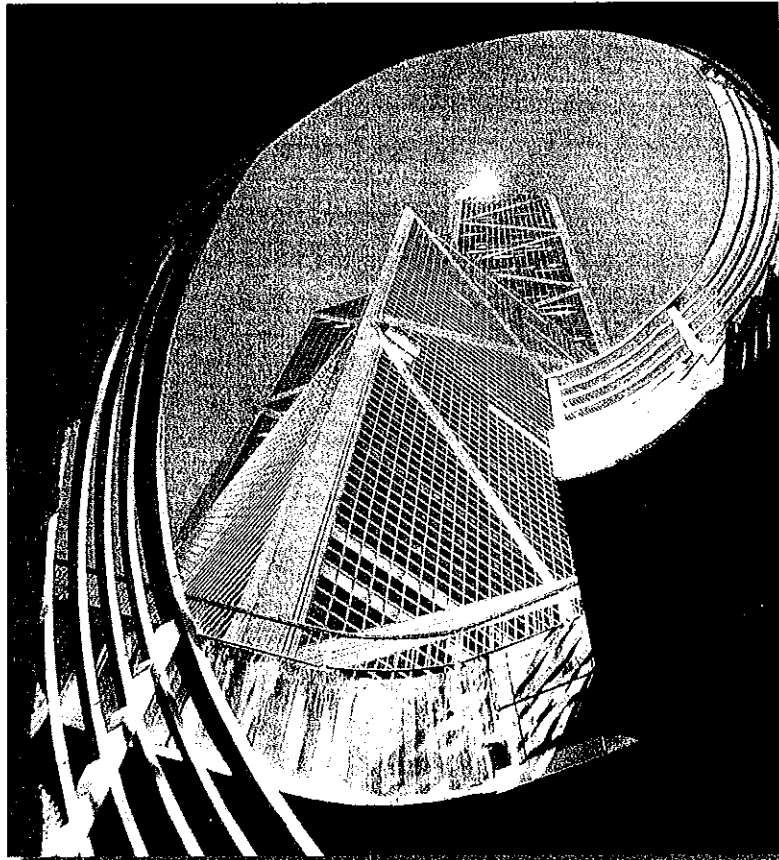


HAMPTON-BROWN

# HIGH POINT

SUCCESS IN LANGUAGE • LITERATURE • CONTENT

**Unit Tests**  
**e-Assessment Edition**  
LEVEL C



HAMPTON-BROWN

## VOCABULARY

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

1 Large is another word for —

- (A) big
- (B) old
- (C) lazy
- (D) happy

2 An apple is a kind of —

- (F) rock
- (G) food
- (H) flower
- (J) animal

3 A bike is something that you —

- (A) eat
- (B) ride
- (C) sing
- (D) read

4 To talk means to —

- (F) take
- (G) look
- (H) hear
- (J) speak

5 When you buy something, you —

- (A) build it
- (B) listen to it
- (C) remember it
- (D) pay money for it

6 Yellow is a —

- (F) plant
- (G) color
- (H) season
- (J) number

**DIRECTIONS** Read the sentences in each box. Then read the item carefully. Choose the best answer. Mark your answer.

7

Rita adores that song. She wants to listen to it again and again.

To adore something is to —

- (A) like it a lot
- (B) get tired of it
- (C) understand it
- (D) think it is terrible

8

Raj looks all over the map for Silver Lake. Finally he locates it.

When you locate something, you —

- (F) eat it
- (G) find it
- (H) cover it
- (J) change it

GO ON 

**READING AND LITERARY ANALYSIS**

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## My Dad's Job

My father drives a taxi. He loves his job because it is interesting. Every day he meets different people. He drives them all around the city. Most of the people are tourists, so they ask Dad a lot of questions. They also tell Dad about their lives. He likes that a lot.

Last week, Dad met a very interesting person. One of his passengers was a tall man with dark hair. Dad thought he knew him. The man said that he was a movie actor. Then he and Dad talked about one of their favorite things—the movies!

**9** Dad likes his job because —

- (A) he can drive fast
- (B) the taxi is very big
- (C) the work is interesting
- (D) he drives to the movies

**10** How are Dad and the actor alike?

- (F) Both drive a taxi.
- (G) Both have dark hair.
- (H) Both like the movies.
- (J) Both are in the movies.

**LANGUAGE SKILLS**

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## Mango and the Blue Jay

My new cat Mango ran into the house. he looked scared. <sup>1</sup> Something had been chasing him. I looked out the door. A big blue jay was sitting on the fence. "Squawk!" the bird cried.

Mango started to go outside again. Suddenly the jay flew toward him and squawked. Poor Mango! He hid in the house.

I watched the bird fly away. It landed on a branch in a pine tree. I noticed a nest. Then I knew why the jay had chased Mango. It were <sup>2</sup> protecting its eggs.

It took a few weeks for the eggs to hatch and for the little birds to grow up. Then Mango was able to go outside in peace again!

**11** Number 1 is best written —

- (A) he looked scared!
- (B) he looked scared?
- (C) He looked scared.
- (D) as it is written

**12** In number 2, were is best written —

- (F) be
- (G) am
- (H) was
- (J) as it is written

## WRITING

**DIRECTIONS** Read the draft of the paragraph that Yoko wrote. Then read each item carefully. Choose the best answer. Mark your answer.

### My Favorite Sport

(1) Baseball is my favorite sport. (2) During baseball season, I watch all the games on TV. (3) I know all the teems and players. (4) I love to play baseball, too. (5) My friends and I play in the park every Saturday. (6) It is so much fun. (7) I love to hit the ball and go around the bases. (8) I love to swim, too. (9) Maybe I'll be a baseball player when I grow up.

- 13** What change, if any, should be made in sentence 3?
- (A) Change *know* to *no*
  - (B) Change *teems* to *teams*
  - (C) Change *players* to *player's*
  - (D) Make no change
- 14** Yoko wants to replace *go* in sentence 7 with a clearer verb. Which one should she choose?
- (F) see
  - (G) run
  - (H) start
  - (J) walk
- 15** Which sentence does not belong in the paragraph?
- (A) Sentence 1
  - (B) Sentence 2
  - (C) Sentence 5
  - (D) Sentence 8

**STOP**

C

# The Creative Touch

- Section 1: Reading and Language, pages 6–12
- Section 2: Writing, pages 13–16

# Section 1: Reading and Language

## VOCABULARY

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

- 1 When you assemble something, you —  
(A) look for it  
(B) think about it  
(C) throw it away  
(D) put it together
- 2 An attempt is —  
(F) a copy  
(G) an effort  
(H) a decision  
(J) an example
- 3 A concept is a —  
(A) general idea  
(B) first reaction  
(C) correct answer  
(D) final conclusion
- 4 Someone who is creative is —  
(F) careful  
(G) reliable  
(H) negative  
(J) imaginative
- 5 An experience is —  
(A) a feeling of doubt  
(B) a skill that is useful  
(C) an event in your past  
(D) an idea from someone else
- 6 To influence something is to —  
(F) have an effect on it  
(G) ask questions about it  
(H) give a speech about it  
(J) get enjoyment from it
- 7 An inspiration —  
(A) helps you rest  
(B) makes you panic  
(C) makes you sneeze  
(D) gives you new ideas
- 8 A link is a —  
(F) letter on a keyboard  
(G) command for printing pages  
(H) connection between Web pages  
(J) name at the top of every home page
- 9 To operate is to —  
(A) object  
(B) remove  
(C) inspect  
(D) perform
- 10 To represent something is to —  
(F) do it twice  
(G) insist on it  
(H) stand for it  
(J) try it again
- 11 A result is what happens —  
(A) in a year  
(B) at the end  
(C) on schedule  
(D) from the start
- 12 A site is a —  
(F) computer program  
(G) collection of Web pages  
(H) computer connected to the Internet  
(J) device that helps people use a computer
- 13 Style is a —  
(A) role in a play  
(B) seat in a theater  
(C) way of doing something  
(D) feeling of encouragement
- 14 Someone who is talented is —  
(F) shy  
(G) lonely  
(H) skilled  
(J) technical
- 15 To transfer something is to —  
(A) keep it open  
(B) find it in a dictionary  
(C) locate it on a Web site  
(D) move it from one place to another

GO ON 

## READING AND LITERARY ANALYSIS

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

## Grandfather's Gift

Carlos's grandfather gave him a guitar for his birthday. It was beautiful, the color of a golden autumn leaf.

Carlos bought a book at the music store to learn how to play guitar chords. He practiced every day after school, but his fingers seemed as clumsy as a giant's. He struggled to hold down the strings to make the chords. He tried to pluck out melodies, but squeaks flew into his ears.

"I'm never going to learn how to play this," Carlos complained to Grandfather.

"It takes time," Grandfather said. "Few things in life are easy. Just keep trying."

But Grandfather's advice irritated Carlos. He wanted to play the guitar now! He wanted to make it sing and hum. He wanted to strum out a melody like a Country and Western music star!

One afternoon, Carlos practiced for hours. He finally got so frustrated that he flung the guitar into his closet. He heard a deep hollow boom. His heart sank like a stone through

water. Had he ruined the guitar? Had he broken Grandfather's gift?

Feeling ashamed, Carlos fished the guitar out of the closet. Its yellow wood still gleamed. Nothing was broken. He lifted it gently onto his lap and tuned the slender strings. Then he slipped downstairs, carrying the guitar delicately. Grandfather was in the living room, reading. "I heard a noise," he said.

Carlos told him what he had done.

"That's no way to solve a problem," Grandfather said, a frown clouding his face. He set down his book. Then he took the guitar from Carlos, twisted his fingers around the neck, and began to strum.

"I didn't know you could play!"

Carlos said.

"I used to, a little," Grandfather replied.

Carlos's eyes lit up. "Hey, Grandpa, why don't you and I learn to play the guitar together?"

"When do we start?" Grandfather said.

**16** Where does this story take place?

- (F) at school
- (G) at a concert
- (H) in Carlos's home
- (J) at the music store

**17** Which of these best describes Carlos in the story?

- (A) He never gives up.
- (B) He gets frustrated easily.
- (C) He doesn't care about anything.
- (D) He doesn't know what he wants.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer.  
Mark your answer.

## Chaiyo's Solo

It was the night of the school concert, and the auditorium was filled with people. We were about to start. The string section was tuning up. They're always on time. Not one of the clarinet players was there. They're always late. The other woodwind players and I were putting our instruments together. I was getting more nervous by the minute.

I thought playing in an orchestra would be fun. This was no fun at all!

It all started a month ago when I heard Mr. Skinner, the director, call my name for solo tryouts. Marsha, an oboe player, had signed me up as a joke. I was so mad at her! I never expected to be chosen, of course. Tonight, however, there it was, printed in the program: CHAIYO TANTSETTHI, FLUTE SOLO. Just seeing the words made me feel sick.

The concert began. Halfway through our first piece, I started to relax a little. Marsha played perfectly. She was the one who should be giving a solo—not me! After the second piece, it was my turn to come forward. I was supposed to stand near Leslie and her harp.

The minute I stood up, I knew I was in trouble. My legs felt weak, like noodles. They would barely hold me up. I knocked over two music stands as I moved to center stage.

When I reached Leslie she whispered, "Aren't you graceful?" Her smile glittered. My throat went dry. My hands were so shaky, I didn't know if I could hold my flute. Then Mr. Skinner nodded at me to start.

I raised the flute to my lips. . . . My mind was empty. I couldn't remember what I was going to play! I had forgotten the piece, and now I was really lost.

Just then, I saw my mother sitting in the third row. She was wearing her green dress. She winked at me and smiled, and I smiled back at her. Then I began to remember a beautiful folk song that my mother sings when she cooks, and I started to play.

Later, Mr. Skinner said, "That was wonderful, Chaiyo. What happened? I thought you were going to play the Mozart piece."

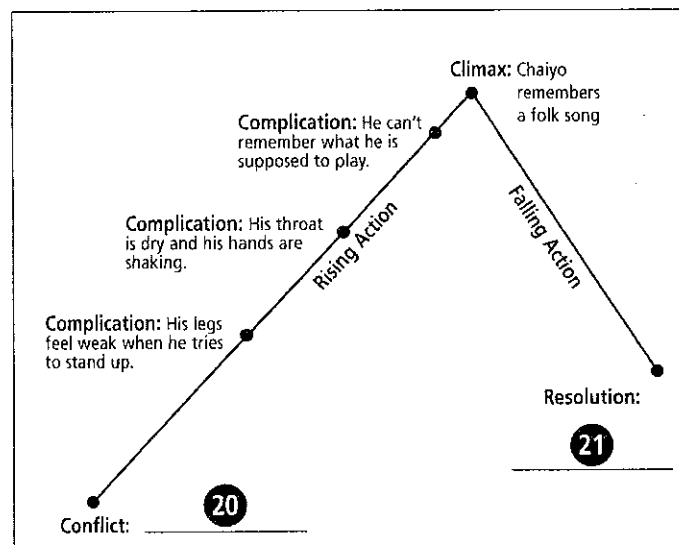
"My mind went blank," I told him. "But I could still play a song for my mother."



READING AND LITERARY ANALYSIS, *continued*

18. What is the setting of this story?
- (F) music class, a month ago
  - (G) the school gymnasium, after lunch
  - (H) Chaiyo's living room, before the concert
  - (J) the auditorium, the night of the school concert
19. Which of these phrases best describes Chaiyo?
- (A) graceful and wise
  - (B) cruel and unhappy
  - (C) angry and stubborn
  - (D) serious and anxious

Study this story map for "Chaiyo's Solo."



20. What is the conflict in this story?
- (F) Chaiyo does not like playing the flute.
  - (G) Chaiyo feels nervous about performing a solo.
  - (H) Chaiyo is forced to play the flute for his mother.
  - (J) Chaiyo has not practiced enough for his concert.
21. What is the resolution in the story?
- (A) Chaiyo speaks to Mr. Skinner.
  - (B) Chaiyo remembers the Mozart piece.
  - (C) Chaiyo plays a folk song for his mother.
  - (D) Chaiyo decides to give up playing the flute.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Use the dictionary if you need to. Mark your answer.

## The Cuatro

Music is an important part of Puerto Rican culture. One of the traditional musical instruments of Puerto Rico is called the *cuatro*. The *cuatro* is a relative of the guitar. It has strings and a hollow body, which fills with sound as the instrument is played, amplifying the tones.

Skilled craftspeople make the *cuatro* by hand. It can take months to assemble just one *cuatro*. *Cuatro* makers start with a wood plank and follow many steps before they complete the instrument.

Between some steps, the *cuatro* maker has to wait as long as a month and a half while the wood airs out. Surely one of the virtues of a *cuatro* maker must be patience!

The beautiful sound of the *cuatro* is not like that of any other instrument. The top of a *cuatro* is made of a wood called *yagrumo*, carved so that it is thin enough to oscillate. This is what gives the instrument its unique sound. It's what makes the *cuatro* "sing."

**or•gan•ic** *adj.* Involving gardening or farming methods that do not incorporate artificial fertilizers, food additives, or poisons for killing insects.

**or•gan•ize** *v.* To put together or set up in a logical, orderly way.

**or•na•ment** *n.* Something that adorns, enhances, or makes more beautiful; a decoration.

**or•phan•age** *n.* An institution run by an organization or the government for the care of abandoned children.

**or•tho•ped•ist** *n.* A physician who treats injuries of the bones, joints, and muscles.

**os•cil•late** *v.* To swing or move back and forth between two points.

**os•prey** *n.* A large, hawk with black and white feathers that eats fish.

**out•bound** *adj.* Going in an outward direction; headed away.

GO ON 

READING AND LITERARY ANALYSIS, *continued*

22. If something is hollow, it —

- (F) is filled with wood
- (G) sounds like a guitar
- (H) has strings around it
- (J) has an empty space inside it

23. Read this main idea.

Cuatro makers are skilled craftspeople.

Which of these details supports this main idea?

- (A) Cuatros are played in Puerto Rico.
- (B) The wood takes a long time to air out.
- (C) Tones are amplified in the cuatro's body.
- (D) Cuatro makers follow many steps to complete the instrument.

24. Virtues are —

- (F) loud sounds
- (G) strong fears
- (H) good qualities
- (J) multiple steps

25. Read this main idea.

Cuatro makers must have patience.

Which of these details does not support this main idea?

- (A) A cuatro has a hollow body.
- (B) It can take months to assemble one cuatro.
- (C) Craftspeople skillfully make cuatros by hand.
- (D) A cuatro maker may have to wait a month and a half between some steps.

26. The word oscillate means to —

- (F) hum quietly
- (G) wait several months
- (H) move back and forth
- (J) carve planks of wood

27. The word unique means —

- (A) rare
- (B) loud
- (C) calm
- (D) steady

28. What is the main idea of the last paragraph of the passage?

- (F) The cuatro "sings."
- (G) The top of a cuatro is made of yagrumo.
- (H) Yagrumo is carved so that it is very thin.
- (J) The sound of a cuatro is not like that of any other instrument.

29. Read this paragraph.

The cuatro is played at many dances and celebrations. Musicians use it to play jazz and other modern styles of music.

Which of these is the best main idea sentence to add to the beginning of the paragraph?

- (A) Not many people have heard cuatro music.
- (B) Today, the cuatro is more popular than ever.
- (C) Today's cuatros are different from those of long ago.
- (D) Several instruments are descended from the Spanish guitar.

## LANGUAGE SKILLS

**DIRECTIONS** Below is a story about a young artist. Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

Elena waits for her art teacher, Mr. Marsh. She wants to tell him her news. She has sold her first painting! The painting shows the river at the edge of town. The mayor bought it. Said it would remind her to preserve the open space.<sup>1</sup>

Finally, Mr. Marsh comes in. Elena tell him the story. Mr. Marsh laughs and clap.<sup>2</sup>

Then smiles.<sup>3</sup> "It is time for an exhibit. Students, teachers, and others wants<sup>4</sup> to see your art," he says.<sup>5</sup>

Elena will have her own art show! She cannot believe it. As she leaves, her teacher says,<sup>6</sup> "Think about this. At the exhibit, suppose buyers or an admirer ask<sup>7</sup> who you are. What will you say?"

