

Reading Resources

for

E.O.C. Reading SOL

Paired Passages

New SOL Question Formats

Reading and Thinking Resources

Inference Comprehension Resources

Literature Resources

State Testing Resources

Developed by

High School Reading Specialists

Loudoun County Public Schools

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Purpose

This booklet is designed for LCPS High School English Teachers and Reading Specialists to use during classroom instruction as we prepare our 11th grade students for the upcoming spring E.O.C. Reading SOL.

The Virginia Department of Education has changed the format and content of the E.O.C. Reading SOL test. The new test will contain paired passages and newly formatted questions. Students will be expected to read and to compare nonfiction, fiction, or a poem focused on the same topic. Students will answer questions about the paired passages and will be expected to answer questions comparing the content, style, theme, purpose, and intended audience for both passages.

The paired passages in this booklet are literature selections from various state released E.O.C. Reading tests. The LCPS High School Reading Specialists wrote test questions for these passages using the new released VA DOE question formats. In addition, the High School Reading Specialists contributed helpful reading and literature tips that can be used during classroom instruction to prepare our students.

High School Reading Specialists
Loudoun County Public Schools

These Loudoun County Public High School Reading Specialists put forth time and effort to create this resource booklet for teachers and students.

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E.O.C. SOL Reading Resources

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Paired Passages with Questions and Answers

Note:

During a fall literacy institute, VA state representatives advised teachers to prepare students for the spring test changes by having students read paired passages on the same topic. Students would be expected to answer questions comparing the content, style, theme, purpose, and intended audience for both passages. A student THINK SHEET is included to help students compare passages (see page 176).

Paired Passage Sets	Titles of Passages
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The Great Depression Brings Economic Crisis

Crisis and Response

The Stock Market Crash of October 29, 1929, sent the United States into the longest and darkest economic **depression** of its history. Between 1929 and 1933, the country's wealth plummeted wildly. The gross national product (GNP), the total of all goods and services produced each year, fell from more than \$100 billion in 1929 to about \$74 billion in 1933. Industrial production declined 51 percent before it rose slightly in 1932.

Yet the unemployment statistics most clearly reveal the **Great Depression's** impact on average Americans. In 1929, the Labor Department reported that there were 1,499,000 jobless persons in the country-3.1 percent of all employable people. After the crash, official unemployment figures soared to a high of 12,634,000 in 1933-more than one of every four people in the labor force. Estimates by other experts were that as many as sixteen million were jobless.

By 1933, the annual national income had shrunk from nearly \$88 billion to \$40 billion. Farmers suffered the most: Their income declined from about \$12 billion to \$5.3 billion.

For the first two years of the **Depression**-which had quickly spread throughout the world-President Herbert Hoover relied on the voluntary cooperation of business and labor to keep up payrolls and production. After the crisis worsened, however, he took positive steps to try to stop the economic collapse.

Hoover's most important achievement was the creation of the Reconstruction Finance Corporation (RFC), a loan agency designed to help large businesses such as banks, railroads, and insurance companies. The RFC became even more important during President Franklin Delano Roosevelt's New Deal program.

Hoover also obtained new funds from Congress to help farmers who were about to lose their farms because they were unable to pay their bank loans. The Home Loan Bank Act helped to prevent the foreclosure of home mortgages.

The president and Congress fought a battle for months over the issue of relief-direct money and food to people who were suffering. While the Democrats wanted the federal government to take responsibility for direct relief and to invest in public works programs that would provide work for the needy, Hoover insisted that unemployment

relief was a problem that should be dealt with in local communities. At first, he merely appointed two committees to encourage public and private agencies to provide relief.

In the end, however, Hoover signed a relief bill unlike any previous law in American history. The Emergency Relief and Construction Act provided \$3 million for local relief loans and \$1.5 billion for public works projects.

Despite these efforts, the **Depression** only worsened. By the time Hoover's term in office expired, the nation's banking system had almost collapsed. Tired and haggard, Hoover left office with the reputation of a do-nothing president. This judgment was unfair: He had done much; it was simply not enough.

Poverty and Pessimism

What happened to the U.S. economy after 1929 left most Americans baffled and bewildered. Banks, factories, and shops stood just where they had stood before; there had been no war or natural disaster to destroy them. People wanted to go to work, but plants stood dark and idle.

The jobless sold apples on street corners and waited in breadlines and outside soup kitchens. Many lived in what came to be called Hoovervilles-shanty towns on the outskirts of large cities. Thousands of unemployed people, both young and old, took to the road in search of work, and gasoline stations became meeting places for people "on the bum."

In 1932, a crowd of fifty people fought over a barrel of garbage outside the back door of a Chicago restaurant. In northern Alabama, poor families exchanged a dozen eggs, which they needed badly, for a box of matches.

In spite of this **great** suffering, there was little violence. The angriest Americans were those in the rural areas, where cotton was bringing only five cents a pound and wheat thirty-five cents a bushel. In August, 1932, Iowa farmers began dumping milk that was supposed to be transported to Sioux City. To make the nation aware of their plight, Milo Reno, former President of the Iowa Farmers Union, organized a farm strike on the northern plains; no agricultural products were shipped out of this area into the cities until prices rose.

During the same summer, twenty-five thousand World War I veterans, led by former sergeant Walter W. Waters, staged the Bonus March on Washington to demand immediate payment of a bonus due them in 1945. They stood quietly on the Capitol steps while Congress voted down their request. Later there was a riot, however, and Hoover ordered the U.S. Army to remove the veterans from their shanty town.

The **Great Depression** brought a crisis in American attitudes. Many people believed that the country had conquered all of its frontiers and that the future would hold only limited opportunity. This pessimism was reflected in the slowing of marriage and birth rates.

Many schemes were put forward as solutions to the **Depression**. Large numbers of intellectuals began to think that perhaps the Soviet Union's Communist Party offered a good alternative to capitalism.

In his radio speeches from Royal Oak, Michigan, Charles E. Coughlin advocated that banks, utilities, and natural resources be taken over by the national government. Huey P. Long, Governor of Louisiana, led a movement that called for money to be taken from the rich and given to the poor. Francis E. Townsend, a retired California physician, came up with the Townsend Plan, under which a monthly pension would be paid to everyone over the age of sixty-five.

Consequences

With Roosevelt's New Deal, Americans gradually regained their sense of optimism, the old faith that the nation could meet any challenge and control its destiny. Even many intellectuals who had sharply criticized American life in the 1920's began to change their opinions.

By early 1937, there were signs that the economy was recovering strength. The New Deal had eased much of the worst distress, although around 7.5 million people still remained unemployed. Suddenly, however, the economy went into a sharp recession that was almost as bad as the crash of 1929. Although conditions had improved again by the middle of 1938, the **Depression** did not finally end until the country entered World War II and the government began to spend vast amounts of money on defense.

Work Cited

“The Great Depression Brings Economic Crisis.” *Great Events*. 259. US: Salem Press, 1999. History Reference Center. Web 25 Jan. 2013.

**Excerpt from “The Grapes of Wrath”
by John Steinbeck**

The man took off his dark, stained hat and stood with a curious humility in front of the screen. “Could you see your way to sell us a loaf of bread, ma’am?”

Mae said, “This ain’t a grocery store. We got bread to make san’widges.”

“I know, ma’am.” His humility was insistent. “We need bread and there ain’t nothin’ for quite a piece, they say.”

“If we sell bread we gonna run out.” Mae’s tone was faltering.

“We’re hungry,” the man said.

“Whyn’t you buy a san’widge? We got nice san’widges, hamburgs.”

“We’d sure admire to do that, ma’am. But we can’t. We got to make a dime do all of us.” And he said embarrassedly, “We ain’t got but a little.”

Mae said, “You can’t get no loaf a bread for a dime. We only got fifteen-cent loafs.”

From behind her Al growled, “God Almighty, Mae, give ‘em bread.”

“We’ll run out ‘fore the bread truck comes.”

“Run out then,” said Al. He looked sullenly down at the potato salad he was mixing.

Mae shrugged her plump shoulders and looked to the truck drivers to show them what she was up against.

She held the screen door open and the man came in, bringing a smell of sweat with him. The boys edged behind him and they went immediately to the candy case and stared in—not with craving or with hope or even with desire, but just with a kind of wonder that such things could be. They were alike in size and their faces were alike. One scratched his dusty ankle with the toe nails of his other foot. The other whispered some soft message and then they straightened their arms so that their clenched fists in the overall pockets showed through the thin blue cloth.

Mae opened a drawer and took out a long waxpaper-wrapped loaf. “This here is a fifteen-cent loaf.”

The man put his hat back on his head. He answered with inflexible humility, “Won’t you—can’t you see your way to cut off ten cents’ worth?”

Al said snarlingly, “Damn it, Mae. Give ‘em the loaf.”

The man turned toward Al. “No, we want ta buy ten cents’ worth of it. We got it figgered awful close, mister, to get to California.”

Mae said resignedly, “You can have this for ten cents.”

“That’d be robbin’ you, ma’am.”

“Go ahead—Al says to take it.” She pushed the waxpapered loaf across the counter. The man took a deep leather pouch from his rear pocket, untied the strings, and spread it open. It was heavy with silver and with greasy bills.

“May soun’ funny to be so tight,” he apologized. “We got a thousan’ miles to go, an’ we don’ know if we’ll make it.” He dug in the pouch with a forefinger, located a dime, and pinched in for it. When he put it down on the counter he had a penny with it. He was about to drop the penny back into the pouch when his eye fell on the boys frozen before the candy counter. He moved slowly down to them. He pointed in the case at big long sticks of striped peppermint. “Is them penny candy, ma’am?”

Mae moved down and looked in. “Which ones?”

“There, them stripy ones.”

The little boys raised their eyes to her face and they stopped breathing; their mouths were partly opened, their halfnaked bodies were rigid.

“Oh—them. Well, no—them’s two for a penny.”

“Well, gimme two then, ma’am.” He placed the copper cent carefully on the counter. The boys expelled their held breath softly. Mae held the big sticks out.

Steinbeck, J. (1939). *The Grapes of Wrath*. New York, NY: Viking.

Answer the following questions using the text entitled “The Great Depression Brings Economic Crisis.”

1. What type of government was offered as an alternative solution to bring the United States out of the Great Depression?
 - A. Reconstruction
 - B. Monarchy
 - C. Communism
 - D. Democracy
 - E. Majority
2. All but which action shows that President Hoover worked to move the country out of the Great Depression?
 - A. He created The Reconstruction Finance Corporation.
 - B. He signed The Emergency Relief and Construction Act.
 - C. He created The Home Loan Bank Act.
 - D. He created the New Deal.
 - E. He insisted that unemployment relief be dealt within local communities.
3. The following sentence is an example of which literary device?

“People wanted to go to work, but plants stood dark and idle.”

- A. Allusion
 - B. Alliteration
 - C. Personification
 - D. Metaphor
 - E. Simile
4. What was a long term effect of the pessimistic attitude felt across the country during the Great Depression?
 - A. Population growth slowed
 - B. People built bigger houses
 - C. Americans believed the country was headed in the right direction
 - D. Families grew
 - E. New technology advanced businesses

5. What does the word plummeted mean in this sentence. Between 1929 and 1933, the country’s wealth plummeted:
- A. Rose rapidly
 - B. Ballooned
 - C. Increased
 - D. Crashed
 - E. Held steady

Answer the following questions using the text entitled “Grapes of Wrath.”

1. In line four, what does the word faltering mean?

“If we sell bread we gonna run out.” Mae’s tone was faltering.

- A. Loud
 - B. Angry
 - C. Hesitant
 - D. Amusing
 - E. Nurturing
2. Which literary device is used in this sentence?

“The boys edged behind him and they went immediately to the candy case and stared in—not with craving or with hope or even with desire...”

- A. Assonance
- B. Hyperbole
- C. Personification
- D. Alliteration
- E. Metaphor

3. Steinbeck uses the words *curious*, *insistent* and *inflexible* to describe the man’s humility when asking for ten cents worth of bread. What is Steinbeck’s most likely purpose for this word choice?
- A. To show the desperation many people felt during The Great Depression in finding food and shelter.
 - B. To show the Mae was stubborn and did not care for the suffering of others as long as she had what she needed.
 - C. To show that the man was a lesser individual than Mae and Al and didn’t want to work for a living.
 - D. To show that the man was not confident in his ability to provide for his children but was proud and would not take hand-outs.
4. Why does the man insist on purchasing ten cents worth of bread when later we learn he has a pouch of coins and bills?
- A. He is trying to get something for nothing.
 - B. He is saving for his trip.
 - C. He is trying to take advantage of Mae.
 - D. He wants Mae to make him a sandwich.
 - E. He didn’t think the bread was fresh.
5. What is Mae’s attitude in the passage?
- A. Indifferent
 - B. Arrogant
 - C. Sorrowful
 - D. Excited
 - E. Humble

Comparison of “The Great Depression Brings Economic Crisis” and “The Grapes of Wrath.”
Answer the following questions comparing both passages.

1. What general theme was found in both selections?
 - A. Money was scarce.
 - B. People tried to take advantage of each other.
 - C. People lied about their possessions.
 - D. People were reckless with money.
 - E. Industries were booming and the economy was thriving.

2. All of the information in the article on the Great Depression supports the conflict in the “The Grapes of Wrath” **EXCEPT:**
 - A. “Hoover's most important achievement was the creation of the Reconstruction Finance Corporation (RFC), a loan agency designed to help large businesses such as banks, railroads, and insurance companies.”
 - B. “In 1932, a crowd of fifty people fought over a barrel of garbage outside the back door of a Chicago restaurant.”
 - C. “In northern Alabama, poor families exchanged a dozen eggs, which they needed badly, for a box of matches.”
 - D. “The jobless sold apples on street corners and waited in breadlines and outside soup kitchens.”

3. Based upon the texts “The Grapes of Wrath” and “The Great Depression Brings Economic Crisis,” which sentence is most likely true?
 - A. The economy was strong and healthy.
 - B. Americans were working and happy.
 - C. Americans experienced challenging economic times.
 - D. Americans were selfish and unfeeling.
 - E. People traveled for fun.

ANSWER KEY Set # 1

ANSWERS for “The Great Depression Brings Economic Crisis”

1. C
2. D
3. C
4. A
5. D

ANSWERS for “Grapes of Wrath”

1. C
2. D
3. D
4. B
5. A

**ANSWERS for QUESTIONS about both passages “The Great Depression Brings Economic Crisis”
and “Grapes of Wrath”**

1. A
2. A
3. C

Directions: Read the article “**Help on the Hoof**” and read the article “**The Guide Horse Training Process**,” then answer the questions that follow.

Help on the Hoof

- 1** When Dan Shaw gets up from the couch in his suburban home in Ellsworth, Maine, Cuddles is never far away. When he wants to go outside, he doesn’t take Cuddles out for a walk—Cuddles takes him for a walk. Cuddles is clearly no ordinary family pet. Cuddles is a two-foot-high miniature horse and serves as the guiding eyes of Shaw, who is visually impaired.
- 2** In the early 1920s, Morris Frank made history by becoming the first person in America to receive a guide dog. In 2001, Dan Shaw became the first person to receive a guide horse. Trained by the Guide Horse Foundation in North Carolina, these tiny horses are finding their niches in the world of assistance animals.
- 3** Shaw began losing his sight as a young man and had difficulty holding jobs due to his failing vision. Even when he bumped into furniture and knocked things over, he refused to accept his condition. When getting around on his own in public proved to be too difficult, he opened a bait shop in his own home.
- 4** Finally, his wife begged him to get some help and suggested that he apply for a guide dog. Shaw, an avid animal lover, said he couldn’t bear to part with a dog (which usually lives about eight to ten years) and adjust to a new one, perhaps several times in his life.
- 5** Then Shaw heard of a program about the tiny guide horses. Janet and Don Burluson of Kitrell, North Carolina, had trained their miniature horse, Twinkie, to lead a woman who is blind through a shopping mall. Soon after, they started the Guide Horse Foundation to provide an effective alternative to guide dogs.
- 6** Shaw learned that the horses are clean, friendly, and easy to train. They can be housebroken and learn to live in an urban setting, but they are best suited for suburban or rural homes. Best of all, they live for 25–35 years, which would enable Shaw to have the same guide companion for most or all of his life.

- 7** The Burlasons got the idea of training their pet pygmy ponies one day when they were in New York City. There, they visited the Clermont Stables, which were located right in the heart of the busy city. They noticed how the horses remained calm in the midst of heavy traffic and were impressed by their ability to negotiate complicated traffic patterns. When they further considered the history of service horses, such as cavalry horses and police horses, they recognized that horses were already successfully working in chaotic situations. Why couldn't they be useful in helping individuals who are blind?
- 8** Horses possess many qualities that make them an ideal choice for guiding people. They can be trained to remain calm in noisy and crowded places. They are smart, have great memories, and are not easily distracted. Horses are naturally on the lookout for danger and demonstrate excellent judgment in obstacle avoidance. With eyes on the sides of their heads instead of in front, they have an excellent range of vision and also can see extremely well at night. In addition, they are sturdy animals with the stamina to withstand lengthy excursions.
- 9** Shaw immediately applied to be and was accepted as the first person to receive a guide horse. He went to the Burlasons' farm to begin his training. The instant he met Cuddles, he knew he was making the right choice. "It's like it was meant to be," he said.
- 10** As part of their training, Shaw and Cuddles learned to navigate busy streets, step over curbs, and find doorknobs and elevator buttons. Cuddles even demonstrated his ability to step in front of Shaw and block him, to prevent him from walking into a dangerous situation. The little horse also expertly led Shaw through grocery stores and busy shopping malls. When walking inside, Cuddles wears two pairs of tiny sneakers to prevent him from slipping on smooth surfaces.
- 11** Later, Shaw and Cuddles went on a tour of Washington, D.C., and Boston, drawing curious stares from passers-by. Eventually, they took the ultimate test: They toured the congested streets and attractions of New York City. They visited the Empire State Building, the Statue of Liberty, and even rode the subways. They got along without any difficulties.
- 12** Shaw is confident that Cuddles will change his life for the better. Years ago, he never would have imagined himself owning a guide horse. Sometimes, however, it is the less obvious choice that works out for the best.

