goal to increase the amount of fruits that children consume to 75 percent of the recommended level by 2015. We want to increase that again to 85 percent by the year 2020, and then by the year 2030 we hope to be at 100 percent. We're using a similar scale to increase the percentage of vegetables that our kids are eating as well. We're also working to decrease the amount of added sugar that our kids consume from a whole range of products.

From Remarks by the First Lady at "Let's Move" Action Plan Announcement with Cabinet Secretaries

In the speech above, the First Lady relies most heavily on which of the following argumentative techniques?

1. ○ appeal to emotion
2. ○ appeal to authority

3. ⌜ appeal to logic

4. ⌜ comparison and contrast

⌜ Use#D74210

Read this story and answer the question that follows it.

Noah and Jason were best friends. Both boys enjoyed swimming, biking, and playing video games. What made their friendship even better was the fact that the two lived in the same apartment complex. It was the summer before their freshman year of high school, and the two were rarely apart.

Jared, Noah's cousin, came down from Maine to visit for one week. Jared had a lot in common with Jason and Noah; however, he did not want to include Jason while he was spending time with Noah. After Jared met Jason for the first time, he whispered to Noah that he didn't like him. Since Noah didn't want to make his cousin angry, he didn't call to invite Jason over when his family grilled hamburgers that evening, and he didn't call Jason the next day when Noah's mom surprised the boys with a new video game.

Jared and Noah had fun visiting. They did all the things Noah liked to do with Jason. They swam in the apartment swimming pool, they drove their bicycles to get candy and sodas from the local gas station, and they sat in front of the television for hours jabbing the controllers of the video game system. Noah liked his cousin, but he couldn't get over the fact that Jared didn't like his best friend. On Wednesday, Noah decided to ask Jared about it.

"Jason is cool. Why don't you want him hanging out with us?" asked Noah.

"I don't know. I just don't think I like that guy," mumbled Jared.

"What are your friends in Maine like?" Noah said, as he popped a different game into the player. Jared didn't answer. "I mean," stammered Noah, "the people you hang out with. What are they like? Do you have any good friends in Maine?"

"Sure," said Jared quietly, as he looked away and took a sip of soda.

"Well, Jason is one of the most fun guys I've ever known. You should see some of the crazy stuff he can do on his bike, and he's good at coming up with new things to do. It's a blast being around him."

Jared was quiet for a while before speaking. "I guess I don't really have any friends like that," Jared said finally. "Do you think Jason would, you know, like me?"

"Of course! You like all the same things we do. You'll fit right in!"

"Do you think if you called him he'd come over?"

"Yep!" exclaimed Noah, shifting over toward the ottoman where the phone sat. Before Noah had a chance to pick up the phone, there was a knock at the door. Noah ran to the door, looked through the peep hole, and shouted, "It's Jason! And he's got a skateboard!"

Opening the door, Noah saw Jason's new toy up close. "Cool! When did you get this?"

"My grandpa has been visiting us from Arizona, so I haven't had the chance to come over or anything. He brought me this skateboard. Said it's what all the kids are doing out there."

"I have one of those in Maine, but mine isn't as new. Can I try yours out?" asked Jared, excitedly.

Jason dropped the skateboard and pushed it toward Jared. "Here," he said. "I haven't really figured it out yet."

Before Jason got those words out, Jared had used his foot to flip the skateboard in midair. He then hopped on and took off down the concrete apartment steps. Out in the parking lot, Jared did a few spins before speeding off again.

Noah and Jason clapped and whistled loudly.

"Whoa! You didn't tell me you could do that!" said Noah. His eyes were like saucers.

Jared jumped two concrete blocks before smoothly drifting over to where the other boys stood. "Ah, it's nothing really. It's just what I like to do back home."

"Can you teach me some of those moves?" asked Jason.

"Yeah," said Noah. "I want to learn, too."

Before the end of the week, Jason, Noah, and Jared were inseparable. They spent most of their time at a nearby abandoned parking lot, a safe and legal place for them to try out the skateboard. Jared spent the last days of his visit coaching the other two boys on skateboard maneuvers. He was impressed by how quickly Jason picked it up.

On Sunday, Jared had to pack his things and fly back to Maine. Noah and his dad were helping Jared get loaded up for the airport when Jason came over. As Jared was buckling up in the front seat, Jason walked over to the window. "You're pretty cool, you know that?" he smiled. Jared smiled back.

"So are you," Jared said. "It was fun hanging out with you, Jason. See you next summer!"

Which of these best represents the theme of this story?

1. ○ practice makes perfect
2. ○ appreciating elderly relatives
3. ◉ getting and keeping friends
4. ○ letting go of regrets

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