"I the luckiest art student alive," says Elena.<sup>8</sup>

Mr. Marsh shakes his head. "No, you will say 'I am Elena Mondragón, and I am an artist.' "

30 In number 1, Said it would is best written —

- F Say it would
- G She say it would
- H She said it would
- J as it is written

31 In number 2, Elena tell is best written —

- A She tell
- B Elena tells
- C Elena and Mr. Marsh tell
- D as it is written

32 In number 3, Mr. Marsh laughs and clap is best written —

- F Mr. Marsh laugh and claps
- G Mr. Marsh laughs and claps
- H Mr. Marsh laugh and laughs
- J as it is written

33 In number 4, Then smiles is best written —

- A Then smile.
- B Then he smile
- C Then he smiles.
- D as it is written

34 In number 5, Students, teachers, and others wants is best written —

- F Student, teacher, and other wants
- G Students wants teachers and others
- H Students, teachers, and others want
- J as it is written

35 In number 6, She cannot believe it is best written —

- A Cannot believe it.
- B She cannot believe.
- C She cannot believes it.
- D as it is written

36 In number 7, buyers or an admirer ask is best written —

- F buyer or an admirer ask
- G buyers or an admirer asks
- H buyers or an admirer asking
- J as it is written

37 In number 8, I the luckiest is best written —

- A I the lucky
- B I is the luckiest
- C I am the luckiest
- D as it is written

STOP

# Section 2: Writing

## PROCESS AND STRATEGIES

**DIRECTIONS** Read about the description that Tairi plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Tairi wants to write about how her uncle creates a flower garden on his balcony. She plans to describe the process of planting and caring for the flowers.

**1** When you describe a process, you want your readers to —

- (A) laugh at the humor
- (B) get involved or take action
- (C) form an opinion on the subject
- (D) picture how something happens

**2** Before she starts writing, Tairi should —

- (F) add important details
- (G) share her work with a partner
- (H) check her spelling and capitalization
- (J) think about her purpose and audience

**3** The best way for Tairi to organize her ideas is to —

- (A) take photographs of different gardens
- (B) list the kinds of flowers that can be planted in pots
- (C) list in order the steps in making a flower garden on a balcony
- (D) compare flower gardens and vegetable gardens on a Venn diagram

**4** Which graphic organizer will best help Tairi organize her ideas?

(F) T-chart



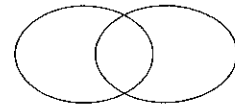
(G) flow chart



(H) tree diagram



(J) Venn diagram



**PROCESS AND STRATEGIES, *continued***

**DIRECTIONS** Read the draft of the description that Tairí wrote. Then read each item carefully. Choose the best answer. Mark your answer.

### Planting a Flower Garden

(1) My uncle lives in an apartment in the city. (2) Every April, though, he becomes a gardener.

(3) First, Uncle Luis clean all his flowerpots from last year.

(4) Then he goes to the nursery to buy young plants and bages of soil and fertilizer.

(5) When he gets home, he figures out how to arrange the pots on his balcony. (6) Then he mixes the soil and fertilizer. (7) He places each empty flowerpot in its place. (8) He fills the pots with soil and he plants the seedlings.

(9) All Spring and Summer, Uncle Luis takes good care of his plants. (10) He protects them from insects. (11) He removes dead leaves and flowers. (12) He keeps the plants looking fresh and healthy. (13) He makes sure that the plants get enough sunlight. (14) He gives them just the right amount of water.

(15) Uncle Luis's balcony so pretty and bright! (16) His apartment looks pretty, too, because he fills it with bouquets of flowers.

PROCESS AND STRATEGIES, *continued*

- 5 In the first paragraph, Tairí wants to tell more clearly what she will describe. Which of these should she add after sentence 2?
- (A) I like to garden, too.
  - (B) He likes the gardens in the city parks.
  - (C) He lives on the third floor of a ten-story building.
  - (D) He grows beautiful flowers in pots on his balcony.
- 6 What change, if any, should be made in sentence 3?
- (F) Change *from* to *in*
  - (G) Change *year* to *Year*
  - (H) Change *clean* to *cleans*
  - (J) Make no change
- 7 Which of these should Tairí add after sentence 3 to help her readers picture the process?
- (A) The pots have saucers.
  - (B) The pots are on his balcony.
  - (C) He does the same thing every year.
  - (D) He uses hot water and a high-pressure hose.
- 8 What change, if any, should be made in sentence 4?
- (F) Change *he* to *him*
  - (G) Change *goes* to *went*
  - (H) Change *gages* to *bags*
  - (J) Make no change
- 9 Tairí wants to make the order of the steps in sentences 5–8 clearer. She should put —
- (A) sentence 7 after sentence 5
  - (B) sentence 8 after sentence 6
  - (C) sentence 6 before sentence 5
  - (D) sentence 7 before sentence 5
- 10 What change, if any, should be made in sentence 9?
- (F) Delete the comma after *Summer*
  - (G) Change the period to an exclamation mark
  - (H) Change *Spring and Summer* to *spring and summer*
  - (J) Make no change
- 11 How can Tairí improve sentences 10–13?
- (A) Delete sentence 10
  - (B) Break up sentence 11: **He removes dead leaves. He also removes dead flowers.**
  - (C) Combine sentences 11 and 12: **To keep the plants looking fresh and healthy, he removes dead leaves and flowers.**
  - (D) Add this sentence after sentence 13: **He rotates the pots one-quarter turn every week.**
- 12 What change, if any, should be made in sentence 15?
- (F) Insert *gets* before *so*
  - (G) Insert *my* before *Uncle*
  - (H) Insert *very* before *pretty*
  - (J) Make no change

STOP

GO ON 

**WRITTEN COMPOSITION: ACTIVITY DESCRIPTION**

**DIRECTIONS** Read the writing prompt, then write your description on a separate sheet of paper.

**WRITING PROMPT**

Write a description of an activity you know how to do well. The activity might be writing music, playing a sport, or anything that uses a special talent you have. Describe the activity so that your classmates will be able to picture how you do the activity.



# Level C Unit 1 Test • Student Profile for Hand-Scoring

**DIRECTIONS** Use the Answer Key on page T13 to score the multiple-choice items. Circle the item number of each correct answer below and circle the plus or minus sign to indicate mastery. Calculate the subtest scores, assigning 1 point for each correct answer. Choose a rubric from page T14 or T16 to score the written composition, and calculate that subtest score based on the rubric you chose. Total the scores and calculate the % score or use the conversion chart on the Answer Key.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct / Total
VOCABULARY	Key Vocabulary	1 2 3 4 5	12 out of 15 + -	_____ / 15
		6 7 8 9 10		
		11 12 13 14 15		
READING AND LITERARY ANALYSIS	Story Elements (Character, Setting, Plot)	16 17 18 19 20 21	5 out of 6 + -	_____ / 14
	Strategy: Confirm Word Meaning	22 24 26 27	3 out of 4 + -	
	Main Idea and Details	23 25 28 29	3 out of 4 + -	
LANGUAGE SKILLS	Sentences (Complete)	30 33 35 37	3 out of 4 + -	_____ / 8
	Subject-Verb Agreement	31 32 34 36	3 out of 4 + -	
PROCESS AND STRATEGIES	Writing Strategies	1 2 3 4	3 out of 4 + -	_____ / 12
	Revising	5 7 9 11	3 out of 4 + -	
	Editing and Proofreading	6 8 10 12	3 out of 4 + -	
WRITTEN COMPOSITION	Activity Description	Holistic Score		_____ / 12
		_____ x 3 (based on 4-Point-Rubric)		
<b>TOTAL</b> (Total Correct ÷ 61 x 100 =%)				_____ / 61 = _____ %

# Level C Unit 1 Test • Answer Sheet for Hand-Scoring

Name \_\_\_\_\_ Date \_\_\_\_\_

## Practice Test

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)

- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)

- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

- 13 (A) (B) (C) (D)
- 14 (F) (G) (H) (J)
- 15 (A) (B) (C) (D)

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (15 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)

- 15 (A) (B) (C) (D)

#### Reading/Literary Analysis (14 points)

- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)
- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)

- 28 (F) (G) (H) (J)

- 29 (A) (B) (C) (D)

#### Language Skills (8 points)

- 30 (F) (G) (H) (J)
- 31 (A) (B) (C) (D)
- 32 (F) (G) (H) (J)
- 33 (A) (B) (C) (D)
- 34 (F) (G) (H) (J)
- 35 (A) (B) (C) (D)
- 36 (F) (G) (H) (J)
- 37 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)

- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

# Level C Unit 1 Test • Answer Key for Multiple-Choice Items

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (15 points)

- 1 A B C  D
- 2 F  G H J
- 3  A B C D
- 4 F G H  J
- 5 A B  C D
- 6  F G H J
- 7 A B C  D
- 8 F G  H J
- 9 A B C  D
- 10 F G  H J
- 11 A  B C D
- 12 F  G H J
- 13 A B  C D

- 14 F G  H J

- 15 A B C  D

#### Reading/Literary Analysis (14 points)

- 16 F G  H J

- 17 A  B C D

- 18 F G H  J

- 19 A B C  D

- 20 F  G H J

- 21 A B  C D

- 22 F G H  J

- 23 A B C  D

- 24 F G  H J

- 25  A B C D

- 26 F G  H J

- 27  A B C D

- 28 F G H  J

- 29 A  B C D

#### Language Skills (8 points)

- 30 F G  H J

- 31 A  B C D

- 32 F  G H J

- 33 A B  C D

- 34 F G  H J

- 35 A B C  D

- 36 F  G H J

- 37 A B  C D

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 A B C  D
- 2 F G H  J
- 3 A B  C D

- 4 F  G H J

- 5 A B C  D

- 6 F G  H J

- 7 A B C  D

- 8 F G  H J

- 9  A B C D

- 10 F G  H J

- 11 A B  C D

- 12  F G H J

#### Written Composition (12 points)

Choose a rubric from pages T14, T15, or T16 to score the written composition. Record the holistic score on the Student Profile and calculate the number of points earned for this subtest.

#### Conversion Chart: Number Correct to Total Percent

Number Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Total Percent	2	3	5	7	8	10	11	13	15	16	18	20	21	23	25	26	28	30	31	33	34	36	38	39	41	43	44	46	48	49	51	52	54	56	57	59	61	62	64
Number Correct	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61																	
Total Percent	66	67	69	70	72	74	75	77	79	80	82	84	85	87	89	90	92	93	95	97	98	100																	

# The Force of Discovery

- Section 1: Reading and Language, pages 18–26
- Section 2: Writing, pages 27–30

# Section 1: Reading and Language

## VOCABULARY

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

- 1 **Anxiously** is another word for —  
 (A) angrily  
 (B) recently  
 (C) nervously  
 (D) confidently
- 2 **An astronaut** is —  
 (F) a deep sea diver  
 (G) an assistant in a store  
 (H) a traveler in outer space  
 (J) a writer of science fiction
- 3 **A barrier** is something that —  
 (A) steers a ship  
 (B) blocks the way  
 (C) orbits a satellite  
 (D) prevents a shipwreck
- 4 **A clue** is a kind of —  
 (F) tune or song  
 (G) window or mirror  
 (H) hint or suggestion  
 (J) conflict or argument
- 5 **When you defy** someone, you refuse to —  
 (A) obey  
 (B) forgive  
 (C) believe  
 (D) examine
- 6 **To discover** something is to —  
 (F) break it apart  
 (G) cover it with cloth  
 (H) keep it in a safe place  
 (J) find it for the first time
- 7 **An expedition** is a kind of —  
 (A) trip  
 (B) pageant  
 (C) difficulty  
 (D) spacecraft
- 8 **When you explore**, you —  
 (F) trade food for money  
 (G) look around a new place  
 (H) explain how something works  
 (J) translate from one language to another
- 9 **Gravity** is the —  
 (A) speed of orbiting satellites  
 (B) instrument used to see the stars  
 (C) distance between the Sun and Earth  
 (D) force that pulls objects toward Earth
- 10 **To be inspired** is to be —  
 (F) invited  
 (G) confused  
 (H) encouraged  
 (J) embarrassed
- 11 **A journey** is —  
 (A) a long trip  
 (B) a new coin  
 (C) a small boat  
 (D) an old journal
- 12 **To launch** is to —  
 (F) send off  
 (G) press on  
 (H) breathe out  
 (J) tow through
- 13 **Territory** is another word for —  
 (A) tax collected by a king  
 (B) land ruled by a country  
 (C) theory written by a scientist  
 (D) testimony given by a colonist
- 14 **When you experience weightlessness**, you —  
 (F) float in space  
 (G) stay on a diet  
 (H) weigh something  
 (J) lift a heavy object
- 15 **The wilderness** is a place —  
 (A) at the zoo  
 (B) near a hospital  
 (C) with a warm climate  
 (D) where no people live

GO ON 

## READING AND LITERARY ANALYSIS

**DIRECTIONS** Read the headings and skim the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## A Mummy Frozen in Ice

In September 1991, people in the Italian Alps found the most amazing sight: a mummy that was more than 5,000 years old! Since he was frozen, the mummy was in excellent shape. They named him "Ötzi," from the place where he was found, the Ötztal Alps.

### A Well-Dressed Hunter

**Physical Characteristics** Scientists believe that Ötzi was between 25 and 40 years old when he died. He was about 5 feet 3 or 4 inches tall and was tattooed with simple designs.

**Clothing** Ötzi was very well dressed. He wore three layers of animal skins: a jacket, a cape, and a bearskin hat. His feet were covered in shoes packed with grass for added warmth. Ötzi even had an extra cape of woven grass!

**Belongings** He carried a longbow and a quiver full of arrows, a copper ax, a dagger, a wooden-framed backpack, and two containers made from tree bark. On his belt was a pouch containing flints and moss that he used to start a fire.

### Mysteries Remain

Where did Ötzi come from? Scientists studying Ötzi think that he lived close by. Did he come from north or south of the Ötztal Alps—Austria or Italy? And what was he doing in the mountains? Most scientists think he was taking his flock of animals to high pastures for the summer when he died. Shepherds still take their flocks to pasture in the Ötztal Alps. Ötzi the mummy is an exciting and mysterious discovery.

- 16 Which of these questions would be good to write on a notecard before you read?
- F How did the ice melt?
  - G How do you pronounce "Ötzi"?
  - H At what temperature does water freeze?
  - J What clothes was the mummy wearing?
- 17 Which of these questions does the passage answer?
- A Who was the frozen mummy?
  - B How do you make a mummy?
  - C Who are the most famous mummies?
  - D Why did the Egyptians make mummies?
- 18 When you skim the section called "A Well-Dressed Hunter," what words should get your attention?
- F longbow, arrows, ax
  - G jacket, cape, bearskin hat
  - H Scientists, Ötzi, 40 years old
  - J Physical Characteristics, Clothing, Belongings

- 19 You have set up a notecard like the one below to take notes on the last section. Now read the section and look for answers to the question.

What mysteries remain?

Which of the following should not be noted on the card?

- A where Ötzi came from
- B what Ötzi was doing in the mountains
- C why shepherds take their flocks to the Alps
- D whether Ötzi came from north or south of the Ötztal Alps

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## A Friend from the Past

### Part 1

Ben watched the movers carry the last stack of boxes up the stone steps into his new apartment. The moment they left, he collapsed on the couch in the middle of the living room and glanced around. Piles of boxes and scattered lamps and chairs confronted his eyes. "How am I going to get all this put away before my new job starts on Monday?" he asked Maxi, his little dog.

"Woof!" Maxi replied. Ben laughed and patted his dog's head. His eyes scanned the labels on the boxes: *kitchen, college books, bedroom, music stuff* . . .

"Music stuff," Ben mumbled. "What's in there?" The mysterious box looked as if it had been collecting dust for years. When Ben opened it, he was surprised to discover his old guitar.

### Part 2

A smile flickered across his face as he remembered the day he had bought it. He was fourteen years old, and he had hurried one Saturday morning to Kaminski's Music Store. The memory was as fresh as yesterday.

"I'll take that one," he had announced to Mr. Kaminski, pointing to a beautiful guitar with wood that glowed like marigolds. "How much is it?"

"One hundred and twenty dollars," had been Mr. Kaminski's answer.

Ben had been saving to buy a guitar, and he had just enough money. "Can I try it?" he asked excitedly.

The store owner handed him the gleaming guitar, and Ben settled the strap over his shoulder. He felt a thrill of excitement as his thumb slid across the pearly strings. The guitar felt like a good friend.

### Part 3

Ben shook his head and the memory faded. Suddenly he felt lonely, like an island in a cold sea. "I forgot about this old friend," he said to Maxi as he pulled the guitar out of the box. The glow of the wood had faded and the strings were out of tune. Ben adjusted them and played "Red River Valley," the first song he had ever learned. Suddenly he didn't feel alone at all.

"Do you want to sing along?" he asked Maxi.

"Woof! Woof!" Maxi replied.

READING AND LITERARY ANALYSIS, *continued*

20 Which of these is the best summary of Part 1?

- (F) As soon as the movers leave, Ben plays his old guitar.
- (G) When Maxi barks, Ben finds an old box with a guitar in it.
- (H) When Ben moves, he discovers his old guitar in a forgotten box.
- (J) Ben moves to a new place, but he forgets to pack his old guitar.

21 Read this simile.

The memory was as fresh as yesterday.

