



Standards Assessments Practice Test Answer Key

Grade 7

FSA ELA Reading

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Session 1



Passage 1: The Spirit of Discontent

The following story is from an issue of the Lowell Offering, a monthly magazine of letters, stories, and poetry written by women working in the textile mills in Lowell, Massachusetts, in the mid-1800s.

1 "I will not stay in Lowell any longer; I am determined to give my notice this very day," said Ellen Collins, as the earliest bell was tolling to remind us of the hour for labor.

2 "Why, what is the matter, Ellen? It seems to me you have dreamed out a new idea! Where do you think of going? and what for?"

3 "I am going home, where I shall not be obliged to rise so early in the morning, nor be dragged about by the ringing of the bell, nor confined in a close noisy room from morning till night. I will not stay here; I am determined to go home in a fortnight."¹

4 Such was our brief morning's conversation.

5 In the evening, as I sat alone, reading, my companions having gone out to public lectures or social meetings, Ellen entered. I saw that she still wore the same gloomy expression of countenance, which had been manifested in the morning; and I was disposed to remove from her mind the evil influence, by a plain common-sense conversation.

6 "And so, Ellen," said I, "you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day. And I think so, too. All this, and much more, is very annoying, no doubt. But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other. If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed. We are very busily engaged during the day; but then we have the evening to ourselves, with no one to dictate to or control us. I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure. You know that in Lowell we have schools, lectures, and meetings of every description, for moral and intellectual improvement."

¹fortnight: two weeks

- 7 "All that is very true," replied Ellen, "but if we were to attend every public institution, and every evening school which offers itself for our improvement, we might spend every farthing of our earnings, and even more. Then if sickness should overtake us, what are the probable consequences? Here we are, far from kindred and home; and if we have an empty purse, we shall be destitute of *friends* also." . . .
- 8 "You are fully aware, Ellen, that a country life does not exclude people from labor— . . . that people have often to go a distance to meetings of any kind—that books cannot be so easily obtained as they can here—that you cannot always have just such society as you wish—that you"—
- 9 She interrupted me, by saying, "We have no bell, with its everlasting ding-dong."
- 10 "What difference does it make," said I, "whether you shall be awaked [sic] by a bell, or the noisy bustle of a farm-house? For, you know, farmers are generally up as early in the morning as we are obliged to rise."
- 11 "But then," said Ellen, "country people have none of the clattering of machinery constantly dinning in their ears."
- 12 "True," I replied, "but they have what is worse—and that is, a dull, lifeless silence all around them. The hens may cackle sometimes, and the geese gabble, and the pigs squeal"—
- 13 Ellen's hearty laugh interrupted my description—and presently we proceeded, very pleasantly, to compare a country life with a factory life in Lowell. Her scowl of discontent had departed, and she was prepared to consider the subject candidly. We agreed, that since we must work for a living, the mill, all things considered, is the most pleasant, and best calculated to promote our welfare; that we will work diligently during the hours of labor; improve our leisure to the best advantage, in the cultivation of the mind, —hoping thereby not only to increase our own pleasure, but also to add to the happiness of those around us.

"The Spirit of Discontent" fiction from the *Lowell Offering*. In the public domain.

Passage 2: The Mill Girls

Choices and Changes

- 14 To find workers for their mills in early Lowell, the textile corporations recruited women from New England farms and villages. These “daughters of Yankee¹ farmers” had few economic opportunities, and many were enticed by the prospect of monthly cash wages and room and board in a comfortable boardinghouse. Beginning in 1823, with the opening of Lowell’s first factory, large numbers of young women moved to the growing city. In the mills, female workers faced long hours of toil and often grueling working conditions. Yet many female textile workers saved money and gained a measure of economic independence. In addition, the city’s shops and religious institutions, along with its educational and recreational activities, offered an exciting social life that most women from small villages had never experienced.

Leaving Home

- 15 Most of the women who came to Lowell were from farms and small villages. Some had labored in small textile mills. Others had produced cotton or woolen goods or shoes for merchants who employed men and women in their homes and paid them by the pieces they produced.
- 16 On many farms the father was the property owner and head of household. Family members shared daily and seasonal tasks. In addition to strenuous chores outdoors, mothers and daughters toiled in the home, cooking, cleaning, and making clothes. This hardscrabble life proved increasingly difficult for young women, and by the early 1800s a growing number of Yankee farm families faced severe economic difficulties. For many young, rural women, the decision to leave home for a city like Lowell was often born of necessity. . . .