Reference:

California State Department of Education (2009), "Horse and Hoof." California State Department of Education. *Released Test Questions: English -Language Arts Grade 9* (p. 36). Public Domain. <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>

The Guide Horse Training Process

In developing their guide horse training strategy, Don and Janet Burleson incorporated the techniques of the world-famous horse trainer John Lyons and the animal training concepts of behavioral psychologist B.F. Skinner.

During the physical portion of the training process, the guide horse learns:

1. to walk at appropriate speeds, navigate around obstacles, and use everyday transportation tools such as elevators and escalators.
2. to communicate to the handler the presence of obstacles. Although the horse is naturally aware of obstacles in its own path, the horse must learn to recognize obstacles in the path of its handler as well. These skills enable the horse to remain calm in difficult situations, therefore helping to prevent injury to the handler.
3. to alert the handler to changes in the surface or elevation of the path. The horse should walk two steps ahead of the handler and pause when arriving at steps or curbs, telling the handler that it is necessary to step up or down.
4. to develop better bladder control and learn where and when it is appropriate to “go.”

During the verbal portion of the training process, the guide horse learns:

1. to recognize over twenty voice commands that will be used by the handler.
2. that if the handler gives a command that may put the handler or horse into an unsafe situation, the horse should disregard the command.

Reference:

California State Department of Education (2009), “The Guide Horse Training Process.” California State Department of Education. *Released Test Questions: English -Language Arts Grade 9* (p. 37). Public Domain. <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>

Answer the following questions using the text entitled “Help on the Hoof.”

1. The text structure of this passage may best be described as:
 - A. Cause/effect
 - B. Narrative
 - C. Chronological
 - D. Descriptive
2. In paragraph # 1, the author’s use of the phrase, “miniature horse and serves as the guiding eyes of Shaw” is an example of:
 - A. Hyperbole
 - B. Paradox
 - C. Oxymoron
 - D. Metaphor
3. The word which best describes the mood of the article is:
 - A. Sentimental
 - B. Frustrating
 - C. Discontented
 - D. Content
4. Which literary device is used in the following line?

The Burlasons got the idea of training their pet pygmy ponies one day when they were in New York City.

- A. Alliteration
 - B. Assonance
 - C. Allusion
 - D. Consonance
5. The word stamina in line 6 of paragraph 8, most likely means:
 - A. Eyesight
 - B. Agility
 - C. Strength
 - D. Flexibility

6. The fact that “the horses remained calm in the midst of heavy traffic” can best be described as an example of this literary device:
- A. Oxymoron
 - B. Personification
 - C. Paradox
 - D. Hyperbole
7. Which line from “Help on a Hoof” best communicates an enthusiastic tone?
- A. Cuddles is a two-foot-high miniature horse and serves as the guiding eyes of Shaw, who is visually impaired.
 - B. In the early 1920s, Morris Frank made history by becoming the first person in America to receive a guide dog.
 - C. When getting around on his own in public proved to be too difficult, [Shaw] opened a bait shop in his own home.
 - D. Best of all, [guide horses] live for 25–35 years, which would enable Shaw to have the same guide companion for most or all of his life.

“The Guide Horse Training Process”

Answer the following questions using the text entitled “The Guide Horse Training Process.”

1. Which book would NOT be useful in learning more about horse training?
- A. *Equipping Your Horse Farm*
 - B. *How to Think Like a Horse*
 - C. *Equine Fitness*
 - D. *Dressage for the Not So Perfect Horse*

2. Read the lines below and answer the question.

During the physical portion of the training process, the guide horse learns:

To walk at appropriate speeds, navigate round obstacles, and use everyday transportation tools such as elevators and escalators.

The literary device used in this passage is:

- A. Alliteration
 - B. Consonance
 - C. Assonance
 - D. Imagery
3. The author’s purpose of writing this passage is most likely:
- A. to inform the reader of the horse training process.
 - B. to question the horse training process.
 - C. to tell a story about the horse training process.
 - D. to argue for a better horse training process.
4. The most important technique a miniature horse will need to learn is:
- A. to disregard the handler’s command in an unsafe situation.
 - B. to recognize over twenty voice commands that will be used by the handler.
 - C. to develop better bladder control.
 - D. to alert the handler to changes in the surface or elevation of the path.

Comparison of “Help on the Hoof” and “The Guide Horse Training Process”

Answer the following questions comparing both passages.

1. All of the following are similarities between “Help on the Hoof” and “The Guide Horse Training Process” EXCEPT:
- A. Both describe training horses
 - B. Both tell the story of a specific guide horse
 - C. Both reference the expertise of Don and Janet Burleson
 - D. Both stress the ability of the trained horse to remain calm in the middle of confusion

2. The reader can infer that Dan Shaw’s miniature horse, Cuddles,:
 - A. likes Shaw’s wife
 - B. has taken him for a walk
 - C. does not enjoy city living
 - D. has utilized the Guide Horse training program

3. If you were training a horse in Ellsworth, Maine, you should be sure to:
 - A. learn to navigate busy streets
 - B. visit a big city
 - C. adopt a guide dog
 - D. always remain calm

4. Based upon the texts “Help on the Hoof “and “The Guide Horse Training Process,” which sentence is probably true?
 - A. Both authors believe in the Guide Horse Foundation.
 - B. Both authors believe that less obvious choices are best.
 - C. Both authors believe horses need to develop bladder control.
 - D. Both authors believe horses need intense training in learning to avoid obstacles in their own paths.

Released Test Questions from 2009 California Test.

1. Based upon the texts “Help on the Hoof” and “The Guide Horse Training Process,” what can the reader best conclude?
 - A. All visually impaired individuals use guide horses.
 - B. It is common to be selected as a guide horse owner.
 - C. Guide horses require extensive training but are a valuable resource.
 - D. Guide horses learn the most during the verbal portion of the training process.

2. What principle idea connects the information in *both* articles?
- A. The guide horse training process integrates the techniques of various experts.
 - B. The primary duty of an assistance animal is to protect the handler from danger.
 - C. Assistance animals can live for several decades.
 - D. Guide dogs are still more effective than guide horses.
3. Which source would be most helpful for a student who wants to write a report on the general use of assistance animals?
- A. Franco, Julia. *Training Guide Dogs*. Los Angeles: Guiding Lights Publishing, 2002.
 - B. Lee, Sung. “Sasha: A Canine Hero.” *Kennel Club Newsletter* Spring 2001: 2–3.
 - C. Quinn, Michael. *Guide Dogs and Other Companions*. San Francisco: Ice House Publishing, 2001.
 - D. Scott, Ken. “Local Police Seek Funds for K-9 Unit.” *The Daily Ledger* 2 Jan. 2003: 4C.
4. Which question about the uses of assistance animals could *best* be answered through further research?
- A. How are various types of animals utilized as assistance animals?
 - B. Which animal serves as the best assistance animal?
 - C. When did Dan Shaw first hear about various types of assistance animals?
 - D. How did Don and Janet Burleson learn to train assistance animals?

ANSWER KEY Set # 2

ANSWERS for “Help on the Hoof”

1. B
2. D
3. D
4. A
5. C
6. C
7. D

ANSWERS for “The Guide Horse Training Process”

1. A
2. C
3. A
4. D

**ANSWERS for QUESTIONS about both passages
“Help on the Hoof” and “The Guide Horse Training Process”**

1. B
2. D
3. A
4. A

ANSWERS for California 2009 Released Test Questions

1. C
2. B
3. C
4. A

Directions: Read the article “**There’s More to Forests than Trees; There’s a World of Hidden Wildlife**” and read the poem “**The Leaf and the Tree,**” then answer the questions that follow.

**There’s More to Forests than Trees;
There’s a World of Hidden Wildlife**

Dead trees are crucial to forest life; a single fallen log can harbor dozens of different species.



Clinging to dead wood, a deer mouse searches for truffles and other fungi that have taken root on and near the decaying log.

by Jay Heinrichs

What came first, the tree or the log? A simple question if there ever was one: a log is a dead tree. But see beyond the tree to the forest, and the question grows infinitely more complicated. An increasing number of researchers say that, in terms of the whole forest, the log is father to the tree. A dead trunk is a participant in a vital process that goes on even after the wood crashes to the ground.

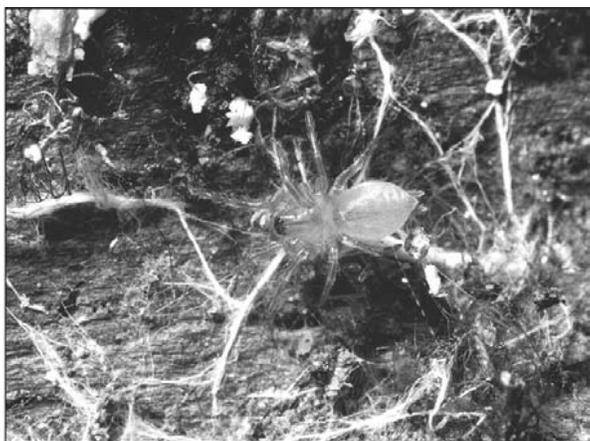
Unseen by the casual observer and as yet poorly understood by the scientist, a hidden world of birds and insects, tiny

microbes and shy animals contributes to the death of a forest and the life of its successor. The fulcrum¹ of this vast living machinery is the log. Seething with plant and animal invaders, it bursts forth with a forest’s next generation. The log is thus as much a symbol of life as it is of death. “The forest is a living organism,” explains biologist Chris Maser. “As part of that organism, the fallen tree is only superficially dead; it supports the larger being.”

In an earlier phase, of course, the log is that triumph of self-contained organisms, a living tree. A thriving white pine in the Northeast, for example, may reach maturity after a century, when it towers over other trees and plants. But, paradoxically, when the pine passes its prime, its association with the rest of the forest becomes even more lively.

A healthy tree is mostly impermeable to the outside world; the bark, which contains a potent natural fungicide, presents a formidable barrier to enemies. Boring insects find it tough, and its waterproof qualities keep moisture in. As time goes on, however, the barrier begins to break down. The bark loosens from the tree, and bark beetles find entry. They bore a labyrinth into the protein-rich inner bark and lay eggs for their wood-chewing larvae. Fungi and bacteria hitch a ride on the beetles. The tiny microbes contain enzymes that begin dissolving the wood cells, making chewing even easier for insects.

¹ **fulcrum:** central support



Crawling across the underside of a fallen tree, a spider encounters a forest of fungi mycelium (left). Researchers have found that some fungi release a chemical that stimulates the growth of seedlings in a woodland.

According to Chris Maser, this is when the *real* action begins. The 49-year-old wildlife research biologist, formerly with the Interior Department in Oregon, believes the fallen tree serves as a locus for creatures that in turn are crucial to the renewal of the forest. He and retired Forest Service mycologist² Jim Trappe have pioneered in research revealing this strange relationship between small mammals, young trees and so-called “dead” logs.

Although the most intensive studies have been conducted in the old evergreen forests of the Northwest, new data are beginning to indicate that the discoveries of Trappe and Maser may hold true in temperate forests around the world. As more people look into ecosystems elsewhere, they seem to be reaching one common conclusion: the fallen log is not just an element of the forest but a participant in its many functions.

² **mycologist:** a biologist dealing with the study of fungi

The Importance of Old Growth

NOWHERE are logs more important to the self-renewal of forests than in the Pacific Northwest. There, ancient stands of evergreens called “old growth” serve as laboratories for investigations into the role of fallen trees in forest ecology. The resulting discoveries are more than interesting bits of science; a research-inspired debate over whether to let dead trees lie has become a controversial environmental issue in the Northwest today.

Some of the most impressive forests consist of old-growth stands of Douglas fir trees ranging in age from 250 to more than 1,000 years. Beneath these giants lies an understory that provides habitat for a variety of animals, as well as fungi and insects that help renew young forests. “Old growth is an investment in the next stand,” says Chris Maser, a former federal biologist.

The investment is diminishing rapidly.

“There’s More to Forests than Trees: There’s a World of Hidden Wildlife” Paired Passage Set # 3a

Most of the precious little old growth that remains—some three million acres—is on federal land, where more than a square mile per week of it is being logged off to become lumber.

Efforts to save old growth by the National Wildlife Federation and other groups have focused on the role such woodlands play in sustaining long-term forest production and providing high-quality water and wildlife habitat. The United States Forest Service has created a plan that preserves pockets of old trees for the northern spotted owl, a species that depends on ancient forests for survival. But, conservationists fear, saving the species

in the short term may not keep old growth intact over the long run.

“We can’t just save islands of it,” says Rick Brown, a Federation resource specialist in Oregon. Brown advocates a reserve system that spans age groups of forests, including unmanaged stands that will become future old growth.

Short-sightedness could be disastrous, warns Maser. “By converting old growth to young stands, we’re redesigning forests,” he says. “We can’t duplicate what nature has been doing for centuries. And we cannot have a sustainable timber industry without a sustainable forest.”

Heinrichs, Jay. “There’s More to Forests than Trees; There’s a World of Hidden Wildlife.” From *National Wildlife* February/March 1988 issue, Vol. 26, No. 2. Copyright ©1988 National Wildlife Federation. Photographs by Dwight R. Kuhn.

Reference:

Heinrichs, J. (2006). *There’s More to Forests than Trees; There’s a World of Hidden Wildlife*. Florida State Department of Education Released Test. Retrieved March 7, 2013, Florida State Department of Education website:
http://fcats.fldoe.org/pdf/releasepdf/06/FL06_Rel_G10R_AK_Cwf001.pdf

The Leaf And The Tree

When will you learn, myself, to be
a dying leaf on a living tree?
Budding, swelling, growing strong,
Wearing green, but not for long,
5 Drawing sustenance¹ from air,
That other leaves, and you not there,
May bud, and at the autumn's call
Wearing russet, ready to fall?
Has not this trunk a deed to do
10 Unguessed by small and tremulous² you?
Shall not these branches in the end
To wisdom and the truth ascend?
And the great lightning plunging by
Look sidewise with a golden eye
15 To glimpse a tree so tall and proud
It sheds its leaves upon a cloud?

Here, I think, is the heart's grief:
The tree, no mightier than the leaf,
Makes firm its root and spreads its crown
20 And stands; but in the end comes down.
That airy top no boy could climb

Is trodden in a little time
By cattle on their way to drink.
The fluttering thoughts a leaf can think,
25 That hears the wind and waits its turn,
Have taught it all a tree can learn.
Time can make soft that iron wood.
The tallest trunk that ever stood,
In time, without a dream to keep,
30 Crawls in beside the root to sleep.

Edna St. Vincent Millay

¹sustenance: to support life and health

²tremulous: trembling, timid

Reference:

Heinrichs, J. (2006). *There's More to Forests than Trees; There's a World of Hidden Wildlife*. Florida State Department of Education Released Test. Retrieved March 7, 2013, Florida State Department of Education website: http://fcats.fldoe.org/pdf/releasepdf/06/FL06_Rel_G10R_AK_Cwf001.pdf

Answer the following questions using the text entitled “There’s More to Forests than Trees; There’s a World of Hidden Wildlife” by Jay Heinrichs.

1. Read this sentence from paragraph 4:

A healthy tree is mostly impermeable to the outside world; the bark, which contains a potent natural fungicide, presents a formidable barrier to enemies.

In this sentence, the word impermeable means:

- A. Permanent
 - B. Unable to exist
 - C. Unable to invade
 - D. Easily invaded
2. Which sentence best expresses the main idea of paragraph 2?
- A. “The fulcrum of this vast living machinery is the log.”
 - B. “The log is thus as much a symbol of life as it is of death.”
 - C. “A dead trunk is a participant in a vital process that goes on even after the wood crashes to the ground.”
 - D. “Seething with plant and animal invaders, it bursts forth with a forest’s next generation.”
3. From the context clues in paragraph 5, the reader can infer that a flicker is:
- A. a type of beetle
 - B. a form of fungi
 - C. an insect
 - D. a type of bird
4. From the information in the article, the initial step in the breakdown of a healthy tree is when:
- A. bark beetles lay eggs into the bark
 - B. bark beetles bore into the bark
 - C. the bark begins to separate from the tree
 - D. the bark loses protein

5. Which of the following words does not describe the general tone of the article?
- A. Serious
 - B. Optimistic
 - C. Foreboding
 - D. Ominous

“The Leaf and The Tree”

Answer the following questions using the text entitled “The Leaf and The Tree” by Edna St. Vincent Millay.

1. Which word describes the overall mood of the poem “The Leaf and The Tree” by Edna St. Vincent Millay?
- A. Joyful
 - B. Hopeful
 - C. Frustrating
 - D. Contemplative
2. The word russet in line 8 refers to:
- A. An article of clothing
 - B. A color
 - C. A type of potato
 - D. A sound of leaves in the wind
3. The poem entitled “The Leaf and The Tree” by Millay primarily uses which of the following literary terms?
- A. Personification
 - B. Alliteration
 - C. Onomatopoeia
 - D. Hyperbole

4. What type of rhyme does Millay use in her poem “The Leaf and The Tree?”
 - A. Free verse
 - B. Internal rhyme
 - C. End rhyme
 - D. Eye-rhyme

5. In line 12, the best synonym for the word ascend would be:
 - A. To fall
 - B. To rise
 - C. To grow
 - D. To discover

Comparison of “There’s More to Forests than Trees; There’s a World of Hidden Wildlife” and “The Leaf and The Tree”

Answer the following questions comparing both passages.

1. Which line from the poem “The Leaf and The Tree” best describes the breakdown of a healthy tree?
 - A. “Time can make soft that iron wood.”
 - B. “Wearing russet, ready to fall?”
 - C. “And stands; but in the end comes down.”
 - D. “Crawls in beside the root to sleep.”