The writer uses the simile to show that the memory was —

- (A) soft and sweet
- (B) vivid and clear
- (C) about a recent event
- (D) about cleaning something

22 Which of these is the best summary of Part 2?

- (F) Ben remembers Mr. Kaminski and his music store.
- (G) Ben remembers playing his guitar and learning many songs.
- (H) Ben recalls the thrill he felt when he paid for his new guitar.
- (J) Ben recalls buying his guitar and strumming it for the first time.

23 Read this simile.

Suddenly he felt lonely, like an island in a cold sea.

The writer uses the simile to show that Ben —

- (A) feels chilly
- (B) is thinking about the ocean
- (C) feels alone in his new place
- (D) is surrounded by boxes and chairs

24 Which of these is the best summary of Part 3?

- (F) Ben takes the old guitar out of the box.
- (G) Maxi barks a lot as Ben tries to tune the guitar.
- (H) Ben plays his old guitar and doesn't feel alone anymore.
- (J) Maxi feels confused when Ben plays the guitar and sings.

25 Which of these is the best summary of the entire story?

- (A) Ben and his dog Maxi move to a new apartment.
- (B) An old guitar helps Ben feel less lonely in a new apartment.
- (C) Ben bought a beautiful guitar when he was fourteen years old.
- (D) An old guitar helps Ben remember the first song he ever learned.



READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## The Race to the North Pole

### Surviving the Cold

Far, far north on the Earth six men struggled against icy blasts of wind. The howling Arctic wind drove needles of ice into their faces. The wind was like a sharp sword, slicing through their thick fur coats.

The year was 1909. It was 60 degrees below zero. It was so cold that if the men spilled a cup of tea, the tea would vanish before it hit the ground. The extreme cold would turn the water into tiny crystals of ice, too small to see. It was so cold that the men's noses, cheeks, and toes were constantly exposed to frostbite. Even so, these men were determined to complete their journey. Robert Peary, the expedition leader, and Matthew Henson, his assistant, were going to be the first people to reach the North Pole—or they would die trying.

### To the “Roof of the World”

Before 1909, no one had been to the North Pole. People call it the “roof of the world” because it is on the top of the Earth in the Arctic Ocean. If you are standing at the North Pole, the only way you can turn is south.

At the North Pole, it is dark for six months and light for six months. The explorers could not cross the ice in the dark. Yet, if they waited too long to begin their journey, the summer sun would melt the ice before they could cross it on their return trip. They would be stranded on chunks of ice or plunge into the freezing water of the Arctic Ocean.

Robert Peary and Matthew Henson had tried to reach the North Pole twice before. Both times they had been beaten back by

brutal winds. They had encountered blocks of ice as tall as towers, and faced starvation. On their last trip, the men ran out of food and had to eat their dogs to stay alive. Could they make it this time? It was their last chance.

### Racing the Sun

Matthew Henson cracked his whip above the dog's ears. “Huk! Huk!” he shouted, and they were off across the frozen sea. Traveling in the Arctic is very difficult because the ice is uneven and rough. In fact, great mountains of ice often blocked the men's route. They had to hack through the ice with picks to move forward. They carried their supplies on *sledges*, long, heavy sleds with wooden blades pulled by teams of dogs. The dogs' thick coats of fur protect them from the bitter Arctic cold.

By April 1, 1909, Peary and Henson were about 135 miles from their goal. They had 40 strong dogs and help from four of the most courageous Inuits, or native people, in all the Arctic. They raced across a snowy wilderness lit by the summer sun. After a brief rest, they set off and marched for ten more hours.

### Will They Reach the Pole?

By April 5, they were only one day's march from their goal. The next day, Peary checked his instruments. He couldn't believe what he saw. His reading showed 90 degrees north! They had made it! Peary planted the Stars and Stripes at the North Pole. Then the men gave three cheers and took pictures of themselves with the flag. They all dreamed of the bright future they would have. But even though their journey was over, their troubles were not.

READING AND LITERARY ANALYSIS, *continued*

- 26 Read this simile.

The wind was like a sharp sword,  
slicing through their thick fur  
coats.

The writer uses the simile to show that the men were —

- (F) very cold
  - (G) badly injured
  - (H) extremely homesick
  - (J) protected by weapons
- 27 The men try to reach the North Pole because they want to —
- (A) find gold there
  - (B) live with the Inuits
  - (C) study Arctic wildlife
  - (D) be the first people ever to go there
- 28 How many times before had the explorers tried to reach the North Pole?
- (F) never
  - (G) one time
  - (H) two times
  - (J) three times
- 29 What is the outcome of their trip?
- (A) They reach the North Pole.
  - (B) They find gold and minerals.
  - (C) They raise a family of sled dogs.
  - (D) They get stranded on a block of ice.

- 30 The section “To the ‘Roof of the World’” suggests that —

- (F) it is easier to travel south than north
- (G) the summer is the best time to travel
- (H) many people travel to the North Pole today
- (J) it is very difficult to travel to the North Pole

- 31 Read this simile.

They had encountered blocks of  
ice as tall as towers.

The writer uses the simile to show that the landscape had —

- (A) tall trees
  - (B) large rocks
  - (C) high buildings
  - (D) huge frozen formations
- 32 This passage suggests that —
- (F) some goals can never be reached
  - (G) some goals are better than others
  - (H) it is important to set realistic goals
  - (J) you will reach your goal if you keep trying
- 33 The last paragraph hints that the men will —
- (A) have problems in the future
  - (B) cross the ice before summer
  - (C) become famous photographers
  - (D) return to the North Pole one day

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## The Last Great Race: The Iditarod

### How It All Began

In the winter of 1925, a terrible sickness struck the town of Nome, Alaska. The sickness, called “diphtheria,” could kill many people. There was medicine to fight it, but the medicine was hundreds of miles away. How could people get the medicine across the frozen land? Dog teams! Twenty dog-sled teams raced the medicine 674 miles in 127.5 hours to save the town.

### No Other Race Like It!

Today, the Iditarod Sled Dog Race celebrates this event. There’s no other race like the Iditarod in the world. It starts in Anchorage, Alaska, on the first Saturday in March. Each team has one racer, called a “musher,” and 12 to 18 dogs. The winner usually gets to Nome, Alaska, about ten days later. It takes most of the other dog teams two to three weeks to finish the race—if they do.

The Iditarod is the longest dog-sled race in the world. The race course covers over 1,100 miles through mountains, ice, and dense forests. The temperature during the race is far below zero. The winds howl through the long hours of darkness.

But that doesn’t stop the brave racers. They range in age from 18 to 88 years old.

Although most of the competing mushers are from Alaska, other states have been represented in the Iditarod. Racers have come from Michigan, Montana, Ohio, Alabama, Texas, and California.

### The Junior Iditarod

A group of younger dog-sled racers also wanted to “mush the Iditarod Trail.” In 1978 they organized the first Iditarod for younger mushers, between the ages of 14 and 18. This race is called the Junior Iditarod.

The Junior Iditarod trail is 150 miles long. Racers travel over the same Iditarod Trail for 65 miles—from Wasilla to the Yentna Station Roadhouse. The racers sleep overnight at Yentna. They stay with their dogs and care for them just like the Iditarod racers in the adult Iditarod. The next day the teenage racers return to Wasilla.

Many of the junior mushers have gone on to compete in the adult Iditarod. For example, Tim Osmar, three-time winner of the Junior Iditarod, competed in the 1998 Iditarod. For more information on the Junior Iditarod, contact:

Junior Iditarod  
P.O. Box 870800  
Wasilla, Alaska 99687

**34** The main goal of the Iditarod racers is to —

- (F) care for a team of dogs
- (G) cross the finish line first
- (H) celebrate a special holiday
- (J) carry medicine to sick people

**35** The section “No Other Race Like It!” suggests that the Iditarod —

- (A) lasts for over a month
- (B) is a long and difficult race
- (C) takes place in different states
- (D) has racers who are mostly the same age

**GO ON** 

## LANGUAGE SKILLS

**DIRECTIONS** Below is part of Jim White's diary. Read the diary. Then read each item carefully. Choose the best answer. Mark your answer.

It was Saturday, and I went out for a walk. I was walking across the dry riverbed when I saw a plume of smoke.

The smoke was <sup>1</sup>thick. It had to be a big fire. She had never seen <sup>2</sup> anything like it. I tied up the <sup>3</sup>horses. I ran toward the smoke. I raced across the <sup>4</sup>grass, leaving me horses <sup>5</sup> behind.

When I got closer, I could see that the smoke was actually a column of bats!

Millions and millions of bats were soaring into the sky. They were incredible! I was amazed and just stared at it.

After the <sup>6</sup>bats flew off, I saw a cave nearby and realized that the bats must be nesting there. Holding my kerosene lamp, I crawled into the cave. I shivered. The air <sup>7</sup> turned damp. I couldn't see anything, not even a shadow. The depth of the blackness overwhelmed us. <sup>8</sup>

36 In number 1, riverbed when I is best written —

- (F) riverbed if I
- (G) riverbed, or I
- (H) riverbed, so I
- (J) as it is written

37 The best way to combine the sentences in number 2 is —

- (A) thick, if it
- (B) thick, so it
- (C) thick, since it
- (D) thick, although it

38 In number 3, She had never seen is best written —

- (F) I had never seen
- (G) Me had never seen
- (H) He had never seen
- (J) as it is written

39 The best way to combine the sentences in number 4 is —

- (A) horses so I ran
- (B) horses but I ran
- (C) horses, and I ran
- (D) horses where I ran

40 In number 5, me horses is best written —

- (F) my horses
- (G) mine horses
- (H) them horses
- (J) as it is written

41 In number 6, stared at it is best written —

- (A) stared at you
- (B) stared at they
- (C) stared at them
- (D) as it is written

42 The best way to combine the sentences in number 7 is —

- (F) shivered, but the air
- (G) shivered, until the air
- (H) shivered because the air
- (J) shivered although the air

43 In number 8, overwhelmed us is best written —

- (A) overwhelmed me
- (B) overwhelmed you
- (C) overwhelmed them
- (D) as it is written

LANGUAGE SKILLS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

"The garden needs weeding," Mr. Sandoval said to his nephew. "Start with that patch over there."

Roberto pulled on a pair of garden gloves and knelt under the edge<sup>1</sup> of a scraggly flowerbed. Slender green weeds poked up between the rose bushes and the geraniums. Roberto yanked the weeds up by the roots. Then he raked his fingers across the dirt<sup>2</sup> to smooth the soil where the weeds had sprouted. Suddenly he felt a hard, round

object. "What's this?" he asked his uncle, digging it up. "It looks sort of like a potato."

"Let me see. It looks like a bulb," Mr. Sandoval explained. "A bird must have dropped it \_\_\_\_\_<sup>3</sup>. You should bury it under the soil next to springtime."<sup>4</sup>

"Then will a potato<sup>4</sup> grow out of it?" Roberto asked.

"No," Mr. Sandoval laughed. "A pretty flower will."

**44** In number 1, under the edge is best written —

- (F) in the edge
- (G) by the edge
- (H) above the edge
- (J) as it is written

**45** In number 2, across the dirt is best written —

- (A) out the dirt
- (B) down the dirt
- (C) during the dirt
- (D) as it is written

**46** Which of the following should be added to number 3 to best complete the sentence?

- (F) up the garden
- (G) for the garden
- (H) into the garden
- (J) before the garden

**47** In number 4, next to springtime is best written —

- (A) until springtime
- (B) below springtime
- (C) beside springtime
- (D) as it is written

**STOP**

## Section 2: Writing

### PROCESS AND STRATEGIES

**DIRECTIONS** Read about the biography Aysha plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Aysha wants to write a brief biography of Jackie Robinson, the first African American to play modern major league baseball. She is interested in the problems Robinson faced with the Brooklyn Dodgers. Aysha decided to use this topic as the focus of her biography of Jackie Robinson.

- 1** A biography is a —
- (A) play about a person's life
  - (B) poem about a person's life
  - (C) true account of a person's life
  - (D) make-believe story of a person's life
- 2** What should Aysha do first?
- (F) Organize her notes.
  - (G) Write a rough draft.
  - (H) Tell her friends about Jackie Robinson.
  - (J) Take notes about Jackie Robinson's life.
- 3** Aysha would find the most useful information about Jackie Robinson in —
- (A) a thesaurus
  - (B) a dictionary
  - (C) an atlas of the world
  - (D) a Web site on famous athletes
- 4** Aysha is writing for a class project. Which of these sentences is best for her audience?
- (F) Jackie Robinson was cool, really cool.
  - (G) Like, you should know about Jackie Robinson big time.
  - (H) Jackie Robinson was one of the best players of all time.
  - (J) One should be knowledgeable about Jackie Robinson's endeavors.

**PROCESS AND STRATEGIES, *continued***

**DIRECTIONS** Read the draft of the biography that Aysha wrote. Then read each item carefully. Choose the best answer. Mark your answer.

**Jackie Robinson: Major-League Hero**

(1) It is nice to make a difference in life. (2) Jackie Robinson had that experience on April 15, 1947. (3) On that day, him became the first African American in the twentieth century to play baseball in the major leagues. (4) Jackie, who was playing with the Brooklyn Dodgers, wanted to open the doors of major-league baseball about other African Americans.

(5) When he was in college, he starred in baseball, football, basketball, and track. (6) After college, he was drafted into the army. (7) Jackie Robinson was born in 1919 in Georgia, but he grew up in California.

(8) During his first season with the Dodgers, Jackie became a target of hatred. (9) Because he was trying to integrate baseball, some people didn't like him. (10) Robinson's Family received hate mail and death threats. (11) People in the crowds yelled insults. (12) Some times the pitcher threw the ball at his head or legs, or the catcher spat at his shoes. (13) Both fans and teammates grew to respect Jackie Robinson.

(14) He had the courage to try to change things. (15) Jackie Robinson was really describing himself when he said, "A life is not important except in the impact it has on other lives."

PROCESS AND STRATEGIES, *continued*

5 Aysha wants to be sure sentence 1 grabs the reader's interest. What change, if any, should she make?

- (A) It is good to do something important.
- (B) How would you like to make history?
- (C) Some people do really different things.
- (D) No revision is needed.

6 What change, if any, should be made in sentence 3?

- (F) Change *him* to *he*
- (G) Change *leagues* to *league's*
- (H) Change *became* to *becomed*
- (J) Make no change

7 What change, if any, should be made in sentence 4?

- (A) Change *about* to *for*
- (B) Change *wanted* to *wants*
- (C) Change *Brooklyn* to *brooklyn*
- (D) Make no change

8 Aysha wants to make the order of the events in sentences 5–7 clearer. She should put —

- (F) Sentence 5 after Sentence 6
- (G) Sentence 5 after Sentence 7
- (H) Sentence 6 after Sentence 7
- (J) Sentence 7 before Sentence 5

9 What change, if any, should be made in sentence 10?

- (A) Change *Family* to *family*
- (B) Change *received* to *recieved*
- (C) Change *Robinson's* to *Robinsons*
- (D) Make no change

10 What change, if any, should be made in sentence 12?

- (F) Change *threw* to *throwed*
- (G) Delete the comma before *or*
- (H) Change *Some times* to *Sometimes*
- (J) Make no change

11 Which of these should be added to the beginning of sentence 13?

- (A) Later,
- (B) Especially,
- (C) For example,
- (D) In conclusion,

12 Aysha wants to add a sentence after sentence 14 to tell whether Robinson achieved his goal. Which of these should she add?

- (F) He was a good baseball player.
- (G) Because of his courage, the doors began to open for African American athletes.
- (H) Today, many baseball fans remember Robinson's first day in the major leagues.
- (J) When people insulted him, he stopped himself from yelling insults back at them.

**STOP**



**WRITTEN COMPOSITION: PERSONAL NARRATIVE**

**DIRECTIONS** Read the writing prompt, then write your narrative on a separate sheet of paper.

**WRITING PROMPT**

Write a personal narrative for your class to read. Tell about a goal you tried to achieve. Tell about the obstacles and the outcome.