Life in a Boardinghouse

- 17 The majority of mill girls in Lowell lived in boardinghouses. These large, corporation-owned buildings were often run by a female keeper,

¹Yankee: a person from the northeast region of the United States

or a husband and wife. A typical boardinghouse consisted of eight units, with 20 to 40 women living in each unit.

- 18 For most young women, life in the boardinghouse was dramatically different from life on the farm. Usually they shared a room with three other women, sleeping two to a bed. A fireplace in each room provided warmth in the colder seasons. The keeper prepared three meals a day, and the women dined together in a common room. Women formed many new friendships with other female boarders. The bonds created through daily social intercourse helped new workers adjust to the demands of factory life.

"The Mill Girls." In the public domain. Data retrieved from <http://www.nps.gov/lowe/planyourvisit/upload/mill%20girls.pdf>.

Passage 3: The Spirit of Discontent

Listen to this audio clip from "The Spirit of Discontent."

"The Spirit of Discontent" recorded for educational purposes.

1.

Select **two** sentences from Passage 1 that show that Ellen is willing to consider another person's point of view.

- ☐ "I saw that she still wore the same gloomy expression of countenance, which had been manifested in the morning; and I was disposed to remove from her mind the evil influence, by a plain common-sense conversation." (paragraph 5)
- ☐ "I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure." (paragraph 6)
- ☐ "'What difference does it make,' said I, 'whether you shall be awaked [sic] by a bell, or the noisy bustle of a farm-house?'" (paragraph 10)
- ☒ "Ellen's hearty laugh interrupted my description—and presently we proceeded, very pleasantly, to compare a country life with a factory life in Lowell." (paragraph 13)
- ☒ "Her scowl of discontent had departed, and she was prepared to consider the subject candidly." (paragraph 13)

Option D: **This answer is correct.** This shows that Ellen is willing to listen to her friend's point of view and have a pleasant discussion about how they each see things.

Option E: **This answer is correct.** This shows that Ellen is willing to think about the differences between factory life and farm life calmly and without anger.

2.

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

Part A

Which sentence states a theme of Passage 1?

- A) Hard work pays off in the end.
- B) Country life is better than city life.
- C) Employers must treat workers with respect.
- D) It is important to consider both sides of an argument.

Part B

Select **two** sentences that support the answer in Part A.

- 6 "And so, Ellen," said I, "you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day. And I think so, too. All this, and much more, is very annoying, no doubt. But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other. If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed. We are very busily engaged during the day; but then we have the evening to ourselves, with no one to dictate to or control us. I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure. You know that in Lowell we have schools, lectures, and meetings of every description, for moral and intellectual improvement."

3. How do the repeated references to the ringing bell affect the dialogue between the narrator and Ellen throughout Passage 1?
- ☐ Ⓐ They show what the narrator has done to improve her life.
 - ☒ Ⓑ They add to the tension of the choice Ellen is trying to make.
 - ☐ Ⓒ They provide a contrast for the work the women do in the mill.
 - ☐ Ⓓ They help readers understand why Ellen wants to stay in the city.

Option B: **This answer is correct.** *The bell is associated with noise and described as being noisy; this imagery causes tension for Ellen.*

4. What does the phrase destitute of friends suggest in paragraph 7?
- ☐ Ⓐ that Ellen considers friends unimportant
 - ☒ Ⓑ that the women may lose their friendships
 - ☐ Ⓒ that the friendships the women make are strong
 - ☐ Ⓓ that Ellen is concerned about her friends' well-being

Option B: **This answer is correct.** *Ellen is suggesting that a loss of money will lead to a loss of friends. She is using the word "friends" ironically.*

5.

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

Part A

How is the narrator's point of view different from Ellen's?

- ☐ Ⓐ The narrator thinks that the work the women do in the mill is easy.
- ☒ Ⓑ The narrator recognizes the benefits of living and working in Lowell.
- ☐ Ⓒ The narrator enjoys the sounds of mechanical equipment heard in the city.
- ☐ Ⓓ The narrator acknowledges that there is not enough time for leisure in Lowell.