2. Which of the following best describes the general theme of both texts?
 - A. “What goes around, comes around.”
 - B. “All good things must come to an end.”
 - C. “What goes up, must come down.”
 - D. “Time heals all wounds.”

3. Both Edna St. Vincent Millay and Chris Maser would agree that:
- A. Life is gloomy and death is final.
 - B. It’s vital to preserve our trees and forests.
 - C. The life cycle of a tree is to be appreciated for its value.
 - D. Human interference is killing our trees and forests.
4. “Fungi and bacteria hitch a ride on the beetles.” and “The fluttering thoughts a leaf can think.” are examples of:
- A. Hyperbole
 - B. Symbolism
 - C. Personification
 - D. Theme
5. The article by Jay Heinrichs emphasizes “A dead trunk is a participant in a vital process that goes on even after the wood crashes to the ground.” In Millay’s poem, the narrator suggests this is true. What does Millay say is needed in order for “a vital process that goes on even after the wood crashes to the ground?”
- A. Fluttering thoughts
 - B. Wisdom and truth
 - C. A dream to keep
 - D. Adying leaf on a living tree

**FCAT 2006 Reading Released Test _ 2006 Florida Department of Education
Questions and Answers p. 36 and 37.**

Answer the following questions about "There's More to Forests than Trees; There's a World of Hidden Wildlife" and "The Leaf and the Tree".

1. If the article by Jay Heinrichs were reprinted in a science textbook, which title would be most accurate?
 - A. "Fallen Trees: Life Goes On"
 - B. "The Importance of Tree Bark"
 - C. "The Role of Tree-Eating Larvae"
 - D. "Tree Munchers: Insects of the Forest"

2. Chris Maser can be called a pioneer because:
 - A. Of his success in saving the northern spotted owl
 - B. Of the research he has conducted on forest renewal
 - C. He founded an organization to protect forests for wildlife
 - D. He has done intensive studies on temperate forests worldwide

3. According to the article, why is the Pacific Northwest important to the study of allen timber?
 - A. The region includes many Douglas fir trees with rotting cavities.
 - B. The region offers a sanctuary for many important animal species.
 - C. The region houses many logging businesses that support the studies.
 - D. The region contains many old trees that provide research opportunities.

4. With which sentence would Jay Heinrichs most likely agree?
- A. Nature does a better job of managing forests than humans do.
 - B. The Forest Service manages forests by preserving stands of old trees.
 - C. Conservationists and the federal government agree on forest management.
 - D. The United States timber industry has the most vital role in saving forests.
5. What do old growth forests in the Northwest have in common with forests all over the world?
- A. They contain pine trees and other evergreens.
 - B. They rely in part on the functions of fallen logs.
 - C. They are being studied by wildlife research biologists.
 - D. They face dangers from activities of irresponsible loggers.
6. In the poem, the narrator compares herself to a:
- A. leaf
 - B. cloud
 - C. tree trunk
 - D. lightning flash
7. Which phrase could be applied to both Chris Maser and Edna St. Vincent Millay?
- A. artistic perception of wooded areas
 - B. deep appreciation for the life cycle of trees
 - C. public promotion of timberland management
 - D. strong concentration on the ecology of forests

ANSWER KEY FOR ARTICLE “There’s More to Forests than Trees; There’s a World of Hidden Wildlife” by Jay Heinrichs

1. C
2. B
3. D
4. C
5. B

ANSWER KEY for poem “The Leaf and The Tree” by Edna St. Vincent Millay

1. D
2. B
3. A
4. C
5. B

ANSWER KEY for questions on BOTH passages “There’s More to Forests than Trees; There’s a World of Hidden Wildlife” by Jay Heinrichs and “The Leaf and The Tree” by Edna St. Vincent Millay.

1. A
2. A
3. C
4. C
5. C

ANSWERS for Florida (FCAT) 2006 Reading Released Test Questions

1. A
2. B
3. D
4. A
5. B
6. A
7. B

Blowin’ in the Wind

Directions: Read the lyrics to “Blowin’ in the Wind” and read the article from the library database entitled “antiwar movement,” then answer the questions that follow.

*The following **song lyrics** by Bob Dylan were written during the 1960s, a turbulent time in American history. Lyrics from BLOWIN’ IN THE WIND by Bob Dylan. Copyright © 1962; renewed 1990 by Special Rider Music.*

Blowin’ in the Wind

- How many roads must a man walk down
Before you call him a man?
Yes, 'n' how many seas must a white dove sail
Before she sleeps in the sand?
- 5 Yes, 'n' how many times must the cannon balls fly
Before they're forever banned?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.
- How many times must a man look up
10 Before he can see the sky?
Yes, 'n' how many ears must one man have
Before he can hear people cry?
Yes, 'n' how many deaths will it take till he knows
That too many people have died?
- 15 The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.
- How many years can a mountain exist
Before it's washed to the sea?
Yes, 'n' how many years can some people exist
20 Before they're allowed to be free?
Yes, 'n' how many times can a man turn his head,
Pretending he just doesn't see?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

—Bob Dylan

Lyrics from “Blowin’ in the Wind” by Bob Dylan Copyright © 1962; renewed 1990 by Special Rider Music

The following article entitled "antiwar movement" is from the library database resource *American History*. ABC-CLIO, 2013. Web. 3 Jan. 2013.

antiwar movement

- 1 The antiwar movement of the 1960s grew out of discontent with the government and the status quo, as well as an increasing feeling that war, especially the war in Vietnam, was unjust.

- 2 The 1960s were a decade of tumultuous change in the United States. The civil rights movement and the emerging counterculture attracted many young Americans, who began to have a vision of a world without violence, hatred, or prejudice. They questioned the establishment and its support of the Vietnam War, which to them seemed to symbolize the struggle between the "haves" and the "have-nots."

- 3 Those attitudes, along with widespread anger at the United States' involvement in the war, led to a mass movement of people—students, writers, pacifists, clergy members, and even some disillusioned Vietnam veterans—who used demonstrations, parades, and sit-ins to force politicians to recognize that the war was unpopular. U.S. efforts to save South Vietnam from communism, the protesters claimed, was a dubious cause and not worth the loss of so many lives. On October 16, 1967, 120 antiwar demonstrators were arrested after a staged sit-in at the Oakland, California, draft induction center. Days later, on October 21, a massive demonstration against the war took place in Washington, D.C., when a spectrum of antiwar activists marched to the Pentagon. The March on the Pentagon was so large that troops of the 82nd Airborne Division were called in to protect the capital.

- 4 By the final months of 1967, polls showed that a majority of Americans felt that U.S. intervention in Vietnam was a mistake. At a time when the government was calling up 30,000 men a month to serve in the armed forces, draft resistance escalated, and people burned draft cards in open defiance. That same year, Martin Luther King Jr. incurred the ire of other civil rights leaders—who viewed President Lyndon B. Johnson as an ally—when he attacked the Vietnam War as a senseless drain on the United States' scarce spiritual and economic resources.
- 5 In May 1970, student resistance to the war sparked a disaster on the campus of Kent State University in Ohio. As young people had done on other campuses, students staged a protest at the Kent State reserve officers' training building. Ohio governor James Rhodes ordered the National Guard to the campus to impose order, but a volley of shots fired into a crowd killed four youths. The Kent State massacre provoked protests across the nation. The campuses of more than 400 colleges and universities were shut down by strikes, and nearly 100,000 protesters marched on Washington.
- 6 Members of the antiwar movement continued to condemn the war in Vietnam until the United States withdrew the last of its troops in 1973.

Reference

"antiwar movement." *American History*. ABC-CLIO, 2013. Web. 3 Jan. 2013.

Answer the following questions using the song lyrics entitled "Blowin' in the Wind."

1. In the song, "Blowin' in the Wind," which line is an example of alliteration?
 - A. "Yes, 'n' how many seas must a white dove sail before she sleeps in the sand?"
 - B. "The answer is blowin' in the wind"
 - C. "Yes, 'n' how many times must the cannon balls fly"
 - D. "How many times must a man look up before he can see the sky?"

2. In the song, "Blowin' in the Wind," what is the mood?
 - A. Nostalgic
 - B. Sorrowful
 - C. Bemused
 - D. Euphoric

3. In the description of the lyrics to the song, "Blowin' in the Wind," what does the word turbulent mean?
 - A. Chaotic
 - B. Fearful
 - C. Grim
 - D. Wry

4. The repetition of the last two lines of each stanza connotes the feeling of:
 - A. Power
 - B. Hopelessness
 - C. Duty
 - D. Individualism

5. Read this stanza from the lyrics of "Blowin' in the Wind."

How many times must a man look up
Before he can see the sky?
Yes, 'n' how many ears must one man have
Before he can hear people cry?
Yes, 'n' how many deaths will it take until he knows
That too many people have died?
The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

What rhetorical device does the author use in this stanza?

- A. Irony and metaphor
- B. Repetition and questioning
- C. Appeal to authority
- D. Use of historical allusion

Answer the following questions using the text entitled "antiwar movement."

1. In paragraph 4 of "antiwar movement," the phrase "incurred the ire of other civil rights leaders" means:
 - A. Attracted the anger of civil rights leaders
 - B. Supported the interest of civil rights leaders
 - C. Deflected the demonstrations of civil rights leaders
 - D. Reduced the criticism of civil rights leaders

2. According to the article, what was the reason the U.S. got involved in the Vietnam War?
 - A. To promote the Civil Rights Movement.
 - B. To force politicians to acknowledge the war was unpopular.
 - C. To stop the spread of communism
 - D. To achieve equality among the rich and the poor
 - E. C and D

3. In paragraph 5, James Rhodes' order to control the Kent State demonstrations resulted in:
 - A. Action by President Lyndon Johnson and civil rights leaders
 - B. Students agreeing to be drafted to serve in the Vietnam War
 - C. Further disillusionment of Vietnam War veterans
 - D. Strikes on campuses across the U.S.

4. Members of the "counterculture" included:
 - A. Civil Rights leaders
 - B. Politicians
 - C. Pacifists
 - D. Military personnel

5. How did the U.S. government protect the Pentagon in 1967?
- A. They called in a swat team.
 - B. They called 30,000 men to line up around the Pentagon.
 - C. They staged a counter-demonstration.
 - D. They ordered the 82nd Airborne Division to report to duty.

Comparison of “Blowin’ in the Wind” and “antiwar movement”

Answer the following questions comparing both passages.

1. Why could the lyrics of “Blowin’ in the Wind” be considered an anthem following the events at Kent State described in the article?
- A. The words used reflect a pessimistic view of people.
 - B. The words used reflect a questioning of patriotism.
 - C. The words reflect grief after the massacre at Kent State.
 - D. The words reflect the hopelessness of war.
2. What symbol in Dylan’s lyrics represents the main issue of the counter culture movement in 1960s and 1970s?
- A. Mountains
 - B. Wind
 - C. Cannon balls
 - D. Dove
3. What line in the song “Blowin’ in the Wind” is most likely referring to the Civil Rights movement?
- A. “Yes, ’n’ how many years can some people exist before they’re allowed to be free?”
 - B. “Yes, ’n’ how many times must the cannon balls fly before they’re forever banned?”
 - C. “Yes, ’n’ how many times can a man turn his head, pretending he just doesn’t see?”
 - D. A and C

ANSWER KEY Set # 4

ANSWERS for "Blowin' in the Wind"

1. A
2. B
3. A
4. B
5. B

ANSWERS for "Antiwar Movement"

1. A
2. E
3. D
4. C
5. D

ANSWERS for QUESTIONS about both passages

"Blowin' in the Wind" and "antiwar movement"

1. C
2. D
3. D

Directions: Read the memoir from the book entitled *Colors of the Mountain* and the poem entitled *At the San Francisco Airport*, then answer the questions that follow.

Memoir excerpted from *Colors of the Mountain*

...In one simple sentence, the letter informed me that I had been admitted into Beijing Language Institute’s English department, and that I was expected to report on campus within a month.

I ran home as fast as I could.

5 Mom, Dad, and the whole family were at hand to congratulate me. We studied the letter and the information they had sent about the department and the college. The picture of the college was a treasure.

10 My dream had come true. I would be off to Beijing to study English. I would be the first one in the history of Yellow Stone High [Yellow Stone, China] to do so. Now I had a future, a bright one. In a few years, I would be fluent in English, could go to work for the Foreign Ministry and would converse in that fine language with fine people in an elegant international setting. Other things would follow, and I would be able to take care of my wonderful family and give them all that had been denied them.

15 Though I had never set foot outside my county and Putien was the largest city I had ever been to, my mind had wings, and it had traveled far away. ...

Finally, two days before I was about to leave, his¹ letter came.

20 It was a moment of great happiness for all of us. Mom and Dad, who were hardened by many years of suffering and deprivation, rarely revealed their emotions, but now I saw Dad collapse into a chair, bury his face in his shaking hands, and weep. Mom sat down also and let loose a torrent. Everyone was sniffing.

25 Thirty years of humiliation had suddenly come to an end. Two sons had been accepted into leading universities within the same year. Mom and Dad had never dreamed of such a day. They had thought we were finished. Kicked around in school, I had almost dropped out many times. Jin had been forced to quit school at the age of twelve to become a farmer with nothing to look forward to but blisters on his tender hands, being spit upon by the older farmers, and backbreaking work that had taken away ten prime years of his life. There had been years of no hope, no dreams, only tears, hunger, shame, and darkness. ...

¹his — Jin, the narrator’s brother

30 After breakfast, I checked my train ticket for the last time. Dad, my sisters, and Jin had borrowed bikes and were coming to Putien to see me off at the bus station. I hugged Mom at the door again and again. She cried, but a smile shone through her tears. She pulled me once more into her arms, then gently pushed me away and nodded. Only at that moment as I looked at her did I realize that she was the most beautiful woman in the whole world and that I was going to miss her when I was thousands of miles away in Beijing. ...

35 Together Jin and I threw my heavy wooden trunk onto the overloaded luggage rack on top of the shaky, dusty bus. Then we squeezed into a crowded seat that was marked for four people but actually had six occupying it. My sisters came up to the bus and hugged me

40 tearfully, then Dad climbed up the steps. He stumbled, and I sprang out of my seat to meet him. He was a big man and gave me a bear hug. I was surrounded once more by the same warmth I used to feel as a small kid hiding under his padded cotton overcoat. He took my face in his hands and bit his lower lip until it turned pale. ...

I love you, Dad. I am your son, forever.

—Da Chen

Reference:

Chen, D. (2011, August). *Colors of the Mountain*. Retrieved March 7, 2013, from NYSED.gov Office of State Assessment: Comprehensive English Regents Examinations website: <http://www.nysedregents.org/ComprehensiveEnglish/811/compeng-exam811.pdf>

At the San Francisco Airport

To J. W. [his daughter], 1954

This is the terminal: the light
Gives perfect vision, false and hard;
The metal glitters, deep and bright.
Great planes are waiting in the yard—
5 They are already in the night.

And you are here beside me, small,
Contained and fragile, and intent
On things that I but half recall—
Yet going whither you are bent.
10 I am the past, and that is all.

But you and I in part are one:
The frightened brain, the nervous will,
The knowledge of what must be done,
The passion to acquire the skill
15 To face that which you dare not shun.

The rain of matter upon sense
Destroys me momentarily. The score:
There comes what will come. The expense
Is what one thought, and something more—
20 One’s being and intelligence.

This is the terminal, the break.
Beyond this point, on lines of air,
You take the way that you must take;
And I remain in light and stare—
25 In light, and nothing else, awake.

Reference

Winter, V. (2011, August). *At the San Francisco Airport*. Retrieved March 7, 2013, from NYSE.gov Office of State Assessment: Comprehensive English Regents Examinations website:
<http://www.nysedregents.org/ComprehensiveEnglish/811/compeng-exam811.pdf>

Answer the following questions using the text entitled "Colors of the Mountain."

1. To what university did Da Chen get accepted?
 - A) Harvard
 - B) Northwestern
 - C) Beijing Language Institute
 - D) Virginia Tech
2. All of the following statements are true EXCEPT:
 - A) Da Chen could work for the Foreign Ministry after University.
 - B) Da Chen would become a farmer.
 - C) Two sons had been accepted into leading universities.
 - D) Da Chen had never been outside of the county.
3. What literary device is used in the following sentence:

"The picture of the college was a treasure."

- A) Metaphor
 - B) Hyperbole
 - C) Personification
 - D) Simile
4. What was the purpose of Da Chen's train ride?
 - A) to see the Eiffel Tower in Paris
 - B) to go to the Olympics in Shanghai
 - C) to go to Beijing to learn English
 - D) to go to the Foreign Ministry
 5. In lines 19-20, the word torrent is used to describe:
 - A) how angry Da Chen's mother was
 - B) Da Chen's excitement at being accepted to University
 - C) a sudden rush of tears
 - D) the humiliation felt by Da Chen's family for the past 30 years

6. From what point of view is "Colors of the Mountain" told?
- A. Third Person Limited, Da Chen
 - B. First Person, Da Chen
 - C. Third Person Omniscient
 - D. Third Person Limited, Jin

"At the San Francisco Airport"

Answer the following questions using the text entitled "At the San Francisco Airport."

1. Identify the rhyme scheme for the poem "At the San Francisco Airport."
- A. ABCBA
 - B. AABBA
 - C. ABABA
 - D. ABBAB
2. According to the third stanza, what feelings do both the parent and child have concerning this trip?
- A. Confidence with some hesitation
 - B. Uncertainty with a great deal of hesitation
 - C. Dread with cowardice
 - D. Fright with determination
3. How does the setting of the terminal contribute to the symbolism in the poem?
- A. The setting represents the beginning of a vacation.
 - B. The setting represents a turning point in the parent-child relationship.
 - C. The setting represents the child's unwillingness to leave his parent.
 - D. The setting represents the father's enthusiasm about his child leaving.