# Level C Unit 2 Test • Student Profile for Hand-Scoring

**DIRECTIONS** Use the **Answer Key** on page T17 to score the multiple-choice items. Circle the item number of each correct answer below and circle the plus or minus sign to indicate mastery. Calculate the subtest scores, assigning 1 point for each correct answer. Choose a rubric from page T16, T18, or T19 to score the written composition, and calculate that subtest score based on the rubric you chose. Total the scores and calculate the % score or use the conversion chart on the **Answer Key**.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct / Total
VOCABULARY	Key Vocabulary	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	12 out of 15 + -	_____ / 15
READING AND LITERARY ANALYSIS	Strategy: Skim and Take Notes	16 17 18 19	3 out of 4 + -	_____ / 20
	Summarize	20 22 24 25	3 out of 4 + -	
	Figurative Language: Simile	21 23 26 31	3 out of 4 + -	
	Identify Goal and Outcome	27 28 29 34	3 out of 4 + -	
	Inferences and Conclusions	30 32 33 35	3 out of 4 + -	
LANGUAGE SKILLS	Sentences (Complex, Compound)	36 37 39 42	3 out of 4 + -	_____ / 12
	Pronouns	38 40 41 43	3 out of 4 + -	
	Prepositional Phrases	44 45 46 47	3 out of 4 + -	
PROCESS AND STRATEGIES	Writing Strategies	1 2 3 4	3 out of 4 + -	_____ / 12
	Revising	5 8 11 12	3 out of 4 + -	
	Editing and Proofreading	6 7 9 10	3 out of 4 + -	
WRITTEN COMPOSITION	Personal Narrative	Holistic Score _____ x 3 (based on 4-Point-Rubric)		_____ / 12
<b>TOTAL</b> (Total Correct ÷ 71 x 100 =%)				_____ / 71 = _____ %

# Level C Unit 2 Test • Answer Sheet for Hand-Scoring

Name \_\_\_\_\_ Date \_\_\_\_\_

Practice Test			
1 (A) (B) (C) (D)	5 (A) (B) (C) (D)	9 (A) (B) (C) (D)	13 (A) (B) (C) (D)
2 (F) (G) (H) (J)	6 (F) (G) (H) (J)	10 (F) (G) (H) (J)	14 (F) (G) (H) (J)
3 (A) (B) (C) (D)	7 (A) (B) (C) (D)	11 (A) (B) (C) (D)	15 (A) (B) (C) (D)
4 (F) (G) (H) (J)	8 (F) (G) (H) (J)	12 (F) (G) (H) (J)	

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (15 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)

- 15 (A) (B) (C) (D)

#### Reading/Literary Analysis (20 points)

- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)
- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)

- 28 (F) (G) (H) (J)

- 29 (A) (B) (C) (D)

- 30 (F) (G) (H) (J)

- 31 (A) (B) (C) (D)

- 32 (F) (G) (H) (J)

- 33 (A) (B) (C) (D)

- 34 (F) (G) (H) (J)

- 35 (A) (B) (C) (D)

#### Language Skills (12 points)

- 36 (F) (G) (H) (J)
- 37 (A) (B) (C) (D)
- 38 (F) (G) (H) (J)
- 39 (A) (B) (C) (D)

- 40 (F) (G) (H) (J)

- 41 (A) (B) (C) (D)

- 42 (F) (G) (H) (J)

- 43 (A) (B) (C) (D)

- 44 (F) (G) (H) (J)

- 45 (A) (B) (C) (D)

- 46 (F) (G) (H) (J)

- 47 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)

- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

# Level C Unit 2 Test • Answer Key for Multiple-Choice Items

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (15 points)

- 1 (A) (B) (C) (D)  
 2 (F) (G) (H) (J)  
 3 (A) (B) (C) (D)  
 4 (F) (G) (H) (J)  
 5 (A) (B) (C) (D)  
 6 (F) (G) (H) (J)  
 7 (A) (B) (C) (D)  
 8 (F) (G) (H) (J)  
 9 (A) (B) (C) (D)  
 10 (F) (G) (H) (J)  
 11 (A) (B) (C) (D)  
 12 (F) (G) (H) (J)  
 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)

- 15 (A) (B) (C) (D)

#### Reading/Literary Analysis (20 points)

- 16 (F) (G) (H) (J)  
 17 (A) (B) (C) (D)  
 18 (F) (G) (H) (J)  
 19 (A) (B) (C) (D)  
 20 (F) (G) (H) (J)  
 21 (A) (B) (C) (D)  
 22 (F) (G) (H) (J)  
 23 (A) (B) (C) (D)  
 24 (F) (G) (H) (J)  
 25 (A) (B) (C) (D)  
 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)

- 28 (F) (G) (H) (J)

- 29 (A) (B) (C) (D)

- 30 (F) (G) (H) (J)

- 31 (A) (B) (C) (D)

- 32 (F) (G) (H) (J)

- 33 (A) (B) (C) (D)

- 34 (F) (G) (H) (J)

- 35 (A) (B) (C) (D)

#### Language Skills (12 points)

- 36 (F) (G) (H) (J)  
 37 (A) (B) (C) (D)  
 38 (F) (G) (H) (J)  
 39 (A) (B) (C) (D)

- 40 (F) (G) (H) (J)

- 41 (A) (B) (C) (D)

- 42 (F) (G) (H) (J)

- 43 (A) (B) (C) (D)

- 44 (F) (G) (H) (J)

- 45 (A) (B) (C) (D)

- 46 (F) (G) (H) (J)

- 47 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)  
 2 (F) (G) (H) (J)  
 3 (A) (B) (C) (D)

- 4 (F) (G) (H) (J)  
 5 (A) (B) (C) (D)  
 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)  
 8 (F) (G) (H) (J)  
 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)  
 11 (A) (B) (C) (D)  
 12 (F) (G) (H) (J)

#### Written Composition (12 points)

Choose a rubric from pages T16, T18, or T19 to score the written composition. Record the holistic score on the Student Profile and calculate the number of points earned for this subtest.

#### Conversion Chart: Number Correct to Total Percent

Number Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Total Percent	1	3	4	6	7	8	10	11	13	14	15	17	18	20	21	23	24	25	27	28	30	31	32	34	35	37	38	39	41	42	44	45	46	48	49	51	52	54	55
Number Correct	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71							
Total Percent	56	58	59	61	62	63	65	66	68	69	70	72	73	75	76	77	79	80	82	83	85	86	87	89	90	92	93	94	96	97	99	100							

# Turning Problems into Solutions

- Section 1: Reading and Language, pages 32–40
- Section 2: Writing, pages 41–44

# Section 1: Reading and Language

## VOCABULARY

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

- 1 A conflict is —  
(A) a convention  
(B) an exclamation  
(C) a disagreement  
(D) an exaggeration
- 2 A consensus is a —  
(F) heated discussion  
(G) general agreement  
(H) complete explanation  
(J) personal interpretation
- 3 A defense is —  
(A) an experimental social program  
(B) a lesson learned through experience  
(C) an award for service to the community  
(D) an argument in favor of someone accused of a crime
- 4 When you are a delegate, you are —  
(F) treated by a doctor  
(G) innocent of a crime  
(H) given power to act for others  
(J) closed off from communication
- 5 To deliberate about something is to —  
(A) refuse to discuss it  
(B) think it over carefully  
(C) defend it against attack  
(D) report it to the authorities
- 6 A dispute is —  
(F) a law  
(G) a quarrel  
(H) an answer  
(J) an election
- 7 To guarantee is to —  
(A) ignore  
(B) explain  
(C) promise  
(D) remember
- 8 If you intervene, you —  
(F) welcome everyone at a party  
(G) interview someone for a report  
(H) make a list of people attending a meeting  
(J) come between people to settle an argument
- 9 Liberty means —  
(A) reason  
(B) freedom  
(C) generosity  
(D) recognition
- 10 When you have powers, you have the —  
(F) need to question  
(G) experience to lead  
(H) desire to complain  
(J) ability to make decisions
- 11 Merchandise is another word for —  
(A) laws to follow  
(B) things for sale  
(C) apartments for rent  
(D) cases in a court of law
- 12 Mediation means —  
(F) making a budget to pay a debt  
(G) finding helpers to plan an event  
(H) coming together to settle an argument  
(J) getting permission to make a change
- 13 Negotiation is —  
(A) going to a new place  
(B) understanding a process  
(C) signing a contract with someone  
(D) talking together to reach an agreement
- 14 Resolution is another word for —  
(F) solution  
(G) resource  
(H) argument  
(J) challenge
- 15 A right is something that everyone —  
(A) will see  
(B) can buy  
(C) should have  
(D) might recall

**VOCABULARY, continued**

**DIRECTIONS** Read the sentence in each box. Then read the item carefully. Choose the best answer. Mark your answer.

16

In the quiet courtroom, the saleswoman testified: "He looks like the man who stole clothing from the store."

To testify in court is to —

- (F) tell an interesting story
- (G) watch a courtroom trial
- (H) say good things about a person on trial
- (J) tell what you know or what you have seen

17

She said that John had concealed clothing in his backpack and walked out of the store with it.

To conceal something is to —

- (A) tear it
- (B) hide it
- (C) change it
- (D) run with it

18

John squirmed and fidgeted nervously in his chair as he waited for the judge's decision.

To fidget is to —

- (F) fall down
- (G) take a nap
- (H) wait patiently
- (J) move around a lot

19

The courtroom erupted with cheers when the judge said to John, "It has all been a mistake. You are free to go."

When something erupts, it happens —

- (A) quietly
- (B) suddenly
- (C) constantly
- (D) beautifully

## READING AND LITERARY ANALYSIS

**DIRECTIONS** Read the essay. Then read each item carefully. Choose the best answer. Mark your answer.

## Sharing Is Easy

Can you imagine going to bed at night without dinner? I think that's terrible. Unfortunately, there are some people in America who experience this. I think that in this country there is enough food to feed everyone, and that people should do whatever they can to help the hungry.

Take, for example, David, who goes to a middle school in Florida. When David heard about *USA Harvest*, a program that collects and distributes food, he realized that there was extra food at his school every day. He talked to his principal about giving this food to people in need. Then he convinced the school board that he had a good plan. David had to solve a lot of problems. He had to figure out how to keep the food from spoiling before it was delivered, and he had to make sure he followed all the health regulations.

Despite the difficulties, David never gave up. After a year, his school began donating food to the hungry each week. Later, because of David's efforts, a bill was passed in Florida encouraging schools to donate their unused food.

You may not be able to do what David did, but there are many other ways to help. For example, you could volunteer to work in an

emergency food center. People in need may depend on getting food from a food center. Volunteers are needed to store and arrange food. Other volunteers fill bags and deliver them to those in need.

You could also volunteer to help set up collection stations or distribute food for food drives. This work requires time and energy, so it is well-suited to young people. If your community does not have a food drive, you could organize one. Have volunteers attach notes to collection bags that tell what kind of food is needed and when the bags will be picked up. People then fill the bags and leave them on their porches for volunteers to collect.

Another idea is to organize a school food drive. Ask students to bring in items such as canned goods, packaged cereals, and other food that will last. These donations can be given to agencies that distribute food to many needy families.

It's important to help hungry people in America. It may seem like a huge task, but it is easy to help. Just get involved like David did! Volunteer to work in a food donation program or organize your own program.

- 20 The author's purpose in writing this essay is to —
- (F) explain health regulations concerning food
  - (G) express emotions about the situation of the hungry
  - (H) persuade individuals to find ways to help feed the hungry
  - (J) entertain the reader by telling about an exciting true event

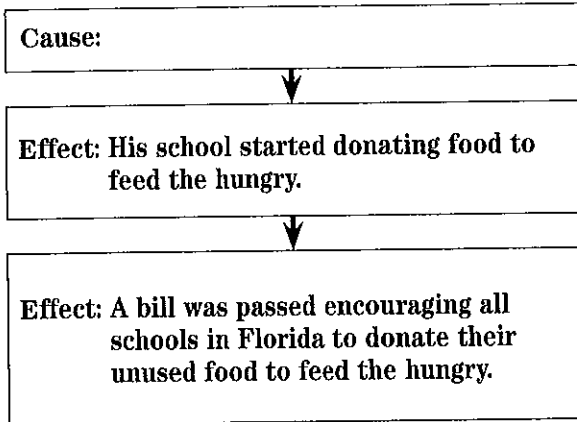
- 21 Which of the following is a fact that supports the writer's purpose?
- (A) David is an exceptional young man.
  - (B) David found a way to help others in need.
  - (C) Volunteers attach notes to collection bags.
  - (D) Everyone should donate to a food center each week.

GO ON 



READING AND LITERARY ANALYSIS, *continued*

22 Study the chart.



Which of these best completes the chart?

- (F) David talked to the school board.
- (G) David went to bed without dinner.
- (H) David organized emergency food centers.
- (J) David heard about a program that gives food to those in need.

23 Because David wanted to help feed the hungry, he —

- (A) joined *USA Harvest*
- (B) found jobs for the poor
- (C) created bills in the state government
- (D) found ways for his school to donate food

24 According to the essay, the bill was passed in Florida because —

- (F) local politicians saw that David's program worked
- (G) other schools began to participate in David's program
- (H) David worked hard and did not give up on his program
- (J) students joined David to help make his program successful

25 Do you think the essay makes a strong argument? Why?

- (A) Yes, because the writer gives a lot of opinions.
- (B) No, because the writer does not use enough facts.
- (C) Yes, because the writer shows several ways to help the hungry.
- (D) No, because the writer does not really care about hungry people in America.

26 Which of these is the strongest argument to add to the essay?

- (F) Individuals can help bring about new laws in their states.
- (G) Many farmers in this country use modern farming techniques.
- (H) Every day schools, restaurants, and hotels throw out surplus food that could be given to the hungry.
- (J) Students can speak to principals and members of the school board about different issues.

Read the chart. Use it to help you answer items 27–28.

Facts	Opinions
<p>27</p> <hr style="width: 50%; margin: 10px auto;"/> <p>David goes to a middle school in Florida.</p>	<p>People should do what they can to help the hungry.</p> <hr style="width: 50%; margin: 10px auto;"/> <p>28</p>

27 Which of these goes on the blank line under Facts?

- (A) Going to bed without dinner is terrible.
- (B) It would be good if every community had a food drive.
- (C) In Florida, a bill was passed to encourage schools to donate food.
- (D) Young people should volunteer to set up food collection stations.

28 Which of these goes on the blank line under Opinions?

- (F) *USA Harvest* collects and distributes food.
- (G) It's easy to help hungry people in America.
- (H) David talked to his principal about donating food.
- (J) David's school started donating food to the hungry each week.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the two letters to the editor. Then read each item carefully. Choose the best answer. Mark your answer.

# The Daily Times

## Letters to the Editor

Dear Editor:

I think kids should be able to drive at 16. If you can drive, you can get a job and earn money. Some people say kids are more likely to be in accidents. I recently saw a bad accident on the interstate and the drivers were at least 50. It doesn't seem fair to blame kids even though they have some accidents.

Kids are asked to babysit, to take SAT tests, and to show up for club meetings and service projects before they are 18. I do my chores even though I don't like to. I think driving is the best way to get kids to make good choices.

Based on this, I think 16-year-olds should be able to drive.

Yours truly,  
Maggie Cho

Dear Editor:

I know that what I say will be unpopular with kids my age, but I believe that kids should be 18 years old before they get a driver's license. I'm 16 years old. I would like to drive right now, but reports say that young drivers are more likely to be in accidents. Sure, I want to drive my friends to the movies, but I would like to come home safely, too.

Car wrecks are the leading cause of death for American teenagers. According to statistics, drivers 15–20 years old make up 6.7 percent of all drivers. Yet they are involved in 14 percent of all fatal accidents.

Kids can be good drivers, but they aren't as careful when they are with their friends. In 1997, over 60 percent of kids in fatal accidents weren't wearing seat belts. When we're together, no one asks, "Is your seat belt fastened?" Who wants to sound like a parent?

I want to drive, but I can wait. I can wait until I'm 18, by which time I may not only save enough money for my own car, but I may be mature enough to drive responsibly, too.

Sincerely,  
Carlos Tejada

**29** Which of the following is not an opinion?

- (A) Anyone who has a job should be able to drive.
- (B) Driving is the best way to get kids to make good choices.
- (C) Car accidents are the leading cause of death for American teens.
- (D) Kids should be 18 years old before they get a driver's license.

**30** How does the author of the second letter try to convince the reader?

- (F) He gives information about car accidents.
- (G) He explains what is unpopular with kids his age.
- (H) He writes a longer letter than the other author does.
- (J) He mentions that he likes to drive his friends to the movies.

**31** According to the second letter, accidents involving teenagers are caused mostly by —

- (A) parents that are not nice
- (B) drivers that are too young
- (C) friends that are not careful
- (D) seat belts that are too loose

GO ON 

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Skim the paragraph. Then read each item carefully. Choose the best answer. Mark your answer.

## By Cheating, We Only Cheat Ourselves

Teachers and parents all tell us cheating is wrong. However, many times we just haven't had enough time to study for a test. A quick glance at someone else's paper might be all we need to get the few points necessary to pass the exam. "So what?" we say to ourselves. "We're not hurting anyone." Maybe not today, but we may be hurting ourselves or others tomorrow. In the future, when we're in the world of work, we will not be able to look at someone else's paper. We will be judged on what we know, and on what we have really learned. In the end, the only ones we will have cheated will be ourselves.

- 32** Olena wants to figure out why the author wrote this paragraph. Which of the following questions should she not ask herself as she reads?
- (F) Is the selection fiction or nonfiction?
  - (G) Does the author enjoy writing articles like this?
  - (H) What kinds of information does the author include?
  - (J) Does the author want to explain a situation, tell a story, or persuade me?
- 33** In this paragraph, the author's purpose is to —
- (A) list steps to prevent cheating in the classroom
  - (B) provide a self-help guide for cheaters who want to stop
  - (C) give the statistics for cheating in American middle schools
  - (D) discourage cheating by arguing that cheating hurts in the long run
- 34** Which of the following statements is true?
- (F) Persuasive writing is more convincing if it is read quickly.
  - (G) In persuasive writing, you should read carefully to determine the author's purpose.
  - (H) You would read a folk tale more slowly than "By Cheating, We Only Cheat Ourselves."
  - (J) Persuasive writing must be read slowly because it is always full of scientific information.
- 35** How would the last sentence change if the author did not feel strongly about his or her position?
- (A) We risk losing our jobs if we cheat in the workplace.
  - (B) In conclusion, it is important to study in school to prepare for a career.
  - (C) In the end, the people we work with will have cheated us if they cheat.
  - (D) However, if you don't know something at work, you could cheat to learn it quickly.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## A Beautiful Idea

"No!" Alma's mom said. "I don't want you painting pictures in the house. There's not enough room. You'll get paint all over the place. Besides, paints cost money, and we don't have a lot of that right now."

"But, Mom," Alma said, "I really want to enter this art contest. I can't just submit a pencil drawing. I have to *paint* something—something *colorful!* And if I win, I'll get fifty dollars!"

Mrs. Aquino plucked a stack of old magazines off the kitchen table. "Put these somewhere," she said irritably to Alma. "I've got to set the table."

Alma's shoulders slumped as she took the magazines. Glancing at the bright covers, however, she cheered up. The blues and reds and golds and greens swirled in her head, forming pictures of butterflies, flowers, mountains, and waves.

Suddenly an idea popped into her brain.

After dinner, Alma quickly cleared the table and helped her mother wash the dishes. Then she gathered the magazines, a sheet of drawing paper, scissors, and glue. She put everything on the kitchen table.

Alma's mind whirled and danced as she cut shapes out of the magazines and pasted them on the paper. Soon a picture of rainbow-colored parrots in a green-and-yellow jungle appeared from the bright bits of paper.