Part B

Select the sentence from Passage 1 that supports the answer in Part A.

- ☐ Ⓐ "And so, Ellen," said I, "you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day." (paragraph 6)
- ☒ Ⓑ "But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other." (paragraph 6)
- ☐ Ⓒ "All that is very true," replied Ellen, "but if we were to attend every public institution, and every evening school which offers itself for our improvement, we might spend every farthing of our earnings, and even more." (paragraph 7)
- ☐ Ⓓ "But then," said Ellen, "country people have none of the clattering of machinery constantly dinning in their ears." (paragraph 11)

Part A

Option B: **This answer is correct.** The narrator sees the positive outcomes of living and working in Lowell while Ellen expresses the hardships of living and working in Lowell.

Part B

Option B: **This answer is correct.** There are both advantages and disadvantages of living and working in Lowell. This quote presents both the narrator's and Ellen's attitude.

6.

Passage 1 and Passage 3 present the same story in different formats. Which element of the story is emphasized by listening to the audio clip in Passage 3?

- ☐ Ⓐ Ellen's thoughts about living and working on a farm
- ☐ Ⓑ the narrator's experiences working in the mill
- ☒ Ⓒ Ellen's attitude toward living in the mill town
- ☐ Ⓓ the narrator's ideas about life in the country

Option C: **This answer is correct.** The tone that Ellen uses in the audio emphasizes her negative attitude toward working in the mill.

7. Select **two** facts from Passage 2 that play a role in the story presented in Passage 1.
- ☐ The boardinghouses were usually run by a female keeper.
 - ☒ Women working in Lowell mills mostly came from farms and small towns.
 - ☐ Some women worked in small textile mills in the country before coming to the city.
 - ☐ Women who lived in Lowell boardinghouses often shared a bedroom with other women.
 - ☒ The cities provided mill workers with many social opportunities they did not have in small towns.

Option B: **This answer is correct.** Passage 2 states that many women came to Lowell to find opportunities that they could not find in their small towns and farms.

Option E: **This answer is correct.** Passage 2 discusses several prospects available to women in cities like Lowell, including social opportunities.

GO ON
TO THE
NEXT PAGE.



This is the end of Session 1.





Session 2



Passage 1: What Is Echolocation?

by Elizabeth Hagen

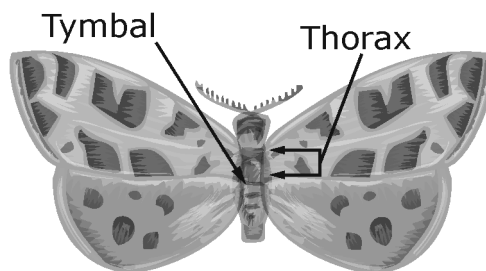
- 1 Echolocation is the use of sound waves and echoes to determine where objects are in space. Bats use echolocation to navigate and find food in the dark. To echolocate, bats send out sound waves from their mouth or nose. When the sound waves hit an object they produce echoes. The echo bounces off the object and returns to the bat's ears. Bats listen to the echoes to figure out where the object is, how big it is, and its shape. Using echolocation, bats can detect objects as thin as a human hair in complete darkness. Echolocation allows bats to find insects the size of mosquitoes, which many bats like to eat. . . .
- 2 Did you know that other animals use echolocation too? Dolphins, whales, shrews and some birds use echolocation to navigate and find food. There are even some blind people that have learned to use echolocation to navigate within their surroundings.
- 3 Humans cannot hear ultrasonic sounds made by echolocating bats. But there are some insects that can hear these ultrasonic sounds. These insects include some moths, beetles, and crickets. When moths hear an echolocating bat, some will turn and fly away. Others will start flying in a zigzag, spiral, or looping pattern to avoid being eaten by the bat. Some crickets and beetles are known to make clicking sounds that startle the bat and scare it off, thus avoiding being eaten.
- 4 Did you know that the scientists that developed the sonar and radar navigation systems used by the military got their idea from studying bat echolocation? Just like bat echolocation, sonar uses sound waves to navigate and determine the location of objects like submarines and ships. Only sonar is used underwater, while bats echolocate in the open air. Radar uses electromagnetic waves to determine the location of objects like planes and ships. Like bat echolocation, radar is also used on open air.