4. What striking contrast is made between the first and second stanzas?
 - A. The large size of the plane - the small size of the child
 - B. The light of the metal - the darkness of the child's past
 - C. The clarity of light - memory loss
 - D. The excitement of the plane ride - the sadness of the child

5. What can you infer about the child's attitude about the opportunity she has?
 - A. Apathetic
 - B. Angry
 - C. Depressed
 - D. Passionate

Comparison of "Colors of the Mountain" and "At the San Francisco Airport"

Answer the following questions comparing both texts.

1. What do Da Chen and the child in the poem hope to achieve through their journey?
 - A. Rest through a much needed vacation
 - B. Fun in traveling to a new town
 - C. Acquisition of skills for a future career
 - D. Independence from their overbearing parents

2. What is a common element between the memoir and the poem?
 - A. Two friends leaving each other for the first time
 - B. Anger between the parent and child
 - C. Arguments between a mother and father over their child's future
 - D. A child leaving his or her parent for a new life

3. What is the attitude of both parents towards their child leaving?
- A. Both parents think the child should not take the trip.
 - B. Both parents are angry with the child's decision.
 - C. Both parents are sad to see the child leave but realize it is a necessary decision.
 - D. Both parents are enthusiastic that they will not have to support their child any longer.

4. Read each excerpt and identify the common literary device:

from the poem "At the San Francisco Airport"

"This is the terminal: the light
Gives perfect vision, false and hard;
The metal glitters, deep and bright."

from the memoir "Colors of the Mountain"

"I was surrounded once more by the same warmth I used to feel as a small kid
hiding under his padded cotton overcoat."

- A. Imagery
- B. Allusion
- C. Hyperbole
- D. Personification

ANSWER KEY for the text entitled “Colors of the Mountain”

1. C
2. B
3. A
4. C
5. C
6. B

ANSWER KEY for poem entitled “At the San Francisco Airport”

1. C
2. D
3. B
4. A
5. D

ANSWER KEY for BOTH texts “Colors of the Mountain” and “At the San Francisco Airport”

1. C
2. D
3. C
4. A

Directions: Read the excerpt from the biography entitled "**Fifth Chinese Daughter**" and read the poem entitled "**Gathering Leaves in Grade School**," then answer the questions that follow.

Biography excerpt from "Fifth Chinese Daughter"

...The course started with woodworking, and Jade Snow made a bookcase; proceeded to paints and pigments, and she painted the bookcase with linseed oil and pigment which she herself had ground together; metal work, and she slaved to snip off a round of copper, anneal¹ and pound it into an ashtray; weaving, and she made herself a primitive loom from an old berry crate; paper work, and she made her own paste and paper dolls and decorated paper beads. Finally there was work in clay, emphasizing ceramic sculpture and pottery.

One day, the class transferred to the pottery studio which was little more than a gray shack underneath some lovely cork elm trees. In this small room, about ten by twenty feet, were a sink, one electric, and three foot-treadled potter's wheels, many shelves and one cabinet. Two auxiliary rooms held a firing kiln, an old pie oven for drying green ware, glazes and glazing equipment. Fine clay dust had settled over everything. But what marvels the shelves in the main room held! The instructor told them to wander around and get acquainted with the place, but to be careful of breakage.

On some shelves were drying, half-completed forms. Others held finished work, and when Jade Snow's eyes lighted on them she felt shocked excitement. The articles were reaching out and speaking to her! She couldn't herself understand the stimulation and response. Among these completed examples of student pottery were pitchers, vases, cups, bowls. Some were imperfect, thick, warped, or crude. But they were all glazed in beautiful, clear, and unfamiliar shades of blues, greens, and yellows. Some were delicate, and some virile,² but they all had that hand quality which was the stamp of a creator's love of his craft. It was a provoking awakening, a discovery of another new thing in the world at which to wonder and marvel.

This wonder and marvel of pottery never ceased for Jade Snow. The instructor now gave them simple lectures on the nature of clay, what they should and should not do with it, on glazes and firings, and then left them alone with their hands and the materials. As the class hours were short, Jade Snow would return at odd times, on week ends and evenings, to make little bowls or to trim or glaze pots. She played with simple forms, decorations, and textures, and the hours, like the fishing trips during her childhood, would simply fly while all troubles were forgotten in the joy of creating. The clay forms became a satisfying reflection of personal will and skill. ...

¹anneal — to heat and cool

²virile — masculine

In crafts, she found, one learned more by seeing and feeling for oneself than by instruction. She did not ask her instructor for much personal help, but all about her in various stages of completion were his own pottery forms and colors to serve as silent standards of criticism. He himself seemed a tireless worker, maintaining the best possible
35 equipment and stock of materials for his students, and constantly re-establishing new and higher requirements for making pottery. Whenever he had perfected one technique or form he progressed to another unknown. Whatever formulas he discovered and all his voluminous notes on experiments, were at the disposal of his students. Through

innumerable informal talks with him as each worked separately, Jade Snow developed a
40 “feeling” for art, an inspiration for good pottery, and the knowledge that sober, hard work was the most important quality of all.

Her first products were certainly bad or mediocre. While inspired by the work of others, her pottery was nevertheless her own creation, a combination of the clay she chose, the form she achieved, and the glazes she used. They reflected the quality of her
45 workmanship and the impulses of her heart more than any other material she had used. The final satisfaction was that they were physical remembrances of certain personal moments in time which could never be considered lost so long as the pottery was not broken beyond repair. Jade Snow made as many pieces as time and energy would allow in the short month remaining before graduation, and while she regretted that she had
50 discovered the fascination of clay so late in her college days, she rejoiced that at least she had discovered it. ...

—Jade Snow Wong
excerpted from *Fifth Chinese Daughter*, 1950
Harper & Brothers

Reference

NYSED.gov Office of State Assessment. (2011). *Comprehensive English Regents Examination*.
<http://www.nysedregents.org/ComprehensiveEnglish/>

Gathering Leaves in Grade School

They were smooth ovals,
and some the shade of potatoes—
some had been moth-eaten
or spotted, the maples
5 were starched, and crackled
like campfire.

We put them under tracing paper
and rubbed our crayons
over them, X-raying
10 the spread of their bones
and black, veined catacombs.

We colored them green and brown
and orange, and
cut them out along the edges,
15 labeling them deciduous
or evergreen.

All day, in the stuffy air of the classroom,
with its cockeyed globe,
and nautical maps of ocean floors,
20 I watched those leaves

lost in their own worlds
flap on the pins of the bulletin boards:
without branches or roots,
or even a sky to hold on to.

—Judith Harris
www.poetryfoundation.org

Reference

NYSED.gov Office of State Assessment. (2011). *Comprehensive English Regents Examination*.
<http://www.nysedregents.org/ComprehensiveEnglish/>

Answer the following questions using the text entitled “Fifth Chinese Daughter.”

1. What literary device is used in the following excerpt from sentence one of “Fifth Chinese Daughter”?

“...and Jade Snow made a bookcase; proceeded to paints and pigments, and she painted the bookcase with linseed oil and pigment which she herself had ground together...”

- A. Hyperbole
 - B. Idiom
 - C. Onomatopoeia
 - D. Alliteration
2. In paragraph one, the best meaning of the word **primitive** is:
- A. Basic and unsophisticated
 - B. Early in history of humankind
 - C. Fundamental and old
 - D. Current and modern
3. Which lines indicate that the professor loved his work?
- A. “The instructor told them to wander around and get acquainted with the place...”
 - B. “The instructor now gave them simple lectures on the nature of clay...”
 - C. “He himself seemed a tireless worker, maintaining the best possible equipment and stock of material for his students.”
 - D. “Whenever he had perfected one technique or form he progressed to another...”

4. Re-read paragraph 3.

On some shelves were drying, half-completed forms. Others held finished work, and when Jade Snow's eyes lighted on them she felt shocked excitement. The articles were reaching out and speaking to her! She couldn't herself understand the stimulation and response. Among these completed examples of student pottery were pitchers, vases, cups, bowls. Some were imperfect, thick, warped, or crude. But they were all glazed in beautiful, clear, and unfamiliar shades of blues, greens, and yellows. Some were delicate, and some virile, but they all had that hand quality which was the stamp of a creator's love of his craft. It was a provoking awakening, a discovery of another new thing in the world at which to wonder and marvel.

Which five words from paragraph 3 best indicate a tone of optimism and excitement?

- A. shelves
 - B. understand
 - C. imperfect
 - D. crude
 - E. virile
 - F. awakening
 - G. discovery
 - H. new
 - I. wonder
 - J. marvel
5. Which line does NOT illustrate Jade's enthusiasm for her art?
- A. "She played with simple forms, decorations, and textures..."
 - B. "She did not ask her instructor for much personal help..."
 - C. "The wonder and marvel of pottery never ceased..."
 - D. "...Jade Snow's eyes lighted on them she felt shocked excitement."

Answer the following questions using the text entitled "Gathering Leaves in Grade School."

1. Read the following line from the poem "Gathering Leaves in Grade School".

"Were starched, and crackled like campfire"

What literary device is used?

- A. Assonance
 - B. Metaphor
 - C. Simile
 - D. Paradox
2. The reader may best infer that the poet:
- A. Enjoyed the leaf project
 - B. Was proud of her work
 - C. Felt sorry for the leaves
 - D. Would rather be at a campfire
3. Which lines from the poem best indicate a mood of sadness and disillusionment?
- A. "They were smooth ovals,
And some the shade of potatoes--"
 - B. "The spread of their bones
and black, veined catacombs"
 - C. "We put them under tracing paper
and rubbed our crayons over them"
 - D. "Labeling them deciduous
or evergreen"

4. Read the last stanza from “Gathering Leaves in Grade School.” Which feelings can we infer that the poet is experiencing?
- A. Empathy for the leaves and for herself
 - B. Anger at the leaves and at herself
 - C. Disappointment in her teacher and in herself
 - D. Joy for the leaves and for herself
5. How does the poet’s tone change from the first stanza to the second and third stanzas?
- A. It changes from sadness to joy.
 - B. It changes from joy to sadness.
 - C. It changes from sympathy to reverence.
 - D. It changes from reverence to matter of fact.

Comparison of “Fifth Chinese Daughter” and “The Gathering Leaves in Grade School.”

Answer the following questions comparing both passages.

1. Which best describes the respective attitudes of the author of “Fifth Chinese Daughter” versus the poet of “Gathering Leaves in Grade School” toward their works of art?
- A. Wonder versus resignation
 - B. Amused versus witty
 - C. Angry versus playful
 - D. Serious versus joyful

2. Wong's use of the line "the articles were reaching out and speaking to her!" and Harris' use of the line "I watched those leaves lost in their own worlds" are both examples of:
- A. Consonance
 - B. Alliteration
 - C. Personification
 - D. Hyperbole
 - E. Assonance
3. Which best expresses the general theme of both "Fifth Chinese Daughter" and "Gathering Leaves in Grade School?"
- A. Art allows one to express oneself.
 - B. Art can change one's perspective of ordinary objects.
 - C. Creative expression is not worth the time.
 - D. Artistic choices are up to the teacher, not the student.
4. Based upon the texts "Fifth Chinese Daughter" and "Gathering Leaves in Grade School," which sentence is probably true about both passages?
- A. Both authors appreciate creativity.
 - B. Both authors use the same materials for their art.
 - C. Both authors are full of the wonder of discovery of their art.
 - D. Both authors discover art under the guidance of a teacher.

5. In Wong’s “Fifth Chinese Daughter,” she states: “[art] was a provoking awakening, a discovery of another new thing in the world at which to wonder and marvel.”

Which stanzas in Harris’ poem “Gathering Leaves in Grade School” best show a contrast with these feelings?

- A. First and second
- B. Second and fifth
- C. Fourth and fifth
- D. Second and third

Answer KEYS for Paired Texts

Answer Key for “Fifth Chinese Daughter”

- 1 D
- 2 A
- 3 C
- 4 F, G, H, I, J
- 5 B

Answers Key for “Gathering Leaves in Grade School”

- 1 C
- 2 C
- 3 B
- 4 A
- 5 D

Answer Key for questions on BOTH passages “Fifth Chinese Daughter” and “Gathering Leaves in Grade School.”

- 1 A
- 2 C
- 3 B
- 4 D
- 5 C

DIRECTIONS: Read the short story entitled “Breakfast in Virginia” and the text entitled “Crystal Night,” then answer the questions that follow.

Breakfast in Virginia

by Langston Hughes

“Breakfast in Virginia,” written by the African American author Langston Hughes, takes place in the United States during World War II, when racial segregation was both openly visible and commonly accepted. From the 1880s into the 1960s, the majority of states enforced segregation through Jim Crow laws. Many states and cities could impose legal punishments on people for associating with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

- 1 Two colored boys during the war. For the first time in his life one of them, on furlough from a Southern training camp, was coming North. His best buddy was a New York lad, also on furlough, who had invited him to visit Harlem. Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington.
- 2 The train was crowded and people were standing in WHITE day coaches and in the COLORED coach—the single Jim Crow car. Corporal Ellis and Corporal Williams had, after much insistence, shared for a part of the night the seats of other kindly passengers in the coach marked COLORED. They took turns sleeping for a few hours. The rest of the time they sat on the arm of a seat or stood smoking in the vestibule. By morning they were very tired. And they were hungry.
- 3 No vendors came into the Jim Crow coach with food, so Corporal Ellis suggested to his friend that they go into the diner and have breakfast. Corporal Ellis was born in New York and grew up there. He had been a star trackman with his college team, and had often eaten in diners on trips with his teammates. Corporal Williams had never eaten in a diner before, but he followed his friend. It was midmorning. The rush period was over, although the dining car was still fairly full. But, fortunately, just at the door as they entered there were three seats at a table for four persons. The sole occupant of the table was a tall, distinguished gray-haired man. A white man.

- 4 As the two brownskin soldiers stood at the door waiting for the steward to seat them, the white man looked up and said, “Won’t you sit here and be my guests this morning? I have a son fighting in North Africa. Come, sit down.”
- 5 Thank you, sir,” said Corporal Ellis, “this is kind of you. I am Corporal Ellis. This is Corporal Williams.”
- 6 The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table. The young men faced their host. Corporal Williams was silent, but Corporal Ellis carried on the conversation as they waited for the steward to bring the menus.
- 7 “How long have you been in the service, Corporal?” the white man was saying as the steward approached.
- 8 Corporal Ellis could not answer this question because the steward cut in brusquely, “You boys can’t sit here.”
- 9 “These men are my guests for breakfast, steward,” said the white man.
- 10 “I am sorry, sir,” said the white steward, “but Negroes cannot be served now. If there’s time, we may have a fourth sitting before luncheon for them, if they want to come back.”
- 11 “But these men are soldiers,” said the white man.
- 12 “I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia.”
- 13 The two Negro soldiers were silent. The white man rose. He looked at the steward a minute, then said, “I am embarrassed, steward, both for you and for my guests.” To the soldiers he said, “If you gentlemen will come with me to my drawing room, we will have breakfast there. Steward, I would like a waiter immediately, Room E, the third car back.”

- 14 The tall, distinguished man turned and led the way out of the diner. The two soldiers followed him. They passed through the club car, through the open Pullmans, and into a coach made up entirely of compartments. The white man led them along the blue-gray corridor, stopped at the last door, and opened it.
- 15 “Come in,” he said. He waited for the soldiers to enter.
- 16 It was a roomy compartment with a large window and two long comfortable seats facing each other. The man indicated a place for the soldiers, who sat down together. He pressed a button.
- 17 “I will have the porter bring a table,” he said. Then he went on with the conversation just as if nothing had happened. He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hitlerism.¹ Shortly the porter arrived with the table. Soon a waiter spread a cloth and took their order. In a little while the food was there.
- 18 All this time Corporal Williams from the South had said nothing. He sat, shy and bewildered, as the Virginia landscape passed outside the train window. Then he drank his orange juice with loud gulps. But when the eggs were brought, suddenly he spoke, “This here time, sir, is the first time I ever been invited to eat with a white man. I’m from Georgia.”
- 19 “I hope it won’t be the last time,” the white man replied. “Breaking bread together is the oldest symbol of human friendship.” He passed the silver tray. “Would you care for rolls or muffins, Corporal? I am sorry there is no butter this morning. I guess we’re on rations.”
- 20 “I can eat without butter,” said the corporal.

- 21 For the first time his eyes met those of his host. He smiled. Through the window of the speeding train, as it neared Washington, clear in the morning sunlight yet far off in the distance, they could see the dome of the Capitol. But the soldier from the Deep South was not looking out of the window. He was looking across the table at his fellow American.
- 22 “I thank you for this breakfast,” said Corporal Williams.

“Breakfast in Virginia” from SHORT STORIES by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

¹ **Hitlerism**—Nazism or National Socialism—was a political belief promoting an exclusive German race and a strong and centrally governed state. The term is most often used in connection with Adolf Hitler’s dictatorship of Nazi Germany from 1933 to 1945.

“Crystal Night”

Memoir by Lore Metzger

1 When Adolf Hitler became chancellor of Germany in January 1933, I had just celebrated my twelfth birthday. I was a student in the all-girl high school of Landau, Rhineland-Palatinate. My thoughts and hobbies were typical of any budding teenager’s, and my biggest worries were to get perfect grades and to be noticed just for a moment by one of the students of the all-male high school.

2 My childhood was an abundance of happy occasions: birthday parties, the annual children’s masquerade at the city theater, long walks through Landau’s beautiful parks, visits to the zoo, skating and sledding in winter, swimming, biking, and hiking in summer. I loved to climb high in the mountains, each crowned by romantic ruins, castles of kings and emperors of long ago. Life was joyous, carefree, safe.

3 Shortly after Hitler’s rise to power, menacing signs sprang up everywhere, at the swimming pool, the zoo, the parks, the theaters, the restaurants: “Jews forbidden.” Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the streets. In school, Jewish students, now “non-Aryans,” were segregated from their fellow students. To have to sit in the so-called Jew corner, to have to listen to the most degrading remarks and avoid all contact with classmates who until then had been my friends, made those years agony for me. More and more of my Jewish classmates left Germany with their families.