"That's beautiful," said her sister Mayra, who had come into the kitchen with her baby brother Alejo.

"Thanks," Alma answered. "It's called a *collage*. I'm going to enter it in an art contest."

A week later, when Alma won, even Mom was pleased. Mrs. Aquino told Alma she could buy some paints with her prize money, but only if she promised to clean up *everything* each time she used them.

- 36 What is Alma's problem at the beginning of the story?
- F She doesn't know how to paint.
  - G She needs to borrow fifty dollars.
  - H Her mother won't let her make a painting for the art contest.
  - J Her mother is angry at her because she got paint on the walls.
- 37 Alma needs all of these things except —
- A paints
  - B drawing pencils
  - C a place to paint at home
  - D her mother's permission to paint

- 38 What does Alma do to solve her problem?
- F She creates pictures in her head.
  - G She makes a picture out of paper.
  - H She paints pictures with her mother.
  - J She copies a picture from a magazine.
- 39 You know that Alma's solution worked because —
- A Mayra liked her picture
  - B Alma won the art contest
  - C Mom cleaned up the table
  - D her brother learned to paint

GO ON 

## LANGUAGE SKILLS

**DIRECTIONS** Below is part of a story about a problem a teenager has. Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Penny stops in the hallway and stares at her locker. She looks sad. It have happened<sup>1</sup> again. For weeks now, another student have written<sup>2</sup> mean things on the door. The insults has haunted<sup>3</sup> Penny all day.

At first she thought somebody<sup>4</sup> chose her locker randomly. Now it's clear that the person who<sup>5</sup> is writing on her locker has try<sup>6</sup> to hurt her personally. The remarks about her family's beliefs are too specific to be random.

"Who could it be?" Penny worries. "Who could it be?"

40 In number 1, It have happened is best written —

- (F) It happen
- (G) It has happen
- (H) It has happened
- (J) as it is written

41 In number 2, another student have written is best written —

- (A) another student written
- (B) another student have wrote
- (C) another student has written
- (D) as it is written

42 In number 3, has haunted is best written —

- (F) has haunt
- (G) have haunt
- (H) have haunted
- (J) as it is written

43 In number 4, somebody is best written —

- (A) nobody
- (B) something
- (C) everything
- (D) as it is written

44 In number 5, person who is best written —

- (F) person what
- (G) person which
- (H) person whose
- (J) as it is written

45 In number 6, has try is best written —

- (A) has tried
- (B) has trying
- (C) have tried
- (D) as it is written

GO ON 

LANGUAGE SKILLS, *continued*

**DIRECTIONS** Read the rest of the story about Penny's problem. Then read each item carefully. Choose the best answer. Mark your answer.

Penny realizes, pretty much everyone know<sup>1</sup> exactly who locker<sup>2</sup> this is—it's at the very end of the row. Suddenly Penny figures it out. She knows the person which wrote<sup>3</sup> the words. She has seen her friend Tina<sup>3</sup> near her locker, hurrying away as Penny approaches. Then yesterday, anyone<sup>4</sup> saw Tina just around the corner putting a marker<sup>4</sup> in her pocket. "Oh, no," Penny thinks, "it was Tina all along. It is her insults who<sup>5</sup> have caused me all this trouble. Nothing surprise<sup>6</sup> me anymore!"

- 46** In number 1, everyone know is best written —  
 (F) everyone knows  
 (G) everyone known  
 (H) everyone have known  
 (J) as it is written
- 47** In number 2, who locker is best written —  
 (A) whos locker  
 (B) who's locker  
 (C) whose locker  
 (D) as it is written
- 48** In number 3, person which wrote is best written —  
 (F) person who wrote  
 (G) person whose wrote  
 (H) person which written  
 (J) as it is written
- 49** In number 4, anyone is best written —  
 (A) one  
 (B) someone  
 (C) which one  
 (D) as it is written
- 50** In number 5, insults who is best written —  
 (F) insults that  
 (G) insults whom  
 (H) insults whose  
 (J) as it is written
- 51** In number 6, Nothing surprise is best written —  
 (A) Nothing surprises  
 (B) Nothing is surprise  
 (C) Which thing surprise  
 (D) as it is written

**STOP**

# Section 2: Writing

## PROCESS AND STRATEGIES

**DIRECTIONS** Read about the persuasive essay Wasim plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Wasim believes there is a need to help the homeless shelter in his city. He wants to write an essay persuading students to support the clothing drive for the shelter. Wasim will emphasize the needs of the people in the shelter and the importance of helping others.

**1** In a persuasive essay, you —

- (A) narrate a story that teaches a lesson
- (B) research facts to explain a scientific topic
- (C) use rhyme and rhythm for poetic statement
- (D) take a position and give strong support for it

**2** What should Wasim do before he begins to write his essay?

- (F) poll his friends for support
- (G) make a list of clothes he can donate
- (H) decide how to state his position and how to order his supporting arguments
- (J) research, through the library and government agencies, any studies on the cost of clothes

**3** An effective conclusion to Wasim's persuasive essay will best be stated as a —

- (A) personal experience
- (B) summary of statistics
- (C) request to take action
- (D) dialogue between two lawmakers

**4** A peer conference can help the writer of a persuasive essay in all the following ways except —

- (F) typing the draft and correcting errors
- (G) checking details that should be put in or left out
- (H) reading the draft to determine if it addresses the audience appropriately
- (J) asking questions about the arguments to check whether they are logical and factual

**PROCESS AND STRATEGIES, *continued***

**DIRECTIONS** Read the draft of the persuasive essay that Wasim wrote. Then read each item carefully. Choose the best answer. Mark your answer.

### Collect Clothes for the Homeless

(1) The Eagle Valley Homeless Shelter, which is having a clothing drive needs your help. (2) If you collect and donate clothes, the shelter will have more money for other services, the residents will have proper clothes, and you'll feel good about yourself.

(3) First of all, if you support the drive, the shelter will not have to buy clothes. (4) The shelter provides food, counseling, and a place to live; however, it has limited funds. (5) It can use more money for these services if you donate good, usable clothing.

(6) In addition, when residents have the proper clothes, they can go to school, training classes for jobs, and job interviews. (7) The clothes really make a difference! (8) Last week I met a man which used to live at the shelter. (9) He explained how some of the donated clothes were helping him.

(10) Finally, collecting and donating clothes is a wonderful thing to do. (11) It will make you feel good about yourself.

(12) Many kids have joining the clothing drive. (13) You should participate, too.

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.



PROCESS AND STRATEGIES, *continued*

- 5** What change, if any, should be made in sentence 1?
- (A) Put a comma after *drive*
  - (B) Change *is having* to *has*
  - (C) Change *Homeless Shelter* to *homeless shelter*
  - (D) Make no change
- 6** What change, if any, should be made in sentence 3?
- (F) Change *by* to *buy*
  - (G) Delete the comma after *all*
  - (H) Change *support* to *supports*
  - (J) Make no change
- 7** Wasim wants to add an example to support his argument. Which sentence should he add after sentence 5?
- (A) For example, the shelter can fix the clothes if they are torn.
  - (B) For example, the shelter didn't get enough clothes last year.
  - (C) For example, people can wear the clothes even if they are too small.
  - (D) For example, the shelter added twenty beds last year because it didn't have to spend money for clothes.
- 8** What change, if any, should be made in sentence 8?
- (F) Change *at* to *of*
  - (G) Change *met* to *meet*
  - (H) Change *which* to *who*
  - (J) Make no change
- 9** What is the best way to rewrite sentence 9?
- (A) He was wearing a donated suit.
  - (B) He said that the donated clothes were helping him a lot.
  - (C) He told me about the clothes he had received, and then he explained how helpful they were to him.
  - (D) He pointed proudly to his suit and said, "Now I can go to job interviews because someone donated this suit."
- 10** Wasim wants to provide evidence to support his argument. Which of these should he add after sentence 11?
- (F) When people are polite, they feel better about themselves.
  - (G) You will also feel good if you exercise and eat healthy foods.
  - (H) Helping others always makes people feel useful and worthwhile.
  - (J) People feel good when they dress in old, comfortable clothes.
- 11** What change, if any, should be made in sentence 12?
- (A) Change *have* to *has*
  - (B) Change *Many* to *Much*
  - (C) Change *joining* to *joined*
  - (D) Make no change
- 12** Wasim wants to encourage the reader to act. Which of these should he add after sentence 13?
- (F) The homeless shelter is located downtown.
  - (G) It doesn't matter if the clothes are old, torn, or out of style.
  - (H) The clothing drive will be going on through February.
  - (J) Collect as much clothing as you can and take it to the shelter.

**WRITTEN COMPOSITION: PERSUASIVE ESSAY**

**DIRECTIONS** Read the writing prompt, then write your essay on a separate sheet of paper.

**WRITING PROMPT**

Write a persuasive essay for your classmates. Your essay should state your position on a school or community issue, such as providing more bike lanes or protecting the environment. It should give strong support for your ideas.

# Level C Unit 3 Test • Student Profile for Hand-Scoring

**DIRECTIONS** Use the **Answer Key** on page T20 to score the multiple-choice items. Circle the item number of each correct answer below and circle the plus or minus sign to indicate mastery. Calculate the subtest scores, assigning 1 point for each correct answer. Choose a rubric from page T16 or T21 to score the written composition, and calculate that subtest score based on the rubric you chose. Total the scores and calculate the % score or use the conversion chart on the **Answer Key**.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct / Total
VOCABULARY	Key Vocabulary	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	12 out of 15 + -	_____ / 19
	Context Clues	16 17 18 19	3 out of 4 + -	
READING AND LITERARY ANALYSIS	Author's Purpose/Point of View	20 32 33 35	3 out of 4 + -	_____ / 20
	Fact and Opinion	21 27 28 29	3 out of 4 + -	
	Cause and Effect	22 23 24 31	3 out of 4 + -	
	Analyze Persuasive Techniques	25 26 30 34	3 out of 4 + -	
	Story Elements (Plot)	36 37 38 39	3 out of 4 + -	
LANGUAGE SKILLS	Present Perfect Tense	40 41 42 45	3 out of 4 + -	_____ / 12
	Indefinite Pronouns	43 46 49 51	3 out of 4 + -	
	Sentences (Relative Clauses)	44 47 48 50	3 out of 4 + -	
PROCESS AND STRATEGIES	Writing Strategies	1 2 3 4	3 out of 4 + -	_____ / 12
	Revising	7 9 10 12	3 out of 4 + -	
	Editing and Proofreading	5 6 8 11	3 out of 4 + -	
WRITTEN COMPOSITION	Persuasive Essay	Holistic Score _____ x 3 (based on 4-Point-Rubric)		_____ / 12
<b>TOTAL (Total Correct ÷ 75 x 100 =%)</b>				_____ / 75 = _____ %

# Level C Unit 3 Test • Answer Sheet for Hand-Scoring

Name \_\_\_\_\_ Date \_\_\_\_\_

Practice Test			
1 (A) (B) (C) (D)	5 (A) (B) (C) (D)	9 (A) (B) (C) (D)	13 (A) (B) (C) (D)
2 (F) (G) (H) (J)	6 (F) (G) (H) (J)	10 (F) (G) (H) (J)	14 (F) (G) (H) (J)
3 (A) (B) (C) (D)	7 (A) (B) (C) (D)	11 (A) (B) (C) (D)	15 (A) (B) (C) (D)
4 (F) (G) (H) (J)	8 (F) (G) (H) (J)	12 (F) (G) (H) (J)	

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (19 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)
- 15 (A) (B) (C) (D)
- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)

#### Reading/Literary Analysis (20 points)

- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)
- 28 (F) (G) (H) (J)
- 29 (A) (B) (C) (D)
- 30 (F) (G) (H) (J)
- 31 (A) (B) (C) (D)
- 32 (F) (G) (H) (J)
- 33 (A) (B) (C) (D)
- 34 (F) (G) (H) (J)
- 35 (A) (B) (C) (D)
- 36 (F) (G) (H) (J)
- 37 (A) (B) (C) (D)
- 38 (F) (G) (H) (J)
- 39 (A) (B) (C) (D)

#### Language Skills (12 points)

- 40 (F) (G) (H) (J)
- 41 (A) (B) (C) (D)
- 42 (F) (G) (H) (J)
- 43 (A) (B) (C) (D)
- 44 (F) (G) (H) (J)
- 45 (A) (B) (C) (D)
- 46 (F) (G) (H) (J)
- 47 (A) (B) (C) (D)
- 48 (F) (G) (H) (J)
- 49 (A) (B) (C) (D)
- 50 (F) (G) (H) (J)
- 51 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)

- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

# Level C Unit 3 Test • Answer Key for Multiple-Choice Items

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (19 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)
- 15 (A) (B) (C) (D)
- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)

#### Reading/Literary Analysis (20 points)

- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)
- 28 (F) (G) (H) (J)
- 29 (A) (B) (C) (D)
- 30 (F) (G) (H) (J)
- 31 (A) (B) (C) (D)
- 32 (F) (G) (H) (J)
- 33 (A) (B) (C) (D)
- 34 (F) (G) (H) (J)
- 35 (A) (B) (C) (D)
- 36 (F) (G) (H) (J)
- 37 (A) (B) (C) (D)
- 38 (F) (G) (H) (J)
- 39 (A) (B) (C) (D)

#### Language Skills (12 points)

- 40 (F) (G) (H) (J)
- 41 (A) (B) (C) (D)
- 42 (F) (G) (H) (J)
- 43 (A) (B) (C) (D)
- 44 (F) (G) (H) (J)
- 45 (A) (B) (C) (D)
- 46 (F) (G) (H) (J)
- 47 (A) (B) (C) (D)
- 48 (F) (G) (H) (J)
- 49 (A) (B) (C) (D)
- 50 (F) (G) (H) (J)
- 51 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)

- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

#### Written Composition (12 points)

Choose a rubric from pages T16, T21, or T22 to score the written composition. Record the holistic score on the Student Profile and calculate the number of points earned for this subtest.

#### Conversion Chart: Number Correct to Total Percent

Number Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Total Percent	1	3	4	5	7	8	9	11	12	13	15	16	17	19	20	21	23	24	25	27	28	29	31	32	33	35	36	37	39	40	41	43	44	45	47	48	49	51	52
Number Correct	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75			
Total Percent	53	55	56	57	59	60	61	63	64	65	67	68	69	71	72	73	75	76	77	79	80	81	83	84	85	87	88	89	91	92	93	95	96	97	99	100			

# It's Up to You!

- **Section 1: Reading and Language, pages 46–54**
- **Section 2: Writing, pages 55–58**

# Section 1: Reading and Language

## VOCABULARY

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

- 1 An alternative is —  
 (A) a choice  
 (B) a promise  
 (C) an answer  
 (D) an argument
- 2 Someone who is capable is —  
 (F) willing to help  
 (G) able to do things well  
 (H) determined to succeed  
 (J) slowed down by illness
- 3 When you consider something, you —  
 (A) think it over  
 (B) argue about it  
 (C) refuse to do it  
 (D) change it for the better
- 4 A decision is —  
 (F) a choice that is made  
 (G) a doubt about something  
 (H) an assignment to complete  
 (J) an issue with several sides
- 5 A diplomat is someone who —  
 (A) hides from the law  
 (B) manages a telegraph office  
 (C) presents diplomas to graduating students  
 (D) represents a government in another country
- 6 When you issue something, you —  
 (F) plan it  
 (G) outline it  
 (H) provide it  
 (J) describe it
- 7 Something that is ordinary is —  
 (A) large  
 (B) typical  
 (C) serious  
 (D) ancient
- 8 Someone who is punished is —  
 (F) prepared to begin something over again  
 (G) made to suffer for doing something wrong  
 (H) happy to do something new and interesting  
 (J) interested in helping someone less fortunate
- 9 To reason is to —  
 (A) act according to the law  
 (B) insist on the correct answer  
 (C) accuse someone of something  
 (D) think about the facts and draw conclusions
- 10 A refugee is someone who —  
 (F) directs large armies  
 (G) pilots boats and ships  
 (H) works for the government  
 (J) leaves a country to escape danger
- 11 To regret something is to —  
 (A) return it quickly  
 (B) ask for it angrily  
 (C) feel sorry about it  
 (D) wait for it patiently
- 12 Someone who is rewarded is —  
 (F) concerned about something left undone  
 (G) interested in something about to happen  
 (H) given something in return for something done  
 (J) asked questions about his or her background
- 13 To take a risk is to —  
 (A) take a break  
 (B) take a chance  
 (C) refuse an offer  
 (D) solve a problem
- 14 A setback is something that —  
 (F) stops progress  
 (G) closes meetings  
 (H) supports change  
 (J) increases opportunities
- 15 A survivor is someone who —  
 (A) strives for wealth and fame  
 (B) captures the enemies of a country  
 (C) lives through a dangerous situation  
 (D) takes a risk to help people in trouble

GO ON 

**VOCABULARY, continued**

**DIRECTIONS** Read the sentence in each box. Then read the item carefully. Choose the best answer. Mark your answer.

16

We traveled hundreds of miles to many different localities damaged by the storm.

The root *loc* means “place.” The word *localities* probably means —

- (F) events
- (G) regions
- (H) neighbors
- (J) restaurants

17

I had empathy for all the people injured in the storm.

The root *path* means “feel” or “suffer.” The word *empathy* probably means —

- (A) bad news
- (B) medicine
- (C) no solution
- (D) a feeling of sadness

18

The voice of one injured girl was so weak that her words were barely audible.

The root *aud* means “to hear.” The word *audible* probably means —

- (F) sweet
- (G) interesting
- (H) loud enough
- (J) pronounced correctly

19

We had to transfer her to a bigger hospital, because she needed an operation.