"Bats" by Elizabeth Hagen. © Arizona Board of Regents / ASU Ask A Biologist.
<http://askbiologist.asu.edu/echolocation>.

Passage 2: Tiger Moths Use Sonic Defense to Trick Bats

by Josh Chamot

- 5 As a bat zips through the night sky, it sends out high-pitched squeaks, bouncing sound waves off of objects and unsuspecting prey. While most insect victims would have trouble fighting back, many dive and loop to avoid enemies, and some have the added advantage of being poisonous. Yet, in the dark, the bright warning colors of most toxic insects are lost on predators. Now, some researchers suspect one type of moth may have a way of effectively broadcasting its toxicity—the insect produces high-pitched sounds of its own.



Tiger Moth

- 6 Tiger moths have a special clicker called a tymbal built into their thorax.¹ When they fly, the moths click their tymbal to produce a distinct sound that seems to keep bats at bay. Scientists have proposed a few reasons for the tymbal's success, ranging from its potential to startle a bat to its possible role as a "jammer" that garbles the bats' hunting squeaks.
- 7 [National Science Foundation] researchers William Conner and Nickolay Hristov of Wake Forest University in North Carolina have found preliminary evidence that the tymbal may actually warn the bats: "I'm a tiger moth and I'm toxic." The bat may recognize the clicks from the 11,000 tiger moth species, learning to avoid the critters after an initial bout of food poisoning.

¹thorax: the moth's midsection

- 8 Next summer,² Conner's team will take the research to the Ecology Summer Day Camp at Archbold Biological Station in Lake Placid, Florida. In addition to their summer of field activities, the kids will test out a new "Bats and Bugs" website that includes recorded bat sounds and videos of the in-flight battles.

²Next summer: The research took place during 2002.

"Tiger Moths Use Sonic Defense to Trick Bats" by Josh Chamot. Courtesy: National Science Foundation.

Passage 3: Bat Sonar and Naval Technology

by The Office of Naval Research

This article describes a research program by the Office of Naval Research (ONR). ONR's Bio-Sonar program studies the ability of bats and other creatures to echolocate.

- 9 ONR's Bio-Sonar program supports the bat research of Brown University neuroscientist,¹ Jim Simmons. Bats use sonar to find food and avoid obstacles much the way our military sonar systems would like to find and detect submarines and mines. "Bats make sounds, listen to echoes, and then see objects," notes Simmons. "We want to know what the neurons in the bat's auditory system are doing to process the echoes that allows their brains to 'see' an image. We now know that bats have a method of doing synthetic aperture sonar while flying that not only determines the distance and direction of all the objects in a scene, but also reconstructs one specific object's shape. What's really incredible is that they can do both simultaneously."
- 10 In Simmons' experiments, the bats are trained to differentiate sounds with the time separation of those sounds shortened to test the bats' response. "The bats humor us," says Simmons. "They get mealworms if they behave."
- 11 A major goal of ONR's bio-sonar research program is to duplicate the ability to differentiate between two echoes that arrive at almost the

¹neuroscientist: a scientist who studies the functions of the brain

same time. Today's electronic sonar processing can differentiate between echoes about 12 millionths of a second apart. Bats have it down to 2 to 3 millionths of a second. Being able to separate such sounds means that bats can tell the difference between objects and shapes that are separated by only about the width of a human hair.

- 12 "ONR would like to get naval sonars, both in listening and in processing the return information, a bit more, well, bat-like," notes ONR's Harold Hawkins.

Excerpt from "Bat Sonar and Anti-Submarine Warfare" by the Office of Naval Research. In the public domain.

8.

Select **two** sentences from Passage 2 that support the inference that researchers are unsure of the effect that clicking moths have on bats.

- ☐ "As a bat zips through the night sky, it sends out high-pitched squeaks, bouncing sound waves off of objects and unsuspecting prey." (paragraph 5)
- ☐ "While most insect victims would have trouble fighting back, many dive and loop to avoid enemies, and some have the added advantage of being poisonous." (paragraph 5)
- ☐ "Tiger moths have a special clicker called a tymbal built into their thorax." (paragraph 6)
- ☒ "Scientists have proposed a few reasons for the tymbal's success, ranging from its potential to startle a bat to its possible role as a 'jammer' that garbles the bats' hunting squeaks." (paragraph 6)
- ☒ "The bat may recognize the clicks from the 11,000 tiger moth species, learning to avoid the critters after an initial bout of food poisoning." (paragraph 7)

Option D: **This answer is correct.** This sentence shows that scientists have several possible theories in mind to explain the effect of the moths' clicking on bats, but they do not know for sure.