4 For the longest time my parents refused to think about emigration, but in 1938 they finally made the decision to go to America. The German government no longer allowed Jews to take money out of the country, but we could take what we wanted of our household possessions as long as we paid a special tax. By November all the plans for the big move had been made. We were to set sail for America on the S.S. *Washington* on November 28.

5 During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well. Through the terrible years of the Nazi regime, our home, with its beautifully furnished rooms and magnificent garden, had always been a center of peace and comfort. Now my brother and I could read the sadness and fear in our parents’ eyes. They had both been born in Landau, as had my grandparents. They had both served in the military during World War I, and they were deeply involved in the social, cultural, and economic life of Landau. My father didn’t know how he would support his family in a strange land, with no knowledge of English and few resources. My mother couldn’t sleep for worrying about her aged father, who would have to be left behind because the American consulate wouldn’t issue a visa to anyone over seventy. We were all so preoccupied with the emotions of leaving our home and the preparations for the move that we hardly noticed the news item

that was to carry such enormous consequences. In Paris, an enraged Polish Jew shot and killed an employee of the German embassy when he learned that his parents had been deported from Germany back to Poland.

6 At seven o'clock on the morning of November 10, one of our maids came into my bedroom and awakened me with soft, halting words: “Honey, if you want to see the temple again get up now, because it’s on fire.” Shaking all over, I dressed and ran outside, without stopping for a coat. As soon as I left the house, I could detect a burning odor in the foggy air. I stopped in front of the hotel about a block from the temple and stood there paralyzed by shock and disbelief. Flames were shooting out of the stained-glass rose window, and a second later more flames engulfed the beautiful five-domed sanctuary. How long I remained there I cannot remember.

7 In tears, I ran back home. My parents were sitting down to breakfast, and I was just about to tell them of the dreadful thing I had witnessed when I heard loud male voices in the hall. In my confusion, I had left the front door open. Suddenly six or eight men pushed their way in, and without so much as a word, one of them yanked the tablecloth off the table, sending the breakfast dishes crashing to the floor. Another grabbed my father by the arm and barked, “You are under arrest!” When my father asked why, he was told, “Today we get all the Jews.” We watched, stunned, as they led him away.

8 Moments later a dozen storm troopers burst into the room brandishing axes,

crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames—my mother’s own paintings. As they were about to destroy a recently completed picture, my mother found the courage to say, “What do you want from us? We have served Germany faithfully both in peace and in war,” and with that she pointed to the china cabinet, where the military decorations bestowed upon her and my father lay on a black velvet pillow, along with my grandfather’s medals from the Franco-Prussian War. When the men saw these, one of them immediately gave the command to stop, but it was too late.

9 No sooner had they gone than one of our faithful servants arrived and broke down at the sight of the devastation. Struggling to compose herself, she told us she had heard that during the coming night all Jewish houses were to be set afire and all Jewish boys killed. She wanted to take my brother and hide him in the forest, but my mother declined her courageous offer and tearfully sent her away, not wanting to endanger her life as well.

10 Darkness fell early that November afternoon. My mother dressed us in extra warm clothes, and we left our home and went through the desolate park in the direction of the Jewish cemetery. There we

spent the night, wandering around in a daze or sitting on the tombstones of my grandparents’ graves.

11 At daybreak we returned to the park, where we had a perfect view of our home through the leafless trees. It had not been burned. We saw a large car pull up in front of the house. Two SS men got out and went inside. I was terrified and wanted to run back to the safety of the cemetery, but my mother thought they might have news of my father, so we hurried across the park. As we entered the house, the two men were voicing their disgust at the destruction all around them. Oddly enough, they were the same two officers who had inspected our belongings several weeks before to determine the exit tax. They assured my mother that they themselves would see to it that the government paid for repairs. “We would not want you to go to America and talk about us Germans as barbarians,” they told her.

12 After they left, my mother sent my brother and me to bed. I dreamed of the telephone, which rang and rang and rang, until I finally realized that this was no dream. The phone—miraculously undamaged—was indeed ringing. I stumbled to the den through the debris and picked it up. A harsh male voice said, “Pack your bags and be at the railroad station by noon. Be sure to take all your money and jewelry with you.” My mother, who had been out when the call came, returned to this dreadful news and began packing. Shortly before noon on November 11, the three of us left our home for the last time.

13 Lugging our heavy suitcases, we walked past the temple, which was still burning, and past the ransacked homes of our friends. Worst of all, we walked past the people of Landau, our former neighbors, who stared at us with wordless hostility. Some of them forced us off the sidewalk into the busy street.

14 A cold drizzle was falling as we reached the plaza in front of the station. There about two hundred women and children were huddled together, trembling and scared, knowing nothing of the fate of their husbands and fathers, or of their own. True to her greatness, my mother made it her business to go around and speak to everyone encouragingly, especially the children.

15 One by one, the women and children were taken to a small room in the station, ordered to disrobe, and examined by members of the Nazi women’s group, who wanted to be sure that no money or jewelry was hidden on their bodies. All the valuables we brought with us had already been confiscated, except wedding bands. A little after eight o’clock, we boarded a train that took us to Mannheim, on the other side of the Rhine River. That day the Palatinate was to be made *judenfrei*—free of Jews.

16 We were fortunate to have distant relatives who ran a small hotel in Mannheim. These good people sent a taxi and umbrellas and money to the station. By a miracle, their place had not been touched the day before, and I could hardly

believe my eyes when we stepped into the warmly lit foyer. It was difficult to comprehend that such things as unbroken furniture still existed. The dining room table was set, awaiting us, and on it was the most beautiful sight of all: two burning Sabbath candles. It was Friday night, and the Sabbath had begun. After the events of the past two days, the radiance of their flickering light gave me an indescribable feeling of peace. Suddenly I discovered a new pride in being a Jew, and in my heart I knew that God would never forsake us.

17 The next day my father was released from the Dachau concentration camp. He traced us to Mannheim with the help of

our former chauffeur, and we were reunited at last. The two SS men kept their word, and my mother was allowed to return to Landau to pack our repaired furniture.

18 Twenty-three years later, in 1961, my husband and I went back to Landau. For the first time in my life I saw bombed-out houses, whole blocks leveled by air strikes, and I was grateful—yes, grateful—for I realized that the events that drove us from home, the horrors of the Hitler years, of that Crystal Night, had spared my family the horrors of war.

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"Breakfast in Virginia"

Answer the following questions using the text entitled "Breakfast in Virginia."

1. What can the reader infer is the author's purpose in writing this story?
 - A. To entertain
 - B. To inform
 - C. To persuade
 - D. To encourage
 - E. To argue
2. In paragraph 1, the word furlough means:
 - A. Trip
 - B. Break
 - C. Segregation
 - D. Sick leave
 - E. Training
3. Read the text below from paragraph 17.

"He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hilterism"?

What literary device does the author use?

- A. Allusion
 - B. Hyperbole
 - C. Onomatopoeia
 - D. Simile
 - E. Metaphor
4. How do the setting and the historical context influence both Corporals' points of view?
 - A. They each feel the way they do because they are traveling by train instead of airplane.
 - B. They each feel the way they do because they are in the military.
 - C. They each feel the way they do because of the way they had been treated in the past based on the area of the country they were from.
 - D. They each feel the way they do because they are both being sent into battle.
 - E. They each feel the way they do because Hitler is invading Germany and it is the Holocaust.

5. What symbol does this statement from line 21 represent?

"For the first time his eyes met those of his host"

- A. Hope
- B. Defeat
- C. Intrigue
- D. Sadness
- E. Irony

"The Crystal Night"

Answer the following questions using the text entitled "The Crystal Night".

1. The word "menacing" in section 3 most likely means:
- A. Heroic
 - B. Threatening
 - C. Brilliant
 - D. Forbidden
 - E. Dreary
2. Read this line from the text entitled "The Crystal Night".

"Jewish homes were soiled with swastikas and hate slogans...Jewish men and children were beaten in the streets."

This line illustrates the poet's use of:

- A. Assonance
- B. Mood
- C. Metaphor
- D. Imagery
- E. Onomatopoeia

3. The tone of passage entitled "Crystal Night" changes from:

- A. Melancholy to Witty to Humorous
- B. Amused to Pessimistic to Pompous
- C. Informal to Gloomy to Sorrowful
- D. Suspenseful to Frustrating to Frightening
- E. Cheerful to Somber to Appreciative

4. Read this line from paragraph 8 of "Crystal Night".

"Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames- my mother's own painting."

This line is an example of the following literary device:

- A. Hyperbole
- B. Symbolism
- C. Simile
- D. Allusion
- E. Allegory

5. Read this excerpt from paragraph 3 of "The Crystal Night"

Shortly after Hitler's rise to power, menacing signs sprang up everywhere, at the swimming pool, the zoo, the parks, the theaters, the restaurants: "Jews forbidden." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the streets. In school, Jewish students, now "non-Aryans," were segregated from their fellow students. To have to sit in the so-called Jew corner, to have to listen to the most degrading remarks and avoid all contact with classmates who until then had been my friends, made those years agony for me. More and more of my Jewish classmates left Germany with their families.

Which **three words from this excerpt convey the author's intent** to portray the Jewish culture as the subject of propaganda?

You must select all three correct words for your answer to be correct.

- A. Menacing signs
- B. Forbidden
- C. Soiled
- D. Slogan
- E. Boycotted
- F. Beaten
- G. Fellow
- H. Degrading
- I. Avoid
- J. Agony

Comparison of "Breakfast in Virginia" and "Crystal Night"

Answer the following questions comparing both passages.

1. After reading "The Crystal Night" and "Breakfast in Virginia," choose the word that best conveys the overall tone of both passages.
 - A. Violent
 - B. Apathetic
 - C. Appreciative
 - D. Understated
 - E. Worshipful
2. Both "Breakfast in Virginia" and "Crystal Night" reflect on the subject of:
 - A. Arrogance
 - B. Religion
 - C. Segregation
 - D. Heroism
 - E. Coming of Age
3. Read the excerpts below:

Lines from "Breakfast in Virginia"

"I am sorry, sir," said the white steward, "but Negroes cannot be served now. If there's time, we may have a fourth sitting before luncheon for them, if they want to come back." "But these men are soldiers," said the white man. "I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia."

Lines from "Crystal Night"

"Oddly enough, they were the same two officers who had inspected our belongings several weeks before to determine the exit tax. 'We would not want you to go to America and talk about us Germans as barbarians,' they told her."

Which literary term is demonstrated in both passages above?

- A. Tone
- B. Allusion
- C. Oxymoron
- D. Irony
- E. Metaphor

Released Test Questions from Texas 2009

Comparison of "Breakfast in Virginia" and "Crystal Night"

Answer the following questions comparing both passages.

1. What historical element do the selections have in common?
 - A. Both show how Jim Crow laws were enforced.
 - B. Both detail the persecution of Jews.
 - C. Both occur while Hitler was in power.
 - D. Both highlight the separation between the South and the North.

2. What makes the persecuted characters in both selections feel better?
 - A. Sleep
 - B. Hospitality
 - C. Travel
 - D. Humor

3. Both selections end on a note of:
 - A. Sadness
 - B. Elation
 - C. Fear
 - D. Gratitude

Answer KEYS for Set # 7

Answer Key for "Breakfast in Virginia."

1. D
2. B
3. A
4. C
5. A

Answers Key for "Crystal Night."

1. B
2. D
3. E
4. C
5. A, D, E

Answer Key for BOTH TEXTS: "Breakfast in Virginia" and "Crystal Night"

1. A
2. C
3. D

2009 Texas State Released Test ANSWERS

Answer Key for BOTH TEXTS: "Breakfast in Virginia" and "Crystal Night"

1. C
2. B
3. D

Chicago History

"It is hopeless for the occasional visitor to try to keep up with Chicago. She outgrows his prophecies faster than he can make them." - Mark Twain, 1883

Chicago was only 46 years old when Mark Twain wrote those words, but it had already grown more than 100-fold, from a small trading post at the mouth of the Chicago River into one of the nation's largest cities, and it wasn't about to stop. Over the next 20 years, it would quadruple in population, amazing the rest of the world with its ability to repeatedly reinvent itself.

And it still hasn't stopped. Today, Chicago has become a global city, a thriving center of international trade and commerce, and a place where people of every nationality come to pursue the American dream.

Early Chicago

Chicago's first permanent resident was a trader named **Jean Baptiste Point du Sable**, a free black man allegedly from Haiti, who came here in the late 1770s. In 1795, the U.S. government built **Fort Dearborn** at what is now the corner of Michigan Avenue and Wacker Drive (look for the bronze markers in the pavement). It was burned to the ground by Native Americans in 1812, rebuilt and demolished in 1857.

A Trading Center

Incorporated as a city in 1837, Chicago was ideally situated to take advantage of the trading possibilities created by the nation's westward expansion. The completion of the **Illinois & Michigan Canal** in 1848 created a water link between the Great Lakes and the Mississippi River, but the canal was soon rendered obsolete by railroads. Today, 50 percent of U.S. rail freight continues to pass through Chicago, even as the city has become the nation's busiest aviation center, thanks to **O'Hare and Midway International airports**.

The Great Fire of 1871

As Chicago grew, its residents took dauntless measures to keep pace. In the 1850s, they raised many of the streets five to eight feet to install a sewer system – and then raised the buildings, as well. Unfortunately, the buildings, streets and sidewalks were made of wood, and most of them burned to the ground in the **Great Chicago Fire of 1871**. The Chicago Fire Department training academy at 558 W. DeKoven St. is on the site of the O'Leary property where the fire began. The **Chicago Water Tower and Pumping Station** at Michigan and Chicago avenues are among the few buildings to have survived the fire.

"The White City"

Chicago rebuilt quickly. Much of the debris from the fire was dumped into Lake Michigan as landfill, forming the underpinnings for what is now Grant Park, Millennium Park and the Art Institute of Chicago. Only 22 years later, Chicago celebrated its comeback by holding the **World’s Columbian Exposition of 1893**, with its memorable “White City.” It became known as the "White City" because the exposition buildings used [plaster of Paris](#) and were painted a chalky white. One of the Exposition buildings was rebuilt to become the **Museum of Science and Industry**. Chicago refused to be discouraged even by the Great Depression. In 1933 and 1934, the city held an equally successful **Century of Progress Exposition** on Northerly Island.

Hull House

In the half-century following the Great Fire, waves of immigrants came to Chicago to take jobs in the factories and meatpacking plants. Many poor workers and their families found help in settlement houses operated by **Jane Addams** and her followers. Her **Hull House Museum** is located at 800 S. Halsted St.

Chicago Firsts

Throughout their city’s history, Chicagoans have demonstrated their ingenuity in matters large and small:

- The nation’s first skyscraper, the 10-story, steel-framed Home Insurance Building, was built in 1884 at LaSalle and Adams streets and demolished in 1931.
- When residents were threatened by waterborne illnesses from sewage flowing into Lake Michigan, they reversed the Chicago River in 1900 to make it flow toward the Mississippi.
- Start of the "Historic Route 66" which begins at Grant Park on Adams Street in the front of the Art Institute of Chicago.
- Chicago was the birthplace of:
 - the refrigerated rail car (Swift)
 - mail-order retailing (Sears and Montgomery Ward)
 - the car radio (Motorola)
 - the TV remote control (Zenith)
- The first self-sustaining nuclear chain reaction, ushering in the Atomic Age, took place at the University of Chicago in 1942. The spot is marked by a Henry Moore sculpture on Ellis Avenue between 56th and 57th streets.
- The 1,450-foot Sears Tower, completed in 1974, is the tallest building in North America and the third tallest in the world.

Our sole female mayor, **Jane M. Byrne**, served from 1979 to 1983, and was succeeded by our first African-American mayor, **Harold Washington**, who served until his death in 1987. **Richard M. Daley** (1989 – 2011) became the longest serving mayor in December of 2010 surpassing his father **Richard J. Daley’s** (1955-1976) record of 22 years in office. Richard M. Daley reformed education and public housing, strengthened community policing and overseen construction of billions of dollars of schools, libraries, police stations and infrastructure, as well as the renovation of Soldier Field and the creation of Millennium Park.

City of Chicago. (2013). Chicago History. Retrieved March 18, 2013, from The City of Chicago Official Site:
<http://www.cityofchicago.org/city/en/about/history.html>

“Chicago”

Carl Sandburg

Hog Butcher of the World,
Tool maker, Stacker of Wheat,
Player with Railroads and the Nation’s Freight Handler;
Stormy, husky, brawling,
5 City of the Big Shoulders:
They tell me you are wicked and I believe them, for I
 have seen your painted women under the gas lamps
 luring the farm boys.
And they tell me you are crooked and I answer: Yes, it
10 is true I have seen the gunman kill and go free to kill again.
And they tell me you are brutal and my reply is: On the
 faces of women and children I have seen the marks
 of wanton hunger.
And having answered so I turn once more to those who
15 sneer at this my city, and I give them back the sneer
 and say to them:
Come and show me another city with lifted head singing
 so proud to be alive and coarse and strong and cunning.
Flinging magnetic curses amid the toil of piling job on
20 job, here is a tall bold slugger set vivid against the
 little soft cities;
Fierce as a dog with tongue lapping for action, cunning
 as a savage pitted against the wilderness,
Bareheaded,
25 Shoveling,
 Wrecking,
 Planning,
 Building, breaking, rebuilding,
Under the smoke, dust all over his mouth, laughing with
30 white teeth,
Under the terrible burden of destiny laughing as a young
 man laughs,
Laughing even as an ignorant fighter laughs who has
 never lost a battle,
35 Bragging and laughing that under his wrists is the pulse.
 and under his ribs the heart of the people,
 Laughing!
Laughing the stormy, husky, brawling laughter of
 Youth, half-naked, sweating, proud to be Hog
40 Butcher, Tool Maker, Stacker of Wheat, Player with
 Railroads and Freight Handler to the Nation.