The root *fer* means “carry.” The word *transfer* probably means to —

- (A) gather
- (B) give away
- (C) put in a room
- (D) move from one place to another





## READING AND LITERARY ANALYSIS

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## Free the Children

Craig Kielburger, a Canadian teenager, is the founder of *Free the Children*. This organization is involved in an ongoing, worldwide effort. Its mission is to free children from abuse and exploitation. In the few years since it started, the *Free the Children* organization has also freed children from the idea that they are too young or too powerless to make a difference in the world. This has been largely through the work of Craig Kielburger himself. Craig began *Free the Children* in response to an article he read about the murder of a child in Pakistan.

### Two Children

One morning, Craig picked up a copy of the Toronto newspaper. He planned to read the comics, as usual, for a laugh before school. But what he saw on the front page of the paper was far from funny. The picture showed a young Pakistani boy who had been murdered for speaking against child labor. The child, Iqbal Masih, had labored from the age of 4. He had been shackled to a loom and forced to tie strings into tiny knots, hour after hour, day after day, to make carpets. When he died, Iqbal was the same age as Craig: just 12 years old. He had been killed for trying to fight the system that enslaved him.

### Child Slavery

All that day, Craig could think of nothing but the article about Iqbal. He had studied the American Civil War, learned about the terrible lives of enslaved people, and how those people had been freed. But that had all taken place

more than a century ago. Surely slavery had been abolished throughout the world by now. Yet, here was a story about child slavery, happening in the world today. Craig had never even heard of it. When he investigated, he found out that there were 250 million child laborers in the world. Craig could feel the suffering of these children. He had to try to help—but as a child himself, what could he do?

### Into Action

Craig got a group of friends together—most of them also 12 years old—and they founded an organization called *Free the Children*. The group identified several goals:

- to expand awareness of the problem of child labor
- to convince world leaders to work for the protection of children
- to create programs designed to help free child laborers from abuse
- to work toward cooperation among children all over the world

### The Group Today

Though it started with a garage sale, *Free the Children* has grown into an international children's organization, with large amounts of funding coming from a variety of labor groups and individuals. Together, the children and the adults they have inspired have built schools, helped poor families fight poverty, led campaigns against child labor, and raised funds to promote the participation of children all over the world in bettering their own lives and the lives of others.



**READING AND LITERARY ANALYSIS, continued**

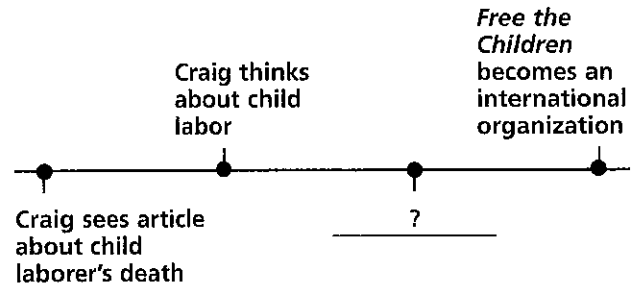
- 20** Craig began to organize *Free the Children* after he —
- (F) held a garage sale
  - (G) took a trip to Pakistan
  - (H) learned about the American Civil War
  - (J) read an article about the murder of a boy

Study this chart.

Problem	Solution
<p><b>21</b></p> <p>_____</p>	<p>Craig's organization raised money to help free the children.</p>
<p>People did not know about child labor.</p>	<p><b>22</b></p> <p>_____</p>

- 21** Which of these goes on the blank line in column 1?
- (A) People made children work as slaves.
  - (B) Countries fought wars because of slavery.
  - (C) Organizations could not decide how to spend their money.
  - (D) There were not enough children to do all the work in the world.
- 22** Which of these goes on the blank line in column 2?
- (F) *Free the Children* urged people to read newspapers.
  - (G) *Free the Children* worked to expand awareness of child labor.
  - (H) *Free the Children* found better jobs for children around the world.
  - (J) *Free the Children* raised funds to help children move to other countries.

- 23** Study the time line.



Which of these best completes the time line?

- (A) Craig studies the American Civil War
  - (B) Slavery is abolished all over the world
  - (C) Craig forms a group to protect children
  - (D) Iqbal Masih is forced to tie strings into tiny knots
- 24** Read this sentence from the passage:

This organization is involved in an ongoing, worldwide effort.

Which of these best paraphrases the sentence?

- (F) Worldwide efforts help this organization.
  - (G) This organization always goes around the world.
  - (H) This organization is involved in efforts in a world that never ends.
  - (J) This organization is currently involved in projects all around the world.
- 25** Read this sentence from the passage:

But what he saw on the front page was far from funny.

Which of these best paraphrases the sentence?

- (A) He thought the front page was not funny enough.
- (B) He saw something very serious on the front page.
- (C) He saw something kind of funny on the front page.
- (D) He is very serious when he looks at the front page of a newspaper.



READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## Part of the Community

My name is Nicole. Victor and I have been friends since elementary school. My mom calls us Nic and Vic. We have always agreed on things, until now.

You see, two candidates are running in the election for class president, Ricky and Serena. Both are popular and smart, but I think Serena is the better candidate. She has many ideas for improving the school, such as extending the library hours, setting up tutoring for students, and earning money to build a trophy case in the main hall to display awards. She is a good student and she believes school is a place to learn.

Ricky is great, too. I've known him since kindergarten. He has promised to plan dances and intramural sports. He says the class will be stronger if people are good friends and enjoy doing things together. That's a good point.

The problem with Victor and me is not the campaign. It comes down to the people. As I said, Ricky has gone to school with us since Dawes Elementary. He is the one smiling in all our class pictures. We grew up together—we're almost family.

Serena moved here last year. At first, she was shy and seemed a little snobby. When we got to know her, we were glad she was in our class. She has such good ideas, and she is always interested in doing well in school and helping others succeed, too. Victor agrees that Serena could be a good president, but he doesn't want a "newcomer" to be class president. I disagree with Victor. I think people

should be able to move into our school and become part of the community.

The longer Victor and I disagree, the meaner our argument gets. Victor has begun to say things about Serena that have nothing to do with the campaign. Yesterday, I walked up to him and a group of our old friends. He was saying negative things about the house Serena lives in and what her father does for a living. I didn't think this was fair at all. I asked Victor why he was saying those things. He just said, "She isn't like us."

I walked home from school alone, and thought about Victor. I knew he would agree with me if he really looked at what he was saying. I decided to ask him over for dinner. He was quiet when he arrived, but soon we were talking around the table like we always have when he has eaten with us.

Then I put my plan into action. I asked my dad to tell about when he first moved to our town. I didn't think Victor had heard this story. Dad likes to tell about the old days, and he told how people first treated him when he bought the old neighborhood grocery store. Mr. Brown had run the store for 50 years, and no one wanted to buy vegetables from a new person. What did he know about carrots and squash? Before Dad was finished, I could see Victor understood why I had invited him to dinner.

Today I saw a group of kids talking and laughing together. In the middle were Victor, Ricky, and Serena. They were making plans for next year.

READING AND LITERARY ANALYSIS, *continued*

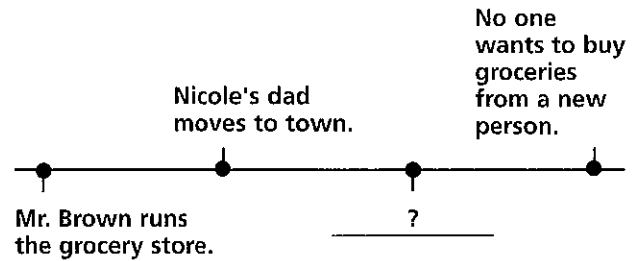
- 26 Nicole has a problem with Victor. Victor does not want —
- (F) to gossip
  - (G) to accept Serena
  - (H) to come for dinner
  - (J) to argue with Nicole
- 27 The problem is solved after Victor —
- (A) becomes friends with another newcomer
  - (B) considers what it's like to be a newcomer
  - (C) experiences what it is to be a newcomer himself
  - (D) realizes how many newcomers there are at school
- 28 Read this sentence from the passage:

The longer Victor and I disagree, the meaner our argument gets.

Which of these best paraphrases the sentence?

- (F) I disagree with Victor when he argues in a mean way.
- (G) Victor and I disagree for a long time when we get mean.
- (H) The more time Victor and I argue, the meaner our words get.
- (J) Victor and I may disagree for a long time, but we are not mean.

- 29 Study the time line.



Which of these best completes the time line?

- (A) Serena moves to town.
  - (B) Nicole's dad buys the grocery store.
  - (C) Nicole's dad has a successful business.
  - (D) Nicole's dad tells Victor a story about his life.
- 30 How does the story end?
- (F) Victor is having dinner with Serena.
  - (G) Victor is saying good things about Serena.
  - (H) Victor and Serena are making plans together.
  - (J) Victor and Serena are running for class president.
- 31 Suppose that someone who is not in the story is telling it. Which of these sentences would be in the story?
- (A) I put my plan into action.
  - (B) We were glad to meet Serena.
  - (C) Nicole found a solution to the problem.
  - (D) People should be able to move to our school.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## Not So Funny

It was the funniest volleyball game I'd ever seen. Instead of six players on each team, there were nine on one and ten on the other! Aunts, uncles, brothers, sisters, and cousins clustered on each side of the net like rag dolls.

It was the yearly family picnic, and everyone was out on the court.

My kid brother was ready to serve. Eighteen pairs of eyes swung toward Toby, and his face beamed with pride. *Bam!* The ball sailed in a wobbly arc over the net.

Uncle Peter slammed it back.

"I want to serve again!" Toby cried.

"No," I said, tossing the ball under the net. "We lost the serve."

Toby's face grew as red as a beet. He puffed like a locomotive. "I want to serve!" he screamed.

"Don't act like that," I said.

When our team got the ball back, Toby grabbed it like a raccoon attacking a garbage bag.

"Wait a minute," I said. "It's not your turn to serve. It's Aunt Rachel's turn."

"I want the ball! I want the ball!" Toby yelled, jumping up and down. Everyone laughed, but I frowned. I didn't like the way Toby was acting. He was just a little kid, and the game was just for fun, but still . . .

"Time out," I whispered to Toby. I made him sit under a tree near the court. "If you're going to play sports, you have to know how to act."

"Oh, come on, Alex, let him play," everyone shouted. "It's just a silly game."

"No," I said. "He may be cute now, but if he acts like this in the future, it won't be so funny!"

**32** If Toby had told the story, you might —

- (F) learn more about volleyball
- (G) know more about the picnic
- (H) understand his actions better
- (J) find out about other silly games

**33** Suppose that someone who is not in the story is telling it. Which of these sentences might be in the story?

- (A) Toby was acting badly during our game.
- (B) My family saw the way Toby was acting.
- (C) My brother Toby didn't know how to act.
- (D) Alex didn't like the way Toby was acting.

**34** Which sentence best shows Alex's point of view about Toby's behavior during the game?

- (F) Toby was just acting silly.
- (G) Toby was not playing sports the right way.
- (H) Toby made everyone laugh, which was nice.
- (J) Toby was not a good player, but he was trying.

**35** Which of these is the best paraphrase of "Eighteen pairs of eyes swung toward Toby"?

- (A) Toby looked at many pairs of eyes.
- (B) All the other players looked at Toby.
- (C) Eighteen people looked back and forth.
- (D) Many pairs of people came toward Toby.

**GO ON**

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Alicia is reading a magazine article. Read each section. Then read each item carefully. Choose the best answer. Mark your answer.

Read the first section of the article.

### Tourists Endanger Delicate Wilderness

Tourism and photo safaris have become big business because visitors have the chance to see rare and exotic animals and plants. Tourists from all over the world pay local guides to take tours of these natural areas. However, tourism endangers the very land that the tourists have come to see.

- 36** When you clarify the meaning of a word, you —
- (F) find out the meaning of the word
  - (G) ask a question with the word in it
  - (H) find a word that means the opposite
  - (J) think of a better meaning for the word
- 37** What question can Alicia ask herself to help her understand what she reads?
- (A) Where do the tourists come from?
  - (B) How does tourism endanger the land?
  - (C) Which animals can be seen on the tours?
  - (D) How much money do the tourists spend?

Now, read the next section.

In Eastern Africa, photographic safari guides and their customers follow cheetahs and lions too closely. The animals are unable to hunt.

In Mexico, local farmers and wilderness guides gather firewood, which endangers the habitat of the monarch butterflies.

The land and the animals need to be left alone so they can remain wild. Conservationists have a difficult choice: how can tourism—and the benefits it brings—continue, while at the same time allowing the wilderness to remain wild?

- 38** Which statement best summarizes the article?
- (F) Some animals are endangered by tourists.
  - (G) Tourism in wilderness areas is a growing pastime.
  - (H) The preservation of wilderness areas is funded by tourism.
  - (J) Tourism in wilderness areas brings both benefits and problems.
- 39** Read Alicia's notes in this chart.

Notes	Prediction
<ul style="list-style-type: none"> <li>• Wilderness tours have become very popular.</li> <li>• Foreign tourists help local economies</li> <li>• Tourism endangers the land.</li> <li>• Conservationists are faced with difficult choices.</li> </ul>	

Based on her notes, which of these predictions should Alicia make?

- (A) Tamed animals will not hurt tourists.
- (B) Concerned governments will hire new guides.
- (C) New rules will be made to protect wilderness areas.
- (D) Tourists will not be allowed to visit the wilderness.

GO ON 

## LANGUAGE SKILLS

**DIRECTIONS** Below is part of a story Kimiko wrote. Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

I thought I had studied so hard for finals, but it wasn't enough. I had looked at my notes before I have left my house. That's when I knew—none of it had get<sup>1</sup> into my head! Now it was time for the test. If I flunked the test, I failing<sup>2</sup> the course.

If I had tried, I could have copied<sup>3</sup> Antonio's answers. "If I copied even half his answers, I would passed,"<sup>4</sup> I thought.<sup>5</sup>

But no matter how much I wanted to pass, I wanted even more to be an honest person.

"Kimiko, you will succeeded<sup>6</sup> today if you choose to fail this test," I told myself. But the choice was still difficult. If I did the wrong thing, I knew, I feel<sup>7</sup> terrible. I gathered my courage ... and turned away from Antonio's paper. "I have make<sup>8</sup> the right decision," I thought. I felt proud.

40 In number 1, before I have left is best written —

- (F) before I left
- (G) before I leave
- (H) before I will have left
- (J) as it is written

41 In number 2, it had get is best written —

- (A) it have got
- (B) it had gotten
- (C) it will have got
- (D) as it is written

42 In number 3, I failing is best written —

- (F) I am fail
- (G) I would fail
- (H) I would failing
- (J) as it is written

43 In number 4, I could have copied is best written —

- (A) I could copied
- (B) I will have copied
- (C) I would have copied
- (D) as it is written

44 In number 5, I would passed is best written —

- (F) I will passed
- (G) I would pass
- (H) I might have pass
- (J) as it is written

45 In number 6, you will succeeded is best written —

- (A) you had succeeded
- (B) you will had succeeded
- (C) you will have succeeded
- (D) as it is written

46 In number 7, I feel is best written —

- (F) I will feel
- (G) I would feel
- (H) I might have feel
- (J) as it is written

47 In number 8, I have make is best written —

- (A) I have made
- (B) I will have make
- (C) I would have make
- (D) as it is written

**STOP**

## Section 2: Writing

### PROCESS AND STRATEGIES

**DIRECTIONS** Read about Abdul's journal. Then read each item carefully. Choose the best answer. Mark your answer.

Abdul has started keeping a journal as a way to improve his schoolwork. He writes journal entries about the steps he can take to get better grades. Through his writing, he will look at the problems he has had and figure out what changes he can make to improve his grades in the future.

- 1** In journal writing, a writer most often expresses —
- (A) advice to friends
  - (B) facts learned in class
  - (C) persuasive arguments
  - (D) personal thoughts and feelings
- 2** Which pair of sentences from Abdul's journal shows the best transition?
- (F) I watch too much TV. As a result, I get poor grades.
  - (G) It would be fun to study with Metin. Finally, we take different classes.
  - (H) I should organize my desk. However, I should clean out the drawers.
  - (J) I don't pay attention when I read. On the other hand, I don't concentrate.
- 3** Which of these shows a consistent point of view?
- (A) I know I can improve my grades if I study every night.
  - (B) He knows he can improve his grades if Abdul studies every night.
  - (C) We know we can improve our grades if he studies every night.
  - (D) People know they can improve their grades if you study every night.
- 4** Abdul plans to share his journal with other students who are trying to improve their grades. Which of these steps should Abdul include in his edit and proofread stage?
- (F) talking to a peer reviewer
  - (G) taking notes on cards and putting them in order
  - (H) writing a rough draft of his journal entries to get his ideas on paper
  - (J) checking for mistakes in spelling and capitalization, and fixing them in a final copy



**PROCESS AND STRATEGIES, *continued***

**DIRECTIONS** Read the draft of the journal entry that Abdul wrote. Then read each item carefully. Choose the best answer. Mark your answer.

### My Big Problem

(1) The big red mark stared back at me like an accusing eye.

(2) I felt terrible. (3) I knew right then and there that my low grades were a problem that I had to solve. (4) Last month, I got a D on a social studies test.

(5) That night, I sat in my room and thought about my study habits. (6) I came to the conclusion that I didn't have any! (7) He stares gloomily at his desk. (8) It was so cluttered it looked like a mountain of paper. (9) "I could start by organizing my desk," I thought.

(10) The next day, at school, I noticed that I was hardly paying attention to assignments. (11) I wasn't even writing them down. (12) No wonder I was getting bad grades.

(13) My worst habit, though, was watching too much TV. (14) If I continued to sit in front of the tube each night, I always get bad grades.

(15) So I decided to make a schedule showing when I would study.

(16) I felt great when I taped it to the wall by my desk.

(17) A few weeks ago, I realized that I had not followed my plan very well. (18) It had been hard to pull myself away from my favorite TV shows, although I had tried.

(19) I'm glad that I decided to think about my grades and how I could improve them.

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.