Option E: **This answer is correct.** This sentence shows an additional theory about the effect of the moths' clicking on bats, which reinforces the inference that the scientists are not certain.

9. The highlighted information shows the correct answers for this question.

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

Part A

What are **two** central ideas of Passage 2?

- A. Bats cannot see colors.
- B. Bats use echolocation to hunt.
- C. Many animals use echolocation.
- D. Scientists study echolocation in moths.
- E. One type of moth makes a clicking sound to avoid bats.

Part B

How does the author of Passage 2 develop the central ideas in Part A?

- A. by discussing science experiments on bats
- B. by explaining what people can learn from animals
- C. by specifying the similarities between tiger moths and bats
- D. by describing the relationship between bats and tiger moths

10.

According to the information in Passages 1 and 2, what is the purpose of the clicking made by various animals?






Type your answer in the space provided.

A correct response includes:






- *avoid/confuse bats*
- *communicate toxicity/poisonous*

11. The chart below shows the correct answers for this question.

Based on Passages 1 and 2, place the **two** moths with the **best** chance of avoiding bats in the boxes below.

<div style="border: 1px dashed gray; width: 100px; height: 100px; margin: 0 auto;"></div>		
 Clicking Moth	 Bright Moth	 Swirling Moth
 Plain Moth	 Small Moth	

Based on Passages 1 and 2, place the **two** moths with the **best** chance of avoiding bats in the boxes below.

 Swirling Moth	 Clicking Moth
 Bright Moth	
 Plain Moth	 Small Moth

12.

Read the following sentence from Passage 2.

"Now, some researchers suspect one type of moth may have a way of effectively broadcasting its toxicity—the insect produces high-pitched sounds of its own." (paragraph 5)

What is the effect of the word toxicity in this sentence?

- ☐ Ⓐ It emphasizes the tiger moths' bright color.
- ☐ Ⓑ It highlights the tiger moths' aggressiveness.
- ☒ Ⓒ It shows the danger that tiger moths pose to bats.
- ☐ Ⓓ It shows how bats are affected by different noises.

Option C: This answer is correct. The word "toxicity" shows that tiger moths are a danger for bats.

13. How does paragraph 1 of Passage 1 contribute to the development of the author's ideas?
- Ⓐ By focusing on echolocation in bats, paragraph 1 explains how humans can benefit from studying echolocation.
 - Ⓑ By explaining specific uses for echolocation, paragraph 1 gives information about how bats developed the ability to echolocate.
 - Ⓒ By giving examples of objects that can be detected through echolocation, paragraph 1 explains how animals can avoid detection.
 - By giving a detailed description of how echolocation works, paragraph 1 helps the reader understand how other animals use echolocation.

Option D: **This answer is correct.** The description of how echolocation works provides necessary context for readers to understand how other animals echolocate.

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

Part A

What is the purpose of Passage 2?

- ☐ Ⓐ to discuss the various animals that use echolocation
- ☒ Ⓑ to explain how a certain type of animal can counteract bat echolocation
- ☐ Ⓒ to explain that humans have developed military equipment by copying echolocation in bats
- ☐ Ⓓ to give examples of the experiments that researchers have conducted to observe bat echolocation

Part B

How does the author of Passage 2 develop the purpose?

- ☐ Ⓐ by listing other ways that animals use echolocation
- ☒ Ⓑ by explaining a theory for why tiger moths make certain sounds
- ☐ Ⓒ by discussing several strategies used by tiger moths to avoid bats
- ☐ Ⓓ by giving examples of specific bat behaviors related to echolocation

Part A

Option B: **This answer is correct.** Passage 2 focuses on how the tiger moth can counteract bat echolocation.

Part B

Option B: **This answer is correct.** Passage 1 explains the sounds made by animals trying to elude bats as confusing to the bats, but Passage 2 explains why it could be a way for tiger moths to communicate their toxicity.