Answer the following questions using the text entitled "Chicago History."

1. Read this sentence from the "Chicago History" text.

"It is hopeless for the occasional visitor to try to keep up with Chicago. She outgrows his prophecies faster than he can make them." Mark Twain, 1883

What conclusion may best be drawn from the Mark Twain's description?

- A. Chicago is a hopeless place to visit.
 - B. Chicago grows so fast that visitors can't keep up with predicted changes.
 - C. Chicago outgrows other cities.
 - D. Visitors make prophecies when they visit Chicago.
2. Read this excerpt from the "Chicago History" text.

Chicago's first permanent resident was a trader named Jean Baptiste Point du Sable, a free black man apparently from Haiti, who came here in the late 1770s. In 1795, the U.S. government build Fort Dearborn at what is now the corner of Michigan Avenue and Wacker Drive (look for the bronze markers in the pavement). It was burned to the ground by Native Americans in 1812, rebuilt and demolished in 1857.

The text structures of this paragraph can best be described as:

- A. Descriptive text structure and Point of View text structure
 - B. Spatial text structure and Descriptive text structure
 - C. Chronological or Time Sequence text structure and Descriptive text structure
 - D. Compare and Contrast text structure and Problem Solution text structure
3. The overall tone of the "Chicago History" text can best be described as:
- A. Witty
 - B. Expectant
 - C. Direct
 - D. Resigned

4. Which book would be most useful in learning more about the history of Chicago?

- A. *Destination: Chicago Jazz*
- B. *Chicago: A Photographic Celebration*
- C. *The Coast of Chicago*
- D. *Nature's Metropolis: Chicago and the Great West*

5. Read this excerpt from the text "Chicago History."

"It is hopeless for the occasional visitor to try to keep up with Chicago. She outgrows his prophecies faster than he can make them." Mark Twain, 1883

Chicago was only 46 years old when Mark Twain wrote those words, but it had already grown more than 100-fold, from a small trading post at the mouth of the Chicago River into one of the nation's largest cities, and it wasn't about to stop. Over the next 20 years, it would quadruple in population, amazing the rest of the world with its ability to repeatedly reinvent itself.

Which three phrases from this excerpt convey the author's intent to capture Chicago's expansion?

You must select all three correct phrases for your answer to be correct.

- A. "She outgrows his prophecies"
- B. "Grown more than 100-fold"
- C. "Wasn't about to stop"
- D. "Quadruple in population"
- E. "Ability to repeatedly reinvent itself"

6. Read this selection from the "Chicago History" text:

In the half-century following the Great Fire, waves of immigrants came to Chicago to take jobs in the factories and meatpacking plants. Many poor workers and their families found help in settlement houses operated by Jane Addams and her followers. Her Hull House Museum is located at 800 S. Halsted St.

Based on this selection, the reader may best infer that:

- A. Chicago settlement houses ministered to new comers.
 - B. All Chicagoans demonstrated their hospitality.
 - C. Immigrants were self-sustaining.
 - D. Jane Addams operated Hull House Museums.
7. In the "Chicago History" text, read this sentence from the paragraph entitled "A Trading Center":

The completion of the Illinois & Michigan Canal in 1848 created a water link between the Great Lakes and the Mississippi River, but the canal was soon rendered obsolete by railroads.

In this sentence, the word rendered means:

- A. To do or perform
 - B. To become or to make
 - C. To exhibit or show
 - D. To furnish or provide
8. In the "Chicago History" text, which of the following words does NOT contribute to the general tone of the passage?
- A. Direct
 - B. Unambiguous
 - C. Straightforward
 - D. Indifferent

9. Read this sentence from the paragraph entitled "The Great Fire of 1871":

"As Chicago grew, its residents took dauntless measures to keep pace."

In this sentence, the word dauntless does NOT mean:

- A. Brave
- B. Heroic
- C. Gallant
- D. Apprehensive

10. Which organizational plan is used in the sentence below:

"In the 1850s, they raised many of the streets five to eight feet to install a sewer system..."

- A. Point of View text structure
- B. Narrative text structure
- C. Spatial text structure
- D. Compare and Contrast text structure

11. The point of view of the writer of the "Chicago History" text selection could best be described as:

- A. First Person
- B. Second Person
- C. Third Person
- D. Third Person Omniscient

12. Which question is not answered in paragraph entitled "The White City"?

- A. How did the city of Chicago make a comeback?
- B. Why did people call it "The White City"?
- C. What kind of museums were built in the 1930s?
- D. Where was the Sears Tower built?

13. In the section entitled “Chicago Firsts” the word ingenuity means:
- A. Inventiveness
 - B. Fortunes
 - C. Aberrations
 - D. Vexations
14. In the “Chicago History” text, which question is answered in the section “Chicago Firsts”?
- A. What is the purpose of 800 S. Halsted St.?
 - B. What did Mayor Richard M. Daley reform?
 - C. What should be done with debris from the Chicago Fire?
 - D. What caused the construction of Millennium Park?
15. According to the section entitled “A Trading Center”, what is the best way to maintain commerce in Chicago?
- A. Design new streets and sewer systems
 - B. Separate the trading possibilities
 - C. Build railroads in accessible places
 - D. Organize the road markers for avenues and drives.
16. In the section “The White City,” the word exposition means:
- A. The act of explaining
 - B. A large scale exhibition or show
 - C. Writing a speech intended to explain
 - D. The act of presenting to display

"Chicago" poem by Carl Sandburg

Answer the following questions using the text entitled "Chicago."

1. Which statement best expresses the meaning of this poem?
 - A. People have been demoralized and destroyed by the life hardships in cities like Chicago.
 - B. Chicago is a dark, violent, and dirty city with no redeeming qualities.
 - C. Its grit and hardships endow Chicago with positive qualities as well as negative ones.
 - D. People who are not familiar with Chicago often overlook its refinement and sophistication.

2. In describing Chicago, Sandburg primarily employs which literary device:
 - A. Personification
 - B. Allegory
 - C. Allusion
 - D. Foreshadowing

3. Sandburg conveys a sense of vitality and movement by:
 - A. Describing the city in short, sometimes one-word lines
 - B. Making each line of the poem shorter than the last
 - C. Beginning the poem with a series of allegations and responses
 - D. Eliminating use of any type of punctuation

4. Read line 20 of the "Chicago" poem.

**"here is a tall bold slugger set vivid against the
little soft cities;"**

The word soft most nearly means:

- A. Eastern
- B. Clean
- C. Weak
- D. Gentle

5. From information in the poem, we can logically infer that the speaker:
- A. is a construction worker
 - B. does not believe there is anything bad about Chicago
 - C. lives in Chicago
 - D. once lived in the country
6. Which of these describes the rhyme and meter used in the “Chicago” poem?
- A. Stream of consciousness
 - B. Iambic pentameter
 - C. Free verse
 - D. Blank verse
7. The speaker’s tone in the “Chicago” poem is:
- A. Bewildered
 - B. Scornful
 - C. Wistful
 - D. Forthright
8. Read the lines 17 and 18 of Carl Sandburg’s poem entitled “Chicago.”

“Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning.”

This line illustrates the poet’s use of:

- A. Alliteration
- B. Personification
- C. Allegory
- D. Allusion

9. Read this line of Carl Sandburg's poem entitled "Chicago."

"Fierce as a dog with tongue lapping for action, cunning as a savage pitted against the wilderness,"

This line illustrates the poet's use of:

- A. Metaphor
- B. Simile
- C. Allusion
- D. Onomatopoeia

10. Read this line of Carl Sandburg's poem entitled "Chicago."

"Fierce as a dog with tongue lapping for action, cunning as a savage pitted against the wilderness,"

Which is the best synonym for the word cunning in this poem?

- A. Shrewd
- B. Shy
- C. Naïve
- D. Angry

11. Read these lines from Carl Sandburg's poem entitled "Chicago."

"They tell me you are wicked and I believe them, for I
have seen your painted women under the gas lamps
luring the farm boys.
And they tell me you are crooked and I answer: Yes, it
is true I have seen the gunman kill and go free to kill again.
And they tell me you are brutal and my reply is: On the
the faces of women and children I have seen the marks
of wanton hunger."

Which four words from this excerpt convey the author's tone to capture Chicago's perils?

All answers must be correct to receive full credit for this question.

- A. wicked
- B. painted
- C. crooked
- D. free
- E. brutal
- F. faces
- G. wanton

12. The point of view of Carl Sandburg's poem entitled "Chicago" can best be described as:

- A. First Person, poet
- B. Second Person
- C. Third Person, poet
- D. Third Person Omniscient

13. Read this sentence from paragraph 3.

**"Laughing even as an ignorant fighter laughs who has
never lost a battle,"**

What is the purpose of the simile in this line?

- A. To describe Chicago's tenacity
- B. To foreshadow later events in the poem
- C. To suggest Chicago's harshness
- D. To establish a tone of despair about Chicago

Comparison of "Chicago History" and "Chicago" poem.**Answer the following questions comparing both passages.**

1. Which phrase best describes the author's tone in both the "Chicago History" text and the poem entitled "Chicago" by Carl Sandburg?
 - A. Joyful and filled with glee
 - B. Anxious and unpredictable
 - C. Melancholy and emotional
 - D. Informative and matter of fact

2. Which best expresses the general theme in both the "Chicago History" text and the poem "Chicago" by Carl Sandburg?
 - A. Destruction of the family
 - B. The struggles of developing the land or frontier
 - C. Inner conflicts stemming from patriotism
 - D. Suffering as a natural part of the human experience

2. Which best expresses the similarities between the text "Chicago History" and the poem "Chicago" by Carl Sandburg?
 - A. Both emphasize the cuisine of the city.
 - B. Both describe the industrialization of the city.
 - C. Both celebrate famous museums of the city.
 - D. Both explain the relationship between men and women in the city.

3. Based upon the text "Chicago History" and the poem "Chicago" by Carl Sandburg, which sentence is probably true?
 - A. Both authors believe Chicago has unique features.
 - B. Both authors have disdain for the city of Chicago.
 - C. Both authors admire the historical buildings in Chicago.
 - D. Both authors report the crime rate statistics in Chicago.

4. Based upon the text “Chicago History” and the poem “Chicago” by Carl Sandburg, both authors gain the reader’s attention at the beginning of the texts by:
- A. Describing the visitors to the city of Chicago
 - B. Being astonished about Chicago’s size
 - C. Commenting on the usefulness of the Chicago River
 - D. Describing Chicago as a worldwide metropolis where people engage in trade and commerce
5. Read this line from the poem “Chicago” by Carl Sandburg.

“And they tell me you are brutal and my reply is: On the faces of women and children I have seen the marks of wanton hunger.”

Which topic in the “Chicago History” text is Sandburg probably addressing?

- A. Chicago Firsts
- B. A Trading Center
- C. Hull House operations
- D. Early Chicago

ANSWER KEY for the text entitled "Chicago History"

- 1 B
- 2 C
- 3 C
- 4 D
- 5 A, B, D
- 6 A
- 7 B
- 8 D
- 9 D
- 10 C
- 11 C
- 12 D
- 13 A
- 14 B
- 15 C
- 16 B

ANSWER KEY for the text entitled "Chicago" by Carl Sandburg

- 1 C
- 2 A
- 3 A
- 4 C
- 5 C
- 6 C
- 7 D
- 8 B
- 9 B
- 10 A
- 11 A,C,E,G
- 12 A
- 13 A

ANSWER KEY for BOTH texts "Chicago History" and "Chicago"

- 1 D
- 2 B
- 3 B
- 4 A
- 5 D
- 6 C

Directions: Read the poem entitled "Fog" by Carl Sandburg and read the NOAA technical summary of the "Types of Fog," then answer the questions that follow.

"Fog" by Carl Sandburg

- 1 The fog comes
on little cat feet.

- It sits looking
over harbor and city
- 5 on silent haunches
and then moves on.

Types of Fog

Radiation Fog



This type of fog forms at night under clear skies with calm winds when heat absorbed by the earth's surface during the day is radiated into space. As the earth's surface continues to cool, provided a deep enough layer of moist air is present near the ground, the humidity will reach 100% and fog will form. Radiation fog varies in depth from 3 feet to about 1,000 feet and is always found at ground level and usually remains stationary. This type of fog can reduce visibility to near zero at times and make driving very hazardous.

Valley fog is a type of radiation fog that is very common in the mountains of eastern Kentucky. When air along ridgetops and the upper slopes of mountains begins to cool after sunset, the air becomes dense and heavy and begins to drain down into the valley floors below. As the air in the valley floor continues to cool due to radiational cooling, the air becomes saturated and fog forms. Valley fog can be very dense at times and make driving very hazardous due to reduced visibility. This type of fog tends to dissipate very quickly once the sun comes up and starts to evaporate the fog layer.

Advection Fog



Advection fog often looks like radiation fog and is also the result of condensation. However, the condensation in this case is caused not by a reduction in surface temperature, but rather by the horizontal movement of warm moist air over a cold surface. This means that advection fog can sometimes be distinguished from radiation fog by its horizontal motion along the ground.

Sea fogs are always advection fogs, because the oceans don't radiate heat in the same way as land and so never cool sufficiently to produce radiation fog. Fog forms at sea when warm air associated with a warm current drifts over a cold current and condensation takes place. Sometimes such fogs are drawn inland by low pressure, as often occurs on the Pacific coast of North America.

Advection fog may also form when moist maritime, or ocean, air drifts over a cold inland area. This usually happens at night when the temperature of the land drops due to radiational cooling.

Upslope Fog



Upslope fog forms when light winds push moist air up a hillside or mountainside to a level where the air becomes saturated and condensation occurs. This type of fog usually forms a good distance from the peak of the hill or mountain and covers a large area. Upslope fog occurs in all mountain ranges in North America. This usually occurs during the winter months, when cold air behind a cold front drifts westward and encounters the eastward facing slopes of the Rocky Mountains. As the cold, moist air rises up the slopes of the mountains, condensation occurs and extensive areas of fog form on the lower slopes of the mountains.

Ice Fog



This type of fog forms when the air temperature is well below freezing and is composed entirely of tiny ice crystals that are suspended in the air. Ice fog will only be witnessed in cold Arctic / Polar air. Generally the temperature will be 14 F or colder in order for ice fog to occur.

Freezing Fog



Freezing fog occurs when the water droplets that the fog is composed of are "supercooled". Supercooled water droplets remain in the liquid state until they come into contact with a surface upon which they can freeze. As a result, any object the freezing fog comes into contact with will become coated with ice. The same thing happens with freezing rain or drizzle.

Evaporation or Mixing Fog



This type of fog forms when sufficient water vapor is added to the air by evaporation and the moist air mixes with cooler, relatively drier air. The two common types are steam fog and frontal fog. Steam fog forms when cold air moves over warm water. When the cool air mixes with the warm moist air over the water, the moist air cools until its humidity reaches 100% and fog forms. This type of fog takes on the appearance of wisps of smoke rising off the surface of the water.

The other type of evaporation fog is known as frontal fog. This type of fog forms when warm raindrops evaporate into a cooler drier layer of air near the ground. Once enough rain has evaporated into the layer of cool surface, the humidity of this air reaches 100% and fog forms.



Remember, whenever you drive into dense fog ALWAYS slow down. This will allow you to increase the distance between your car and any cars in front of you that you may not be able to see due to the thickness of the fog. It is also important to switch your headlights to low beams. When you drive through fog with your headlights on high beams, a large amount of the light from your cars' headlights will be scattered off the fog droplets and back into your eyes, which will reduce visibility even more and make it that much more difficult to see the objects in the road in front of your car and along the side of the road!

Reference

National Weather Service. (2007, April 18). Radiation Fog. Retrieved March 6, 2013, from National Weather Service Weather Forecast Office website: http://www.crh.noaa.gov/jkl/?n=fog_types

Answer the following questions using the poem entitled "Fog"

1. Sandburg's poem's opening stanza uses a _____ to describe the fog.
 - A. Simile
 - B. Metaphor
 - C. Symbol
 - D. Allusion
 - E. Hyperbole

2. The line "It sits looking over harbor and city on silent haunches and then moves on" compares the fog to a:
 - A. Tiger
 - B. Harbor
 - C. City
 - D. Cat
 - E. Haunches

3. The fog being described as "over harbor and city" means that the setting of the poem is near:
 - A. Farmland
 - B. Highways
 - C. Foggy Places
 - D. Sand
 - E. Water

4. According to the poem, the fog:
 - A. Is very thick
 - B. Is very thin
 - C. Lasts all day long
 - D. Leaves after a while
 - E. Is not real

5. The word haunches in line 5 most likely means:
 - A. A hunch
 - B. A hindquarter of an animal
 - C. A chair
 - D. A building
 - E. A cushion on a couch

Answer the following questions using the text entitled "Types of Fog".

1. According to the National Oceanic and Atmospheric Administration, there are ____ main types of fog:
 - A. Four
 - B. Five
 - C. Six
 - D. Nine
 - E. Ten

2. According to the National Oceanic and Atmospheric Administration, there are ____ sub types of fog:
 - A. Four
 - B. Five
 - C. Six
 - D. Nine
 - E. Ten

3. Valley fog is a type of:
 - A. Mixing fog
 - B. Upslope fog
 - C. Freezing fog
 - D. Radiation fog
 - E. Advection fog

4. The main difference between ice fog and freezing fog is:
 - A. Ice fog is composed entirely of tiny ice crystals, while freezing fog is composed of droplets of liquid that freeze when they come into contact with a surface.
 - B. Freezing fog is composed entirely of tiny ice crystals, while ice fog is composed of droplets of liquid that freeze when they come into contact with a surface.
 - C. Ice fog occurs at 14F or lower, while freezing fog needs a temperature of 0F.
 - D. Freezing fog occurs at 14F or lower, while ice fog needs a temperature of 0F.
There is no difference between the two.