PROCESS AND STRATEGIES, *continued*

- 5 Abdul wants to move sentence 4 to improve the organization of his ideas. The best place to put it is —
- (A) before sentence 1
  - (B) before sentence 3
  - (C) after sentence 5
  - (D) after sentence 10
- 6 How should Abdul revise sentence 7?
- (F) I stare gloomily at my desk.
  - (G) I stared gloomily at my desk.
  - (H) He stared gloomily at his desk.
  - (J) Abdul stares gloomily at his desk.
- 7 What change, if any, should be made in sentence 10?
- (A) Change *paying* to *payng*
  - (B) Change *noticed* to *notticed*
  - (C) Change *attention* to *attention*
  - (D) Make no change
- 8 What change, if any, should be made in sentence 14?
- (F) Insert *would* before *always*
  - (G) Delete the comma after *night*
  - (H) Change *continued* to *will have continued*
  - (J) Make no change
- 9 What change, if any, should be made in sentence 15?
- (A) Add a comma after *showing*
  - (B) Change *schedule* to *Schedule*
  - (C) Change the period to a question mark
  - (D) Make no change
- 10 Which word or phrase should be added to the beginning of sentence 17?
- (F) However,
  - (G) As a result,
  - (H) Eventually,
  - (J) In addition,
- 11 What change, if any, should be made in sentence 18?
- (A) Change *It* to *It did*
  - (B) Change *had been* to *is been*
  - (C) Change *had tried* to *has tried*
  - (D) Make no change
- 12 Abdul wants to tell how he solved his problem. Which of these should he add before sentence 19?
- (F) Besides watching TV, I like to swim, play football, and go to the movies.
  - (G) Some of my friends are really good at making schedules and sticking to them.
  - (H) Now, though, I am back on track. I listen carefully in class and I study two hours every night at home.
  - (J) Sometimes it's hard to change. For example, I had to start walking to school when my family moved here last year.

**WRITTEN COMPOSITION: MEMOIR**

**DIRECTIONS** Read the writing prompt, then write your memoir on a separate sheet of paper.

**WRITING PROMPT**

Write a memoir to share with your teacher and classmates. Tell about a time you chose to make a change in your own life or to help change something at your school or in your community. In your memoir, tell about the events and express your feelings.

# Level C Unit 4 Test • Student Profile for Hand-Scoring

**DIRECTIONS** Use the **Answer Key** on page T23 to score the multiple-choice items. Circle the item number of each correct answer below and circle the plus or minus sign to indicate mastery. Calculate the subtest scores, assigning 1 point for each correct answer. Choose a rubric from page T16, T24, or T25 to score the written composition, and calculate that subtest score based on the rubric you chose. Total the scores and calculate the % score or use the conversion chart on the **Answer Key**.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct / Total
VOCABULARY	Key Vocabulary	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	12 out of 15 + -	_____ / 19
	Latin and Greek Roots	16 17 18 19	3 out of 4 + -	
READING AND LITERARY ANALYSIS	Identify Problem and Solution	21 22 26 27	3 out of 4 + -	_____ / 20
	Strategy: Paraphrase	24 25 28 35	3 out of 4 + -	
	Sequence	20 23 29 30	3 out of 4 + -	
	Narrator's Point of View	31 32 33 34	3 out of 4 + -	
	Strategy: Monitor Reading	36 37 38 39	3 out of 4 + -	
LANGUAGE SKILLS	Perfect Tenses	40 41 45 47	3 out of 4 + -	_____ / 8
	Sentences (Conditional)	42 43 44 46	3 out of 4 + -	
PROCESS AND STRATEGIES	Writing Strategies	1 2 3 4	3 out of 4 + -	_____ / 12
	Revising	5 6 10 12	3 out of 4 + -	
	Editing and Proofreading	7 8 9 11	3 out of 4 + -	
WRITTEN COMPOSITION	Memoir	Holistic Score _____ x 3 (based on 4-Point-Rubric)		_____ / 12
<b>TOTAL (Total Correct ÷ 71 x 100 =%)</b>				_____ / 71 = _____ %

# Level C Unit 4 Test • Answer Sheet for Hand-Scoring

Name \_\_\_\_\_ Date \_\_\_\_\_

Practice Test				
1	A	B	C	D
2	F	G	H	J
3	A	B	C	D
4	F	G	H	J
5	A	B	C	D
6	F	G	H	J
7	A	B	C	D
8	F	G	H	J
9	A	B	C	D
10	F	G	H	J
11	A	B	C	D
12	F	G	H	J
13	A	B	C	D
14	F	G	H	J
15	A	B	C	D

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (19 points)

- 1 A B C D
- 2 F G H J
- 3 A B C D
- 4 F G H J
- 5 A B C D
- 6 F G H J
- 7 A B C D
- 8 F G H J
- 9 A B C D
- 10 F G H J
- 11 A B C D
- 12 F G H J
- 13 A B C D

- 14 F G H J
- 15 A B C D
- 16 F G H J
- 17 A B C D
- 18 F G H J
- 19 A B C D

#### Reading/Literary Analysis (20 points)

- 20 F G H J
- 21 A B C D
- 22 F G H J
- 23 A B C D
- 24 F G H J
- 25 A B C D
- 26 F G H J

- 27 A B C D
- 28 F G H J
- 29 A B C D
- 30 F G H J
- 31 A B C D
- 32 F G H J
- 33 A B C D
- 34 F G H J
- 35 A B C D
- 36 F G H J
- 37 A B C D
- 38 F G H J
- 39 A B C D

#### Language Skills (8 points)

- 40 F G H J
- 41 A B C D
- 42 F G H J
- 43 A B C D
- 44 F G H J
- 45 A B C D
- 46 F G H J
- 47 A B C D

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 A B C D
- 2 F G H J
- 3 A B C D

- 4 F G H J
- 5 A B C D
- 6 F G H J

- 7 A B C D
- 8 F G H J
- 9 A B C D

- 10 F G H J
- 11 A B C D
- 12 F G H J

# Level C Unit 4 Test • Answer Key for Multiple-Choice Items

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (19 points)

- 1  A  B  C  D
- 2  F  G  H  J
- 3  A  B  C  D
- 4  F  G  H  J
- 5  A  B  C  D
- 6  F  G  H  J
- 7  A  B  C  D
- 8  F  G  H  J
- 9  A  B  C  D
- 10  F  G  H  J
- 11  A  B  C  D
- 12  F  G  H  J
- 13  A  B  C  D

- 14  F  G  H  J
- 15  A  B  C  D
- 16  F  G  H  J
- 17  A  B  C  D
- 18  F  G  H  J
- 19  A  B  C  D

#### Reading/Literary Analysis (20 points)

- 20  F  G  H  J
- 21  A  B  C  D
- 22  F  G  H  J
- 23  A  B  C  D
- 24  F  G  H  J
- 25  A  B  C  D
- 26  F  G  H  J

- 27  A  B  C  D
- 28  F  G  H  J
- 29  A  B  C  D
- 30  F  G  H  J
- 31  A  B  C  D
- 32  F  G  H  J
- 33  A  B  C  D
- 34  F  G  H  J
- 35  A  B  C  D
- 36  F  G  H  J
- 37  A  B  C  D
- 38  F  G  H  J
- 39  A  B  C  D

#### Language Skills (8 points)

- 40  F  G  H  J
- 41  A  B  C  D
- 42  F  G  H  J
- 43  A  B  C  D
- 44  F  G  H  J
- 45  A  B  C  D
- 46  F  G  H  J
- 47  A  B  C  D

### Section 2: Writing

#### Process and Strategies (12 points)

- 1  A  B  C  D
- 2  F  G  H  J
- 3  A  B  C  D

- 4  F  G  H  J
- 5  A  B  C  D
- 6  F  G  H  J

- 7  A  B  C  D
- 8  F  G  H  J
- 9  A  B  C  D

- 10  F  G  H  J
- 11  A  B  C  D
- 12  F  G  H  J

#### Written Composition (12 points)

Choose a rubric from pages T16, T24, or T25 to score the written composition. Record the holistic score on the Student Profile and calculate the number of points earned for this subtest.

#### Conversion Chart: Number Correct to Total Percent

Number Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Total Percent	1	3	4	6	7	8	10	11	13	14	15	17	18	20	21	23	24	25	27	28	30	31	32	34	35	37	38	39	41	42	44	45	46	48	49	51	52	54	55
Number Correct	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71							
Total Percent	56	58	59	61	62	63	65	66	68	69	70	72	73	75	76	77	79	80	82	83	85	86	87	89	90	92	93	94	96	97	99	100							

# Break through the Barriers

- Section 1: Reading and Language, pages 61–70
- Section 2: Writing, pages 71–74





# Section 1: Reading and Language

## VOCABULARY

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

- 1 When you admit something, you —  
(A) change its shape  
(B) show respect for it  
(C) agree that it is true  
(D) ask what it is about
- 2 If land is barren, it is —  
(F) covered with water  
(G) too expensive to buy  
(H) a great distance away  
(J) not able to support life
- 3 Another word for collapse is —  
(A) fail  
(B) blur  
(C) decide  
(D) control
- 4 Comfort is a feeling of —  
(F) guilt  
(G) pride  
(H) relief  
(J) anger
- 5 A debt is something you —  
(A) owe  
(B) ruin  
(C) launch  
(D) defend
- 6 To decline means to —  
(F) give credit  
(G) walk uphill  
(H) become less  
(J) decide quickly
- 7 Dignity means —  
(A) joy  
(B) pride  
(C) growth  
(D) triumph
- 8 Someone who is mature is —  
(F) really nice  
(G) usually sad  
(H) fully grown  
(J) easily excited
- 9 Another word for noble is —  
(A) nervous  
(B) interested  
(C) impressive  
(D) elementary
- 10 When you pursue something, you —  
(F) cover it  
(G) chase it  
(H) ignore it  
(J) decorate it
- 11 If your face is radiant, you look —  
(A) joyful  
(B) fierce  
(C) serious  
(D) relaxed
- 12 Steady means —  
(F) grumpy  
(G) comical  
(H) pleasant  
(J) constant
- 13 Something that is superior is —  
(A) difficult  
(B) excellent  
(C) enormous  
(D) surprising
- 14 To sustain is to —  
(F) haul  
(G) injure  
(H) support  
(J) compare
- 15 When there is unemployment, people are —  
(A) out of work  
(B) harvesting a crop  
(C) building machines  
(D) eager to celebrate

## READING AND LITERARY ANALYSIS

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## Better Times Are Coming

I remember the day my family landed in New York. We had just finished an exhausting trip from our homeland, Poland, where there were many terrible problems. The boat that carried us to our new country was cramped and dirty. The rolling waves and the smell of herring and potatoes made me sick. The only relief was crawling out of our tiny cabin and standing in the sea air on deck. Whenever I felt I couldn't stand it anymore, Papa said, "Forget about these troubles, Son. We will build our own little clothing business in the land of opportunity."

Though Papa meant what he said, things were not easy for a family that knew no one in America and didn't speak English. We ended up living in a miserable shoebox. There were no windows, water, or heat. "Don't worry," said Papa. "Better times are coming."

Better times weren't coming. We didn't have enough money to start a clothing business, so Papa had to work in a factory. He earned about \$13 a week, which was not enough for our food and rent. We took in a boarder who slept on a mattress on the floor. "How can you stand this, Papa?" I whined one day. "You said things would be better, and they are worse." Papa smiled patiently and said, "Better times are coming." Hearing him say that again made me boil like a pot of water.

I couldn't even attend school at first because I didn't know English. Fortunately, there were groups of other Jewish people who had come to New York, and they helped me

learn. When I finally enrolled, I was put in first grade, even though I was twelve. After school, I sold newspapers to make a little money. It was dark when I finally got home. When I complained, Papa repeated, "Better times are coming. Be strong, Son."

Momma also started to go to school. The same organization that helped me offered classes for adults at night. Momma studied English and also took sewing classes. She started to work in a factory, too.

Papa and Momma continued to work hard. The more pieces Papa put together in the coat factory, the more he got paid. Every night he came home from work exhausted. I would sit beside him and say, "Poor Papa," but Papa would close his eyes and whisper, "Better times are coming." I wasn't so sure. I had to struggle with myself to keep going.

One day Papa came home early. We were afraid he was sick until we saw the look on his face. "Quick!" he shouted. "Come with me. I have something to show you." He guided our little family through the snowy streets of New York. Finally, he stopped in front of a tiny store and an apartment. He said proudly, "This is our new tailoring business and home, my family."

"How did you do this?" I asked, amazed.

"I worked hard and saved, and never stopped believing that better times were coming. And, you see, Son, they did!"

Right then, I vowed that I would be as strong as Papa. I would never let my fears and complaints keep me from my dreams.

READING AND LITERARY ANALYSIS, *continued*

16 What caused the family to move to New York?

- (F) New York had very good schools.
- (G) Papa wanted to work in a factory.
- (H) The family wanted to learn English.
- (J) There were problems in their homeland.

17 Why can't the boy go to school at first?

- (A) He is afraid.
- (B) He has to work.
- (C) He does not know English.
- (D) He wants to return to Poland.

18 According to the story, why does the boy complain about his situation?

- (F) He feels that his life was happier in Poland.
- (G) He thinks his father is not working hard enough.
- (H) He hopes that his family will soon leave New York.
- (J) He worries that his living conditions may not improve.

19 In this story, Papa is a person who —

- (A) believes in his dreams
- (B) has little patience with his family
- (C) does not get along well with people
- (D) tries to find an easy way to do things

20 Which of these techniques did the writer not use to develop the character of Papa?

- (F) showing how the character acts
- (G) including what the character says
- (H) showing what others think of the character
- (J) describing the character's physical appearance

21 Read this simile.

Hearing him say that again made me boil like a pot of water.

The writer uses this simile to show that the boy feels —

- (A) warm
- (B) angry
- (C) hungry
- (D) interested

22 Read this metaphor.

We ended up living in a miserable shoebox.

The writer uses this metaphor to show that the family's apartment in New York was —

- (F) tiny
- (G) cold
- (H) colorful
- (J) comfortable

23 The theme of this story is —

- (A) families work better if they work together
- (B) your dreams can come true if you pursue them
- (C) people who think better times are coming are foolish
- (D) sometimes people go from a bad problem to a worse one

24 Why does the boy vow to be as strong as Papa?

- (F) He wants to work in a factory.
- (G) He wants others to notice him.
- (H) He wants to buy a home someday.
- (J) He wants to achieve his goals, like Papa did.

READING AND LITERARY ANALYSIS, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## There's Work to Be Done

Kate looked confused as she stared at the ration books on the kitchen table. "How am I ever going to figure out these shopping coupons?" she thought. Because of the war, Mom was away most of the time working in an airplane factory. Dad and her big brother, Joe, were in Europe fighting the Germans. That left Kate, who was only sixteen, to clean, shop, and take care of her two little brothers, Ben and Toby. At first, Kate didn't think she could take on so much responsibility, but Mom trusted her. "You can do it," Mom had said. "And remember, we all have to help. There's a war on."

Kate rolled up the sleeves of her white blouse and tossed back her auburn ponytail. Understanding the coupons was like cracking an enemy code. Finally, she figured out how the ration-book system worked.

Before long, Kate was running the house with the ease of an army commander. Mom worked long hours at the factory while Kate took care of the house and the kids—and still studied hard in school!

One afternoon, Kate realized that she could do even more. Taking over Mom's

responsibilities had taught her that she was a capable person. She knew that the government was encouraging people to save things like newspapers, waste fat, and tin cans to help the war effort. Kate dashed into Ben and Toby's room, her cheeks flushed with enthusiasm. "Where's your wagon?" she asked. "Let's go around the neighborhood and collect newspapers for the war effort."

Not long after that, Kate organized neighborhood teens to collect bacon grease and meat drippings, which were used for bullets. She helped collect nylon stockings at hospitals and theaters, which were used to make parachutes. She worked with teenage boys to collect scrap metal—and even learned how to drive Joe's truck to help haul it. One day, Kate was invited to speak at a women's club. She felt so proud. They wanted her to explain how to organize collection drives.

Late one night, Mom and Kate were sitting on the front porch, enjoying the cool air. Mom hugged Kate and smiled. "You've been doing so much," she said. "You must be getting tired."

Kate smiled back. "Are you kidding, Mom?" she replied. "There's work to be done!"

**25** Read this simile.

Understanding the coupons was like cracking an enemy code.

The writer uses this simile to emphasize Kate's —

- (A) sadness
- (B) honesty
- (C) creativity
- (D) commitment

**26** Read this metaphor.

Before long, Kate was running the house with the ease of an army commander.

The writer uses this metaphor to describe Kate's new —

- (F) self-doubt
- (G) selfishness
- (H) self-interest
- (J) self-confidence

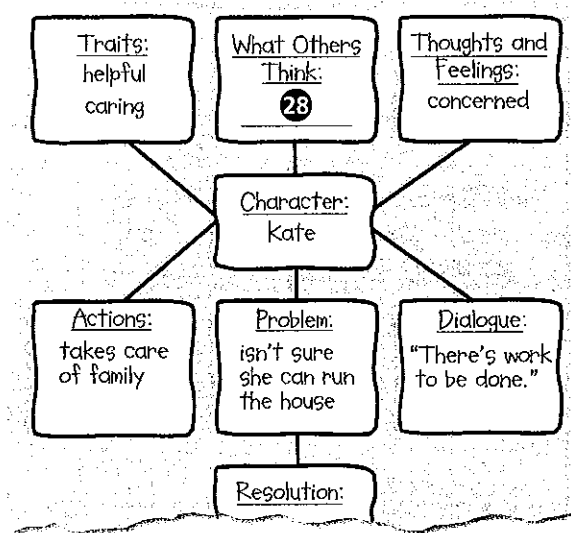
GO ON 

**READING AND LITERARY ANALYSIS, continued**

**DIRECTIONS** To answer items 27–32, compare the story “Better Times Are Coming,” on page 62, with the story “There’s Work to Be Done,” on page 64.