15.

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

Part A

How does Passage 3 support the claim that the U.S. military would like to improve its sonar technology?

- ☐ Ⓐ It illustrates how existing technology was developed through specific examples.
- ☐ Ⓑ It gives statistical evidence that explains how technology has improved in the past.
- ☐ Ⓒ It explains how bats echolocate and gives examples of situations where echolocation might occur.
- ☒ Ⓓ It describes how scientists train bats and observe specific behaviors to learn how echolocation works.

Part B

Select **two** sentences from Passage 3 that provide relevant support for the answer in Part A.

- ☐ "Bats make sounds, listen to echoes, and then see objects," notes Simmons." (paragraph 9)
- ☒ "We now know that bats have a method of doing synthetic aperture sonar while flying that not only determines the distance and direction of all the objects in a scene, but also reconstructs one specific object's shape." (paragraph 9)
- ☒ "In Simmons' experiments, the bats are trained to differentiate sounds with the time separation of those sounds shortened to test the bats' response." (paragraph 10)
- ☐ "Today's electronic sonar processing can differentiate between echoes about 12 millionths of a second apart." (paragraph 11)
- ☐ "Bats have it down to 2 to 3 millionths of a second." (paragraph 11)

Part A

Option D: **This answer is correct.** The passage highlights the research Jim Simmons is doing to gather data about how echolocation works.

Part B

Option B: **This answer is correct.** This sentence discusses what scientists have learned from studying bats.

Option C: **This answer is correct.** This sentence discusses the experiments scientists conduct to gather data about echolocation in bats.

16. The chart below shows the correct answers for this question.

Place each statement in the correct box on the graphic organizer according to the ways Passage 2 and Passage 3 each present information about bats.

Passage 2	Both Passage 2 and 3	Passage 3

explains how bats use echolocation to hunt
explains that bats can determine an object's shape
explains how bats can tell some insects from others
explains how humans can benefit from studying bats
explains bats' ability to distinguish between different sounds

Place each statement in the correct box on the graphic organizer according to the ways Passage 2 and Passage 3 each present information about bats.

Passage 2	Both Passage 2 and 3	Passage 3
explains how bats can tell some insects from others	explains how bats use echolocation to hunt	explains that bats can determine an object's shape
	explains bats' ability to distinguish between different sounds	explains how humans can benefit from studying bats

17. The chart below shows the correct answers for this question.

Click the boxes to show how the authors of Passages 1 and 3 present information about sonar systems.

	Passage 1	Passage 3	Both Passages
compares bat echolocation to sonar	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
presents sonar as a method that is still being developed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
describes sonar as a previous scientific advancement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The highlighted phrases show correct answers for numbers 18–21.

For each highlight, select the word or phrase that is correct.

- 18.** There is one highlight in the paragraph below to show which word or phrase may be incorrect. For this highlight, type in the correction.

Clotilde Arias is the woman behind “El Pendón Estrellado.” That’s the official Spanish-language version of “The Star-Spangled Banner,” the United States’ national anthem. Though Arias’s version was not the first ~~translation her~~ translation, her lyrics most closely fit the sound and meaning of the original song.

- 19.** There are four highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Arias was born in Iquitos, Peru, in 1901, but her family moved to New York City in 1923. She arrived at the time of one of the most important art movements in U.S. history: the Harlem Renaissance. Inspired by the creativity of those around her, ~~the city was home to many artistic breakthroughs~~ Arias flourished as an artist and a writer.

- 20.** There are four highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

In 1945, the State Department was looking for a new and better translation of "The Star-Spangled Banner." Existing Spanish-language versions of the anthem couldn't be sung to the original tune. Arias decided she wanted to try writing her own translation and entered the ~~competition~~ competition. Arias had an ~~advantage. Since~~ advantage because she was both a composer and a translator.

- 21.** There are four highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Sitting at the piano, ~~the song slowly came together~~ Arias worked on the translation. Arias thought about the song all the time, even getting up during dinner to write down new ideas. In the end, Clotilde Arias's "El Pendón Estrellado" was chosen as the winner. It is still the only official translation of the national anthem.

This is the end of Session 2.

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Florida Department of Education, Tallahassee, Florida
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