5. In the sentence "Remember, whenever you drive into dense fog ALWAYS slow down", the word dense most likely means:
- A. Freezing
 - B. Thick
 - C. Thin
 - D. Gray
 - E. Upslope
6. When driving, which main type of fog is the most dangerous?
- A. Radiation Fog
 - B. Advection Fog
 - C. Upslope Fog
 - D. Evaporation Fog
 - E. Mixing Fog
7. When driving during the winter season, which main type of fog is the most dangerous?
- A. Advection Fog
 - B. Upslope Fog
 - C. Freezing Fog
 - D. Evaporation Fog
 - E. Mixing Fog

Comparison of "Fog" poem and NOAA Technical Summary "Types of Fog"

Answer the following questions comparing both passages.

1. Which type of fog could Carl Sandburg have been describing in his poem?
- A. Frontal Fog
 - B. Ice Fog
 - C. Upslope Fog
 - D. Freezing Fog
 - E. Valley Fog

2. Which detail from the NOAA text confirms the answer to #1?
- A. "This type of fog forms at night under clear skies with calm winds..."
 - B. "Sea fogs are always advection fogs, because oceans don't radiate heat in the same way as land..."
 - C. "This type of fog forms when warm raindrops evaporate into a cooler drier layer of air near the ground."
 - D. "This type of fog tends to dissipate very quickly once the sun comes up and starts to evaporate the fog layer."
 - E. "The two common types are steam fog and frontal fog."
3. Which other type of fog could Carl Sandburg have been describing in his poem?
- A. Advection Fog
 - B. Ice Fog
 - C. Upslope Fog
 - D. Freezing Fog
 - E. Frontal Fog
4. Which detail from the NOAA text confirms the answer to #3?
- A. "...is always found at ground level and usually remains stationary."
 - B. "...advection fog can sometimes be distinguished from radiation fog by its horizontal motion along the ground...and may also form when moist maritime, or ocean, air drifts over a cold inland area."
 - C. "This type of fog forms when warm raindrops evaporate into a cooler drier layer of air near the ground."
 - D. "...is composed of 'supercooled' water droplets."
 - E. "The two common types are steam fog and frontal fog."
5. Sandburg's poem and NOAA's description of steam fog both use this literary device:
- A. Allusion
 - B. Hyperbole
 - C. Paradox
 - D. Imagery
 - E. Simile

6. NOAA's description of freezing fog being "supercooled" could be considered a/an:
- A. Allusion
 - B. Hyperbole
 - C. Paradox
 - D. Imagery
 - E. Simile
7. Sandburg's use of "fog comes on" and NOAA's use of "off the fog droplets" are both examples of:
- A. Alliteration
 - B. Assonance
 - C. Consonance
 - D. Onomatopoeia
 - E. Hyperbole
8. Sandburg's use of "comes on little cat" and NOAA's use of "headlights on highbeams" are both examples of:
- A. Alliteration
 - B. Assonance
 - C. Consonance
 - D. Onomatopoeia
 - E. Hyperbole
9. Sandburg's use of "little cat feet" and NOAA's use of "cooler drier layer" are both examples of:
- A. Alliteration
 - B. Assonance
 - C. Consonance
 - D. Onomatopoeia
 - E. Hyperbole
10. If you were driving in the fog of the setting of Sandburg's poem, you should take all of the following precautions EXCEPT:
- A. Slow down
 - B. Increase the distance between your car and any cars in front of you
 - C. Switch your headlights to high beams
 - D. Switch your headlights to low beams
 - E. Proceed with caution

ANSWER KEY – for poem entitled "Fog"

1. B
2. D
3. E
4. D
5. B

ANSWER KEY – for NOAA Technical summary entitled "Types of Fog"

1. C
2. A
3. D
4. A
5. B
6. A
7. C

ANSWER KEY for questions on BOTH passages "Fog" poem and "Types of Fog"

1. E
2. D
3. A
4. B
5. D
6. B
7. B
8. A
9. C
10. C

Directions: Read the text entitled “Lieutenant Robert Maynard and Blackbeard, the Pirate” and read the poem entitled “Piracy Runs Aground,” then answer the questions that follow.

Lieutenant Robert Maynard and Blackbeard, the Pirate

- 1 In the early eighteenth century, the best known figure in the "Golden Age of Piracy" was slain in North Carolina waters by an officer of the Royal Navy. The story is one of the best-known tales associated with North Carolina history and, like most stories involving pirates, it has become the province of legend.
- 2 By the fall of 1718, the reputation of Edward Teach (Thatch)—better known as the fearsome pirate Blackbeard had spread far and wide. Colonial governments (particularly that of Virginia) grew concerned about their shipping, and acts of piracy along the coast of Virginia and North Carolina, regardless of facts, were attributed to Blackbeard and his crew. Teach and his band of sea robbers had taken to using North Carolina’s treacherous coast (with its shallow inlets and sounds) for protection. Virginia’s governor Alexander Spotswood hatched a scheme to destroy Blackbeard.
- 3 Two British warships, the *Pearl* and the *Lyme*, had been furnished by the Crown to help protect Virginia from pirates. The ships, however, were too large and heavy to navigate the shallow inlets of North Carolina’s barrier islands, forcing Spotswood to commission the use of two sloops (at his own expense) to accomplish his objective. British naval crews from the *Pearl* and *Lyme* manned these swift, shallow-draft vessels on their mission to find Blackbeard. In November 1718, as a contingent of British troops marched overland toward Bath, the two Royal sloops—*Ranger* and *Jane*—embarked for North Carolina under command of Lt. Robert Maynard, of the *Pearl*. Stopping various vessels along the way, Maynard was able to determine where the famous pirate was hiding.
- 4 Blackbeard’s infamous flagship, the *Queen Anne’s Revenge*, had run aground off Topsail (now Beaufort) Inlet in June 1718. Teach had transferred to an armed sloop, the *Adventure*, with a greatly reduced crew. Lieutenant Maynard had about sixty men from the Royal Navy aboard his own vessels (which were guided by local pilots) as they slipped into Ocracoke Inlet on the morning of November 22, 1718.

- 5 Raising the Union Jack aboard their sloops, the British sailors maneuvered to engage Blackbeard’s vessel. Familiar with the waters, Blackbeard lured the Royal sloops onto a sand bar, where they temporarily ran aground. The pirate ship then unleashed a devastating broadside (with eight cannons) that tore into both of Maynard’s vessels. In an effort to get off the sand bar, the crew aboard Maynard’s vessel (*Jane*) jettisoned the ship’s ballast. As Maynard steered toward Blackbeard’s sloop (which had also run aground), the lieutenant ordered his men below decks in hopes of luring the pirates aboard the Royal sloop. As the ships drew alongside one another, the pirates threw improvised grenades onto the deck of Maynard’s sloop. The rogues then threw out their grappling irons and boarded the Royal vessel.
- 6 Maynard’s men swarmed up from below decks, and a bloody hand-to-hand struggle ensued. Lieutenant Maynard came face-to-face with his famous prey, amidst a flurry of pistol shots and flailing swords and cutlasses. Maynard shot the pirate captain, and British sailors swarmed in to finish the job. When the battle ended, Maynard counted five pistol shots and numerous severe cuts on Blackbeard’s body. The surviving pirates (all wounded) either surrendered or jumped overboard. Casualties on both sides were significant, given the small numbers engaged. Maynard, himself slightly wounded, boarded the pirate sloop *Adventure* and discovered a number of important papers, including a letter to Blackbeard from Tobias Knight, the Secretary of the Colony of North Carolina.
- 7 Blackbeard’s head had been severed, and his body dumped overboard. The King’s men sailed to Bath to repair their vessels, heal their wounds, and make contact with the British land force. Maynard then sailed the pirate sloop *Adventure* back to Virginia in late December. When Maynard dropped anchor on the James River in January 1719, Blackbeard’s severed head was hanging from the bowsprit of the sloop he once commanded. Fifteen members of Blackbeard’s former crew were eventually tried and executed in Williamsburg, Virginia, on the charge of piracy.
- 8 Discovered in November 1996, what is presumed to be the wreck of Blackbeard’s flagship *Queen Anne’s Revenge* lies in North Carolina waters off Beaufort Inlet. The site is governed by the State and is protected by surveillance equipment.

References:

- David Cordingly, *Under the Blag Flag: The Romance and the Reality of Life Among the Pirates* (1995)
Robert E. Lee, *Blackbeard the Pirate: A Reappraisal of his Life and Times* (1974)
Hugh F. Rankin, *The Pirates of Colonial North Carolina* (1960)
Queen Anne’s Revenge website: <http://www.qaronline.org>

Piracy Runs Aground

By J. Patrick Lewis

1 A week beyond the Charleston blockade,
The crafty Edward Teach devised a stunning
Deception worthy of a kind of cunning.
He and a few trustworthy mates betrayed
5 So many hearties who’d been Blackbeard-true.
In what appeared an accident, he planned
To run his famous flagship on the sand.
Until shock of his intrigue, no one knew
He’d steal away with all the jewels and gold.
10 Later, he hoped to wrangle a King’s pardon
For piracy. But adversaries harden---
Things fall apart, the center does not hold.
Months later, he would leave one thought behind:
The Pirate King, swashbuckling on our mind.

Renee, M. (Ed.). (n.d.). *Collection of Poems*. Retrieved March 10, 2013, from Melissa Renee website:
[http://melissa-renee.wikispaces.com/file/view/ POETRY+FILE.pdf](http://melissa-renee.wikispaces.com/file/view/POETRY+FILE.pdf)

Answer the following questions using the text entitled "Lieutenant Robert Maynard and Blackbeard, The Pirate".

1. Blackbeard, otherwise known as Edward Teach (Thatch), had which two colonial governments concerned about shipping and acts of piracy against their coasts?
 - A. Virginia and Maryland
 - B. North Carolina and South Carolina
 - C. Georgia and South Carolina
 - D. Virginia and North Carolina
 - E. Georgia and Florida

2. In paragraph #3, the word commission means:
 - A. A group of people authorized to perform certain duties
 - B. A fee or percentage allowed a salesperson
 - C. To put into active service
 - D. The act or authority to carry out a particular task
 - E. The act committed or thing done

3. Familiar with the waters, Blackbeard lured Lieutenant Maynard's British sloops onto a sandbar. The purpose of this maneuver by Blackbeard was probably to:
 - A. Ensure a bloody battle
 - B. Attempt to get the British sloops trapped on a sandbar so that he could escape
 - C. Attempt to trap the British sloops so that he could rob them
 - D. Attempt to snare the British sloops on a sandbar so that he could fight Lieutenant Maynard
 - E. Run his own ship aground and try to take one of the British sloops

4. In January 1719, Lieutenant Maynard dropped anchor on the James River in Virginia. At that same time, 15 members of Blackbeard's former crew were tried and executed for what crime:
 - A. Robbery
 - B. Thievery
 - C. Pillaging
 - D. Piracy
 - E. Gambling

5. Read this sentence from paragraph #6.

"Casualties on both sides were significant, given the small numbers engaged."

This sentence means:

- A. Only a small number of men died from each side.
 - B. There were only a few men fighting anyway.
 - C. The number of men that died, from both sides, was great even though it was not a huge battle.
 - D. Everyone felt very casual about the outcome of the conflict.
 - E. If there are only a few men in battle, only a few can die.
6. In what river did Lieutenant Robert Maynard drop anchor in 1719?
- A. The James River
 - B. The Rappahannock River
 - C. The Shenandoah River
 - D. The Potomac River
 - E. The New River

Answer the following questions using the text entitled "Piracy Runs Aground".

1. The poem "Piracy Runs Aground" is written as a:
- A. Parody
 - B. Sonnet
 - C. Soliloquy
 - D. Subplot
 - E. Free Verse
2. The poem entitled "Piracy Runs Aground" refers to:
- A. Blackbeard running his ship into a sandbar.
 - B. Piracy jeopardizing the shipping economy.
 - C. Pirates are becoming increasingly difficult to capture.
 - D. Blackbeard desires to give up piracy.
 - E. Blackbeard's plans as a pirate are not successful.

3. J. Patrick Lewis' use of "famous flagship" and "pardon for piracy" are both examples of:
- A. Alliteration
 - B. Allusion
 - C. Assonance
 - D. Consonance
 - E. Hyperbole

4. Read line 2 of the poem.

**"The crafty Edward Teach devised a stunning
Deception worthy of a king of cunning."**

What literary device does the poet use in this line?

- A. Hyperbole
 - B. Onomatopoeia
 - C. Alliteration
 - D. Assonance
 - E. Consonance
5. Read line 2 of the poem.

**"The crafty Edward Teach devised a stunning
Deception worthy of a king of cunning."**

Who was the king of cunning?

- A. King James
- B. King Edward
- C. Blackbeard
- D. King Charles
- E. King Henry

6. In the line "Later he hoped to wrangle a king's pardon from piracy," what does the word wrangle mean?
- A. To quarrel
 - B. To herd
 - C. To win or obtain by argument
 - D. To rope
 - E. To capture

Answer the following questions using BOTH texts "Lieutenant Robert Maynard and Blackbeard, The Pirate" and "Piracy Runs Aground"

1. The incident described in the poem "Piracy Runs Aground" is the same incident described in the article about Lieutenant Robert Maynard and Blackbeard the Pirate. Which answer best describes the incident in both the poem and passage?
- A. Blackbeard's desire to rob another British ship
 - B. Maynard's attempt to capture Blackbeard
 - C. Tales of Blackbeard's gold and jewels
 - D. Tales of the deceit from Blackbeard's hearties and mates
 - E. The story of Blackbeard's attempt to trap British sloops and evade capture
2. Which line of the poem confirms the incident in question #1?
- A. He and a few trustworthy mates betrayed so many hearties who'd been Blackbeard-true.
 - B. Until shock of his intrigue, no one knew he'd steal away with all the jewels and gold.
 - C. Months later, he would leave one thought behind: The Pirate King, swashbuckling on our mind.
 - D. Later, he hoped to wrangle a King's pardon for piracy.
 - E. In what appeared an accident, he planned to run his famous flagship on the sand.

3. Read the line from the poem entitled "Piracy Runs Aground."

"But adversaries harden—Things fall apart, the center does not hold."

This line probably refers to which person mentioned in the article:

- A. King James
 - B. Tobias Knight
 - C. Edward Teach
 - D. Robert Maynard
 - E. Alexander Spotswood
4. Read this line from the poem entitled "Piracy Runs Aground" .

"Deception worth of a kind of cunning."

Which king is the poet describing?

- A. King James
 - B. King Edward
 - C. Edward Teach
 - D. King Henry
 - E. King Charles
5. The article about Lt. Maynard and Blackbeard describes the demise and eventual death of Blackbeard the Pirate. Which line in the poem "Piracy Runs Aground" describes this incident?
- A. The crafty Edward Teach devised a devised a stunning deception worthy of a king of cunning.
 - B. He and a few trustworthy mates betrayed so many hearties who'd been Blackbeard-true.
 - C. Months later, he would leave one thought behind: The Pirate King, swashbuckling on our mind.
 - D. Later, he hoped to wrangle a King's pardon for piracy.
 - E. In what appeared an accident, he planned to run his famous flagship on the sand.

ANSWER KEY for the text entitled "Lieutenant Robert Maynard and Blackbeard, The Pirate."

Non-fiction

- 1 D
- 2 C
- 3 B
- 4 D
- 5 C
- 6 A

ANSWER KEY for the text entitled "Piracy Runs Aground."

Poem

- 1 B
- 2 E
- 3 A
- 4 E
- 5 C
- 6 C

ANSWER KEY for BOTH texts - "Lieutenant Robert Maynard and Blackbeard, The Pirate" and "Piracy Runs Aground."

Paired Texts

- 1 E
- 2 E
- 3 E
- 4 C
- 5 C

Directions: Read the text entitled “from Oration in Memory of Abraham Lincoln” and read the poem entitled “The Death of Lincoln,” then answer the questions that follow.

from Oration in Memory of Abraham Lincoln

by Frederick Douglass

1 When, therefore, it shall be asked what we have to do with the memory of Abraham Lincoln, or what Abraham Lincoln had to do with us, the answer is ready, full, and complete. Though he loved Caesar less than Rome, though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood; under his wise and beneficent rule, and by measures approved and vigorously pressed by him, we saw that the handwriting of ages, in the form of prejudice and proscription, was rapidly fading away from the face of our whole country; under his rule, and in due time, about as soon after all as the country could tolerate the strange spectacle, we saw our brave sons and brothers laying off the rags of bondage, and being clothed all over in the blue uniforms of the soldiers of the United States; under his rule we saw two hundred thousand of our dark and dusky people responding to the call of Abraham Lincoln, and with muskets on their shoulders, and eagles on their buttons, timing their high footsteps to liberty and union under the national flag; under his rule we saw the “independence” of the black republic of Haiti, the special object of slaveholding aversion and horror, fully recognized, and her minister, a colored gentleman, duly received here in the city of Washington; under his rule we saw the internal slave-trade, which so long disgraced the nation, abolished, and slavery abolished in the District of Columbia; under his rule we saw for the first time the law enforced against the foreign slave trade, and the first slave-trader hanged like any other pirate or murderer; under his rule, assisted by the greatest captain of our age, and his inspiration, we saw the Confederate States, based upon the idea that our race must be slaves, and slaves forever, battered to pieces and scattered to the four winds; under his rule, and in the fullness of time, we saw Abraham Lincoln, after giving the slaveholders three months’ grace in which to save their hateful slave system, penning the immortal paper, which, though special in its language, was general in its principles and effect, making slavery forever impossible in the United States. Though we waited long we saw all this and more.