- 27** How is Kate from “There’s Work to Be Done” like Papa from “Better Times are Coming”?
- (A) Both live with a large family.
  - (B) Both try hard to reach their goals.
  - (C) Both get a lot of money for their work.
  - (D) Both suffer greatly without realizing their dream.

**28** Study this character map.



Kate’s mom probably thinks that Kate —

- (F) has foolish ideas
- (G) gives up too easily
- (H) is thoughtful and capable
- (J) is nice, but not very smart

- 29** How are the families in “There’s Work to Be Done” and “Better Times Are Coming” the same?
- (A) Neither family is poor.
  - (B) Both families work very hard.
  - (C) Neither family speaks English.
  - (D) Both families are new immigrants.

- 30** At the end of “Better Times are Coming” and “There’s Work to Be Done,” both Papa and Kate have —
- (F) set similar goals
  - (G) broken their promises
  - (H) achieved positive results
  - (J) discovered new problems

- 31** How is Kate in “There’s Work to Be Done” different from the boy in “Better Times Are Coming”?
- (A) Kate does not complain.
  - (B) Kate has a very easy life.
  - (C) Kate does not go to school.
  - (D) Kate always knows just what to do.

- 32** The theme of “There’s Work to Be Done” is —
- (F) Girls work harder than boys.
  - (G) Recycling is good for the community.
  - (H) Mothers know what their children can achieve.
  - (J) You may be surprised by how much you can do if you really try.

**READING AND LITERARY ANALYSIS, continued**

**DIRECTIONS** Read the headings and survey the passage. Then read each item carefully. Choose the best answer. Mark your answer.

## Young Children at Work in the 1900s

### Working Conditions for Children

In 1900, about two million American children under the age of sixteen had jobs. Many of these children worked in factories, mines, and fields. The working conditions were horrible. Young children worked twelve hours a day, six days a week. There was no time for play—and very little for sleep. Factory owners liked to hire young people because they would work for less money than adults.

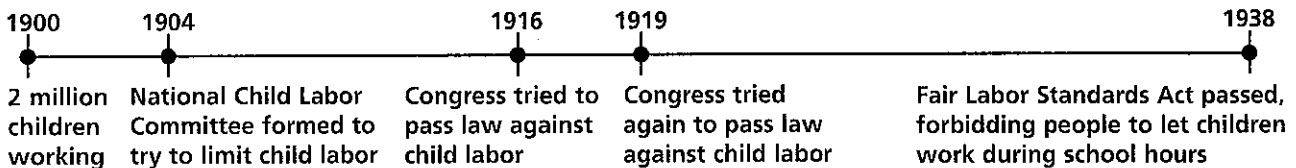
### Help for the Children

Not only were children becoming sick from overwork, but most were not able to go to school. Without an education, getting a job that paid well would be hard. Many people spoke out against child labor. A woman known as Mother Jones organized a march to Washington, D.C., and a rally in New York City to bring this problem to people's attention. Eventually, through her work and the efforts of others, labor laws were passed to protect children.



Girl worker in Carolina cotton mill, 1908

### Child Labor Time Line



READING AND LITERARY ANALYSIS, *continued*

- 33** Carlos plans to use SQ3R to remember the information in this passage. What should he do first?
- (A) Make an outline of the selection.
  - (B) Read the selection through quickly.
  - (C) Write questions about the selection.
  - (D) Look at the headings, time line, and photo.
- 34** Which of the following would not be a good question for Carlos to ask before reading the passage?
- (F) Who helped the children?
  - (G) Why were young children working?
  - (H) How much did adults get paid in the 1900s?
  - (J) What were the working conditions for child workers?
- 35** Which of these is the best summary of the first paragraph of the passage?
- (A) Many young American children once worked in jobs where they had time to play and sleep.
  - (B) Many young American children once had jobs with low pay and horrible working conditions.
  - (C) Many young American children were once hired by employers because they worked faster than adults.
  - (D) Many young American children were once expected to work hard so they could support their families.
- 36** Which of the following would be the best way for Carlos to recite in his own words what the last paragraph says?
- (F) Children today should leave school and go to work earlier.
  - (G) Mother Jones thought that hard work was important for young people.
  - (H) Most children were able to get an education and get better jobs as adults.
  - (J) Mother Jones and other people worked to end the terrible practice of child labor.

## LANGUAGE SKILLS

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

Kenojuak sat quietly outside the principal's office. She was more nervous<sup>1</sup> than she had expected to be. Kenojuak had been waiting anxiously for this day. She had thought of nothing but the art school since the day she found out about it. It was the incrediblest<sup>2</sup> school in the world!

Kenojuak wondered if she would get into the program. Many of her people, the Arctic Inuit, were very artistic<sup>3</sup>, including her parents. Would she be good<sup>3</sup> enough? She

worried about moving to the city, too. The ways of the country felt familiarer to her.

Dr. Michael finally invited<sup>4</sup> Kenojuak in. She showed him her colorful drawings of Arctic animals. He seemed impressed as he looked at each drawing.

Dr. Michael said "Your pictures speak a beautiful language. Please come join our program." Kenojuak smiled. She had never been most delighted<sup>5</sup>.

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.



**LANGUAGE SKILLS, continued**

37 In number 1, more nervouser is best written —

- (A) most nervous
- (B) more nervous
- (C) most nervouser
- (D) as it is written

38 In number 2, incrediblest is best written —

- (F) most incredible
- (G) more incredible
- (H) most incrediblest
- (J) as it is written

39 In number 3, artistic is best written —

- (A) artisticer
- (B) most artistic
- (C) more artistic
- (D) as it is written

40 In number 4, familiarer is best written —

- (F) familiarest
- (G) more familiar
- (H) more familiarer
- (J) as it is written

41 In number 5, most delighted is best written —

- (A) delighted
- (B) more delighted
- (C) more delighteder
- (D) as it is written

**LANGUAGE SKILLS** *continued*

**DIRECTIONS** Read each item carefully. Choose the best answer.  
Mark your answer.

**42** What is the best way to combine these sentences?

Kenojuak held her book of sketches. She sat quietly outside the principal's office.

- (F) Kenojuak held her book of sketches, sat quietly outside the principal's office.
- (G) Held her book of sketches, Kenojuak sat quietly outside the principal's office.
- (H) Holding her book of sketches, Kenojuak sat quietly outside the principal's office.
- (J) Kenojuak sitting quietly outside the principal's office, holding her book of sketches.

**43** What is the best way to combine these sentences?

She waited patiently. She looked through her sketchbook.

- (A) Waited patiently, she looked through her sketchbook.
- (B) Waiting patiently, she looked through her sketchbook.
- (C) Looking through her sketchbook, she waiting patiently.
- (D) Waiting patiently, she looking through her sketchbook.

**44** What is the best way to combine these sentences?

Kenojuak was determined to get into the school. She kept practicing her art.

- (F) Kenojuak was determined, kept practicing to get into the school.
- (G) Practicing her art, Kenojuak was determined to get into the school.
- (H) Determined to get into the school, Kenojuak kept practicing her art.
- (J) Kenojuak kept practicing her art, in determining to get into the school.

**45** What is the best way to combine these sentences?

Kenojuak was overjoyed by the good news. She excitedly called her parents.

- (A) Kenojuak excitedly called her parents, overjoying by the good news.
- (B) Overjoyed by the good news, Kenojuak excitedly called her parents.
- (C) Kenojuak, overjoyed by the good news calling her parents excitedly.
- (D) Excitedly calling her parents, Kenojuak overjoyed by the good news.

**STOP**

## Section 2: Writing

### PROCESS AND STRATEGIES

**DIRECTIONS** Read about the social studies report that Sita plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Sita is writing a report for her social studies class. She wants to focus on the hardships early settlers of the western part of the United States faced and their courage in overcoming them.

- 1 In her expository writing, Sita will need to include —
  - A facts
  - B poetry
  - C feelings
  - D opinions
- 2 Which heading should not be included in Sita's outline of her report?
  - F The West Today
  - G Dangers of the Wild West
  - H Trials of Day-to-Day Pioneer Life
  - J Overcoming Problems on the Trail
- 3 Sita wants her report to be as interesting as possible. Which of these should she not include?
  - A a conclusion
  - B made-up events
  - C facts and details
  - D quotations from pioneers
- 4 What would be the best way for Sita to publish her report?
  - F write a friendly letter
  - G give an oral presentation
  - H perform a skit at a birthday party
  - J send it to the editor of a newspaper

**PROCESS AND STRATEGIES, *continued***

**DIRECTIONS** Read the draft of the report that Sita wrote. Then read each item carefully. Choose the best answer. Mark your answer.

### Wagons West!

(1) During the 1800s, thousands of wagons rumbled and creaked across the United States. (2) The men, women, and children in the wagon trains were moving in one direction: west. (3) They were traveling to new lands to build new lives.

(4) The settlers faced hardships and dangers on the trail. (5) The most biggest threat was disease. (6) Many people died of sicknesses. (7) Other people died in accidents, such as drowning when the wagons crossed rivers. (8) The settlers also faced harsh weather and fear of attack by Native Americans.

(9) They had to dig wells or haul water from rivers and streams. (10) They had to cut down trees to build houses. (11) Worried about winter, families had to build their houses quickly. (12) The settlers were isolated in their new homes. (13) They had to supply their own food and furniture.

(14) Every day was a struggle to survive in the wilderness. (15) The settlers had courage and determination, though. (16) They overcame many hardships to settle the American West.

PROCESS AND STRATEGIES, *continued*

- 5 What change, if any, should be made in sentence 2?
- (A) Delete *were*
  - (B) Put a comma after *men*
  - (C) Change *children* to *childrens*
  - (D) Make no change
- 6 Which of these details belongs in the second paragraph?
- (F) The wagons were usually pulled by teams of oxen.
  - (G) Settlers crossed the Platte, the Snake, and other rivers.
  - (H) People going west took different trails, such as the Oregon Trail.
  - (J) Sometimes settlers fell under wagon wheels and were crushed to death.
- 7 What change, if any, should be made in sentence 5?
- (A) Change *was* to *is*
  - (B) Change *disease* to *diseaze*
  - (C) Change *most biggest* to *biggest*
  - (D) Make no change
- 8 How can Sita improve sentence 6?
- (F) Add *on the trail* at the end
  - (G) Change *Many people* to *Many of the people*
  - (H) Add *such as cholera and smallpox* at the end
  - (J) Change *died of sicknesses* to *became ill and died*
- 9 Which of these is the best topic sentence to add before sentence 9?
- (A) Finally, the pioneers reached their destination.
  - (B) When the pioneers reached their destination, life was still difficult.
  - (C) The pioneers then had to hunt for food and grow all of their own crops.
  - (D) The pioneers were very tired by the time they reached their new homes.
- 10 How can Sita revise sentence 11 to make it more interesting?
- (F) Add the *season of* before *winter*
  - (G) Change *families* to *all the families*
  - (H) Add the *cold, icy winds of* before *winter*
  - (J) Change *Worried about* to *Concerned about*
- 11 What is the best way to combine sentences 12 and 13?
- (A) Isolated in their new homes, the settlers had to supply their own food and furniture.
  - (B) The settlers were isolated in their new homes, supplying their own food and furniture.
  - (C) Supplied with their own food and furniture, the settlers were isolated in their new homes.
  - (D) Isolated were in their new homes the settlers, supplying their own food and furniture.
- 12 What change, if any, should be made in sentence 14?
- (F) Change *in* to *of*
  - (G) Change *was* to *were*
  - (H) Change *strugle* to *struggle*
  - (J) Make no change

**WRITTEN COMPOSITION: RESEARCH REPORT**

**DIRECTIONS** Read the writing prompt, then write your report on a separate sheet of paper.

**WRITING PROMPT**

Write a brief report for your class that answers the research question on the cards below. Use the information on the notecards and add other details from your reading.

How did the WPA help the Okies who went to California?

“The Dirty Thirties”

**Who:** The Okies who migrated to California

**What:** They got jobs in construction, and received medical care and education.

**How:** The WPA provided money, jobs, and training.

**When:** During the Depression and Dust Bowl years

**Why:** Because the Okies had no money or land

How did the WPA help the Okies who went to California?

World Book, Vol. 21, page 405

**What:** WPA - Works Progress Administration (1935)  
Work Projects Administration (1939)

**Who:** Started by President Roosevelt

**When:** From 1935 through 1943

**Why:** To preserve the skills and self-respect of victims of the Great Depression

**Where:** All over the country

**How:** By providing jobs for millions of people

# Level C Unit 5 Test • Student Profile for Hand-Scoring

**DIRECTIONS** Use the **Answer Key** on page T26 to score the multiple-choice items. Circle the item number of each correct answer below and circle the plus or minus sign to indicate mastery. Calculate the subtest scores, assigning 1 point for each correct answer. Choose a rubric from page T16 or T27 to score the written composition, and calculate that subtest score based on the rubric you chose. Total the scores and calculate the % score or use the conversion chart on the **Answer Key**.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct / Total
VOCABULARY	Key Vocabulary	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	12 out of 15 + -	_____ / 15
READING AND LITERARY ANALYSIS	Cause and Effect	16 17 18 24	3 out of 4 + -	_____ / 21
	Story Elements (Character, Theme)	19 20 23 28 32	4 out of 5 + -	
	Figurative Language: Metaphor, Simile	21 22 25 26	3 out of 4 + -	
	Compare Across Texts	27 29 30 31	3 out of 4 + -	
	Strategy: Use SQ3R	33 34 35 36	3 out of 4 + -	
LANGUAGE SKILLS	Sentences (Participial Phrases)	42 43 44 45	3 out of 4 + -	_____ / 9
	Adjectives That Compare	37 38 39 40 41	4 out of 5 + -	
PROCESS AND STRATEGIES	Writing Strategies	1 2 3 4	3 out of 4 + -	_____ / 12
	Revising	6 8 9 10	3 out of 4 + -	
	Editing and Proofreading	5 7 11 12	3 out of 4 + -	
WRITTEN COMPOSITION	Research Report	Holistic Score _____ x 3 (based on 4-Point-Rubric)		_____ / 12
<b>TOTAL</b> (Total Correct ÷ 69 x 100 =%)				_____ / 69 = _____ %

# Level C Unit 5 Test • Answer Sheet for Hand-Scoring

Name \_\_\_\_\_ Date \_\_\_\_\_

## Practice Test

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)

- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)

- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)

- 13 (A) (B) (C) (D)
- 14 (F) (G) (H) (J)
- 15 (A) (B) (C) (D)

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (15 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)

- 15 (A) (B) (C) (D)

#### Reading/Literary Analysis (21 points)

- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)
- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)

- 28 (F) (G) (H) (J)

- 29 (A) (B) (C) (D)

- 30 (F) (G) (H) (J)

- 31 (A) (B) (C) (D)

- 32 (F) (G) (H) (J)

- 33 (A) (B) (C) (D)

- 34 (F) (G) (H) (J)

- 35 (A) (B) (C) (D)

- 36 (F) (G) (H) (J)

#### Language Skills (9 points)

- 37 (A) (B) (C) (D)
- 38 (F) (G) (H) (J)
- 39 (A) (B) (C) (D)

- 40 (F) (G) (H) (J)

- 41 (A) (B) (C) (D)

- 42 (F) (G) (H) (J)

- 43 (A) (B) (C) (D)

- 44 (F) (G) (H) (J)

- 45 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)

- 4 (F) (G) (H) (J)

- 5 (A) (B) (C) (D)

- 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)

- 8 (F) (G) (H) (J)

- 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)

- 11 (A) (B) (C) (D)

- 12 (F) (G) (H) (J)



# Level C Unit 5 Test • Answer Key for Multiple-Choice Items

## Unit Test

### Section 1: Reading and Language

#### Vocabulary (15 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)

- 14 (F) (G) (H) (J)

- 15 (A) (B) (C) (D)

#### Reading/Literary Analysis (21 points)

- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)
- 20 (F) (G) (H) (J)
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)

- 27 (A) (B) (C) (D)

- 28 (F) (G) (H) (J)

- 29 (A) (B) (C) (D)

- 30 (F) (G) (H) (J)

- 31 (A) (B) (C) (D)

- 32 (F) (G) (H) (J)

- 33 (A) (B) (C) (D)

- 34 (F) (G) (H) (J)

- 35 (A) (B) (C) (D)

- 36 (F) (G) (H) (J)

#### Language Skills (9 points)

- 37 (A) (B) (C) (D)
- 38 (F) (G) (H) (J)
- 39 (A) (B) (C) (D)

- 40 (F) (G) (H) (J)

- 41 (A) (B) (C) (D)

- 42 (F) (G) (H) (J)

- 43 (A) (B) (C) (D)

- 44 (F) (G) (H) (J)

- 45 (A) (B) (C) (D)

### Section 2: Writing

#### Process and Strategies (12 points)

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)

- 7 (A) (B) (C) (D)

- 8 (F) (G) (H) (J)

- 9 (A) (B) (C) (D)

- 10 (F) (G) (H) (J)

- 11 (A) (B) (C) (D)

- 12 (F) (G) (H) (J)

#### Written Composition (12 points)

Choose a rubric from pages T16, T27, or T28 to score the written composition. Record the holistic score on the Student Profile and calculate the number of points earned for this subtest.

#### Conversion Chart: Number Correct to Total Percent

Number Correct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Total Percent	1	3	4	6	7	9	10	12	13	14	16	17	19	20	22	23	25	26	28	29	30	32	33	35	36	38	39	41	42	43	45	46	48	49	51	52	54	55	57

Number Correct	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
Total Percent	58	59	61	62	64	65	67	68	70	71	72	74	75	77	78	80	81	83	84	86	87	88	90	91	93	94	96	97	99	100