2 Can any colored man, or any white man friendly to the freedom of all men, ever forget the night which followed the first day of January 1863, when the world was to see if Abraham Lincoln would prove to be as good as his word? I shall never forget that memorable night, when in a distant city I waited and watched at a public meeting, with three thousand others not less anxious than myself, for the word of deliverance which we have heard read today. Nor shall I ever forget the outburst of joy and thanksgiving that rent the air when the lightning brought to us the Emancipation Proclamation. In that happy hour we forgot all delay, and forgot all tardiness, forgot that the President had bribed the rebels to lay down their arms by a promise to withhold the bolt which would smite the slave-system with destruction; and we were thenceforward willing to allow the President all the latitude of time, phraseology, and every honorable device that statesmanship might require for the achievement of a great and beneficent measure of liberty and progress.

Reference:

Douglas, F. (2009). from Oration in Memory of Abraham Lincoln. In California State Department of Education (Author), *Released Test Questions: English -Language Arts Grade 9* (p. 40). Public Domain. <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>

The Death of Lincoln
by William Cullen Bryant

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation’s trust!
5 In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.
Thy task is done; the bound are free;
10 We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.
Pure was thy life; its bloody close
Hath placed thee with the sons of light,
15 Among the noble host of those
Who perished in the cause of Right.

Reference:

Sandburg, C. (1998). Fog. Retrieved March 6, 2013, from Carl Sandburg - Chicago Poems website: <http://carl-sandburg.com/fog.htm>

Answer the following questions using the text entitled "Oration in Memory of Abraham Lincoln" by Frederick Douglass.

1. Read the sentence from paragraph 1.

"Though he loved Caesar less than Rome, though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood;..."

The details in this sentence reveal that Douglass believed Lincoln's main objective was to:

- A. Achieve liberty and manhood
 - B. Preserve the Union
 - C. Rule wisely
 - D. Lift the depths of slavery
-
2. Paragraph 2 suggests that Frederick Douglass celebrated:
 - A. Liberty and progress
 - B. The president's phraseology
 - C. Lincoln's statesmanship
 - D. A memorable night

3. Read this excerpt from paragraph 2.

“though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood; under his wise and beneficent rule, and by measures approved and vigorously pressed by him, we saw that the handwriting of ages, in the form of prejudice and proscription, was rapidly fading away from the face of our whole country;...”

In this sentence, the word beneficent means:

- A. Decisive
- B. Good
- C. Patriotic
- D. Ostentatious

4. Read this excerpt from paragraph 1.

“under his wise and beneficent rule, and by measures approved and vigorously pressed by him, we saw that the handwriting of ages, in the form of prejudice and proscription, was rapidly fading away from the face of our whole country; under his rule, and in due time, about as soon after all as the country could tolerate the strange spectacle, we saw our brave sons and brothers laying off the rags of bondage, and being clothed all over in the blue uniforms of the soldiers of the United States;...”

Which three words from this excerpt convey the author’s intent to capture the sense of discrimination?

You must select all three correct words for your answer to be correct.

- A. pressed
- B. prejudice
- C. proscription
- D. tolerate
- E. spectacle
- F. bondage

5. Which sentence best expresses the main idea of paragraph 1?
- A. Frederick Douglass believed Lincoln lifted Africans from the depths of slavery to the heights of liberty and manhood and achieved the “independence” of the black republic of Haiti.
 - B. Frederick Douglass believed Lincoln abolished the slave trade, abolished slavery in the District of Columbia, and hanged the first slave-trader like a pirate or a murderer.
 - C. Frederick Douglass believed Lincoln scattered the beliefs of the Confederate States to the four winds.
 - D. Frederick Douglass believed Lincoln preserved the Union, reduced prejudice in many forms, encouraged blacks to fight for the union, and established liberty for all African Americans.

6. Read this excerpt from paragraph 1.

“under his rule we saw the “independence” of the black republic of Haiti, the special object of slaveholding aversion and horror, fully recognized, and her minister, a colored gentleman, duly received here in the city of Washington; under his rule we saw the internal slave-trade, which so long disgraced the nation, abolished, and slavery abolished in the District of Columbia; under his rule we saw for the first time the law enforced against the foreign slave trade, and the first slave-trader hanged like any other pirate or murderer;...”

The description of President Lincoln relates to readers because they:

- A. Understand the decisions a president has to make during his presidency
- B. Recognize the usefulness of being the nation’s chief executive
- C. Can visualize many of the problems Lincoln had to solve during his presidency
- D. Can sense how overwhelming it must have been for the slaves during his presidency

7. Refer to the entire passage to answer this question. The reader may best infer that Frederick Douglass:

- A. Learned what it means to be a free citizen of the United States
- B. Had lived through the oppressions of slavery and celebrated liberty and progress
- C. Frequently celebrated the Lincoln presidency
- D. Was determined to improve the slave system

8. Read this sentence and answer the question.

"Nor shall I ever forget the outburst of joy and thanksgiving that rent the air when the lightning brought to us the Emancipation Proclamation."

The author uses figurative language in this sentence to show that the Emancipation Proclamation:

- A. Struck African Americans with surprise
- B. Was a positive influence on ending slavery
- C. Was important for African Americans
- D. Lead our nation to freedom

9. Which of the following words does NOT contribute to the general tone of the oration?

- A. Admiring
- B. Excited
- C. Sarcastic
- D. Heartfelt
- E. Fervent

10. Which of the following words does NOT contribute to the characterization of President Lincoln?

- A. Prudent
- B. Persistent
- C. Repugnant
- D. Intrepid
- E. Decisive

11. The structure of this passage is best described as:

- A. Compare/Contrast and Cause/Effect
- B. Narrative
- C. Cause/ Effect and Point of View
- D. Problem/ Solution and Chronological
- E. Spatial and Descriptive

12. Which of these phrases from Frederick Douglass's speech is slightly critical toward Lincoln?

- A. "Thought the Union was more to him than our freedom or our future"
- B. "responding to the call of Abraham Lincoln"
- C. "making slavery forever impossible in the United States"
- D. "the outburst of joy and thanksgiving that rent the air"

"The Death of Lincoln" by William Cullen Bryant

Answer the following questions using the text entitled "The Death of Lincoln"

1. Which statement best describes the meaning of this poem?

- A. A citizen is demoralized and experiencing a great loss of a powerful man.
- B. A citizen is proud of the broken fetters of slavery.
- C. A citizen honors Lincoln as a man who died in his noble fight to free the slaves.
- D. A citizen is in anguish and horror by the sword of power and the nations' trust.

2. In the poem entitled "The Death of Lincoln", Bryant primarily employs:
- A. Personification
 - B. Allegory
 - C. Blank verse
 - D. Quatrain
3. Bryant's poem conveys the nation's attitude towards Lincoln by:
- A. Describing the scene in the nation's capital
 - B. Creating rhymes at the end of each line
 - C. Beginning the poem with a series of salutations exalting Lincoln
 - D. Eliminating use of any type of similes or metaphors
4. Read these lines from the poem entitled "The Death of Lincoln".

**"In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall."**

The word bier most nearly means:

- A. River
- B. Horse wagon
- C. Casket
- D. Train

5. Read these lines from the poem entitled “The Death of Lincoln.”

**“And speak the anguish of a land
That shook with horror at thy fall.
Thy task is done; the bound are free;
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.”**

The word fetters most likely means:

- A. Lives
 - B. Chains
 - C. Families
 - D. Minds
6. From the information in the poem, we can logically infer that the speaker is:
- A. An ebullient U.S. senator expressing effusive thoughts about Lincoln
 - B. An admirer attending Lincoln’s funeral
 - C. A relative at the funeral of Lincoln
 - D. The wife of Lincoln
7. Which of these the following describes the rhyme and meter used in the poem entitled “The Death of Lincoln”?
- A. Iambic tetrameter
 - B. Iambic pentameter
 - C. Free verse
 - D. Blank verse
8. The speaker’s tone in “The Death of Lincoln” poem is:
- A. Whimsical
 - B. Scornful
 - C. Romantic
 - D. Poignant

9. Read this line of Bryant's poem entitled "The Death of Lincoln".

"Oh, slow to smite and swift to spare,"

This line illustrates the poet's use of:

- A. Personification
- B. Alliteration
- C. Metaphor
- D. Allusion

10. Read this line of Bryant's poem entitled "The Death of Lincoln".

**"Whose proudest monument shall be
The broken fetters of the slave."**

This line illustrates the poet's use of:

- A. Metaphor
- B. Simile
- C. Allusion
- D. Onomatopoeia

11. Read this line of Bryant's poem entitled "The Death of Lincoln".

**"Pure was thy life; its bloody close
Hath placed thee with the sons of light,"**

This line illustrates the poet's use of:

- A. Simile
- B. Allusion
- C. Onomatopoeia
- D. Imagery

12. Read these lines of Bryant's poem entitled "The Death of Lincoln".

**"In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall."**

Which is the best synonym for the word anguish in this poem?

- A. Shrewdness
- B. Misery
- C. Warmth
- D. Comfort

13. Read these lines of Bryant's poem entitled "The Death of Lincoln".

**"In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.
Thy task is done; the bound are free;
We bear thee to an honored grave,"**

Which four words from this excerpt convey the author's tone to convey a sense of bereavement?

All answers must be correct to receive full credit for this question.

- A. sorrow
- B. bier
- C. amid
- D. awe
- E. shook
- F. horror
- G. bound
- H. grave

14. The point of view of Bryant’s poem entitled “The Death of Lincoln” can best be described as:

- A. First Person, Lincoln
- B. Second Person, to Lincoln
- C. Third Person, Lincoln
- D. Third Person Omniscient

15. The main purpose of the poem is to:

- A. critique Lincoln
- B. capture Lincoln’s personal experience
- C. honor Lincoln
- D. explain Lincoln’s achievements

16. Read this line of Bryant’s poem entitled “The Death of Lincoln”.

**“Who, in the fear of God, didst bear
The sword of power, a nation’s trust!”**

In this line, the “sword of power” is an example of:

- A. Irony
- B. Figurative language
- C. Alliteration
- D. Personification

Comparison of “Oration in Memory of Abraham Lincoln” and “Death of Lincoln”

Answer the following questions comparing both passages.

1. How does the poem entitled “The Death of Lincoln” give greater emphasis to the theme of loss than Douglass’s speech?
 - A. The poem describes Lincoln in detail.
 - B. The poem expresses a desire for vengeance.
 - C. The poem uses brief, powerful images.
 - D. The poem promises a peaceful future.

2. Which of the following best describes the different attitudes expressed in the poem entitled “The Death of Lincoln” by William Cullen Bryant compared to “Oration in Memory of Abraham Lincoln”?
 - A. The poem is a joyful celebration of Lincoln, while the tone of the speech is sad.
 - B. The poem idealizes Lincoln, while the speech critically appraises his actions.
 - C. The poem stresses the future, while the speech focuses on the present.
 - D. The poem is personal, while the speech is abstract.

3. Which phrase best describes both the writer in the “Oration in Memory of Abraham Lincoln” by Frederick Douglass and the speaker in the poem entitled “The Death of Lincoln” by William Cullen Bryant?
 - A. Passionate and honoring
 - B. Informative and matter of fact
 - C. Pessimistic and witty
 - D. Frustrated and gloomy

4. Which best expresses the general theme of both the “Oration in Memory of Abraham Lincoln” by Frederick Douglass and the poem entitled “The Death of Lincoln” by William Cullen Bryant?
 - A. Duty – the ethics of killing for duty
 - B. Escape – escape from family pressures, escaping social constraints
 - C. Alienation – creating emotional isolation
 - D. Patriotism – devoted love and support for one’s country

5. Which best expresses the similarities between the “Oration in Memory of Abraham Lincoln” by Frederick Douglass and the poem entitled “The Death of Lincoln” by William Cullen Bryant?
- A. Both emphasize the Civil War.
 - B. Both describe Lincoln’s life.
 - C. Both honor Lincoln’s achievements.
 - D. Both explain the relationship between congress and Lincoln.
6. Based upon the “Oration in Memory of Abraham Lincoln” by Frederick Douglass and the poem entitled “The Death of Lincoln” by William Cullen Bryant:
- A. Both authors believe Lincoln to be an honorable president.
 - B. Both authors have antipathy for Lincoln’s actions.
 - C. Both authors admire the actions of the nation.
 - D. Both authors mourn Lincoln’s death.
7. Based upon the “Oration in Memory of Abraham Lincoln” by Frederick Douglass and the poem entitled “The Death of Lincoln” by William Cullen Bryant, both authors expand the reader’s knowledge by:
- A. Describing Lincoln’s passionate words
 - B. Being mournful about Lincoln’s death
 - C. Commenting on horrors of slavery
 - D. Describing Lincoln’s accomplishments

ANSWER KEY for questions on "from Oration in Memory of Abraham Lincoln by Frederick Douglass

1. b
2. a
3. b
4. b, c, f,
5. d
6. c
7. b
8. a
9. c
10. c
11. c
12. a

ANSWER KEY for questions on the poem "The Death of Lincoln"

1. c
2. d
3. c
4. c
5. b
6. b
7. b
8. d
9. b
10. a
11. d
12. b
13. a, b, f, h
14. c
15. c
16. b

ANSWER KEY for questions on BOTH passages "Oration in Memory of Abraham Lincoln" by Frederick Douglass and "The Death of Lincoln" by William Cullen Bryant

1. C
2. B
3. A
4. D
5. C
6. A
7. D

Skill Drill Practice Activities

- **Identifying Organizational Text Structure**
pp. 130-137
- **Conveying the Author's Intent**
pp. 138-146
- **Identifying the Author's Purpose**
pp. 147-158

Skill Drill Practice Activities– Identifying Organizational Text Structure

Note: Students need to be able to identify the 8 types of text structure. A chart explaining the 8 types of organizational text structure and the signal words can be found in the section labeled “Reading and Thinking about Text” located in this booklet.

1. The dodo bird used to roam in large flocks across America. Interestingly, the dodo wasn't startled by gun shot. Because of this, frontiersmen would kill entire flocks in one sitting. Unable to sustain these attacks, the dodo was hunted to extinction.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Chronological Sequence
 - B. Compare and Contrast
 - C. Cause and Effect
 - D. Spatial
 - E. Narrative
-
2. Do volcanoes erupt under the sea? Yes indeed. In fact, many more volcanoes may erupt underwater than erupt on land. They are called rift volcanoes. Rift volcanoes occur where two plates are pulling apart, usually between 1 and 2 miles below sea level. These volcanoes form as magma oozes up between the two plates. The magma fills in the gap, pushing the plates further apart. Rift volcanoes pop up under the Atlantic Ocean. The North American plate and the Eurasian plate are slowly separating. This means the Atlantic Ocean is growing wider! Friends on opposite sides of the Atlantic will be 1 inch farther apart next year.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Descriptive
- B. Chronological Sequence
- C. Compare and Contrast
- D. Cause and Effect
- E. Spatial

“Text Structure.” E Reading Worksheets. EReadingWorksheets.com. WEB. 3 March 13. <http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/>

Submitted by Jane Haugh/ X:Drive / SOL Booklet / Skill Drill Practice Activities – Identifying Organizational Text Structure/ 2013

Skill Drill Practice Activities– Identifying Organizational Text Structure

3. Jack and Jill ran up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Problem Solving
- B. Chronological Sequence
- C. Compare and Contrast
- D. Cause and Effect
- E. Point of View

4. Thousands of people die each year in car accidents involving drugs or alcohol. Lives could be saved if our town adopts a free public taxi service. By providing such a service, we could prevent intoxicated drivers from endangering themselves or others.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Narrative
- B. Chronological Sequence
- C. Problem Solution
- D. Compare and Contrast
- E. Descriptive

“Text Structure.” E Reading Worksheets. EReadingWorksheets.com. WEB. 3 March

13. <http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/>

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Skill Drill Practice Activities– Identifying Organizational Text Structure

5. Would it surprise you to learn that corn is also a type of grass? It was first grown in Central America thousands of years ago. Its seeds are called kernels. In fact, kernels grew on wild corn grass. It took thousands of years of choosing the corn grass plants with the biggest seeds, or kernels, to make what we enjoy today as corn on the cob.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Narrative
 - B. Chronological Sequence
 - C. Problem Solution
 - D. Compare and Contrast
 - E. Descriptive
6. Eating cereal is easy. First, get out your materials. Next, pour your cereal in the bowl, add milk, and enjoy.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Compare and Contrast
- B. Narrative
- C. Chronological or Sequence
- D. Problem Solution
- E. Cause and Effect

“Text Structure.” E Reading Worksheets. EReadingWorksheets.com. WEB. 3 March

13. <http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/>

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Skill Drill Practice Activities– Identifying Organizational Text Structure

7. When you walk into my bedroom there is a window facing you. To the right of that is a dresser and television and on the other side of the window is my bed.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Chronological or Sequence
 - B. Compare and Contrast
 - C. Spatial
 - D. Problem Solution
 - E. Cause and Effect
8. All crocodilians are reptiles with long snouts, long tails, four short legs, tough skin, and sharp teeth. Members of the crocodilian family include alligators, crocodiles, caimans, and gavials. Crocodilians live in warm weather throughout the year and they spend part of their time in the water and part of their time on land. Almost all crocodilians grow to be very large, with the largest more than twenty feet long. There are two kinds of alligators, 14 kinds of crocodiles, eight kinds of caimans, and one kind of gavial.

Underline the signal words

The structure of this paragraph is best described as:

.

- A. Problem Solution
- B. Cause and Effect
- C. Compare and Contrast
- D. Descriptive
- E. Chronological or Sequence

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Skill Drill Practice Activities– Identifying Organizational Text Structure

9. Recently, scientists have gained an understanding of a crocodile’s reproductive activity. Crocodiles mate in the water, where the buoyancy keeps them from crushing each other. Prior to mating, there are stylized postures, jumping, submerged bubble blowing, and snout contact. After mating, hard-shelled eggs are laid in a nest, in a hole scooped in the sand. When it is time to hatch, the infant crocodiles begin a loud chirping sound that leads the female to the nest, which she excavates. Finally, when all the babies are accounted for, the mother crocodile transports them to the shallow water where they will remain under adult protection for weeks or months.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Cause and Effect
- B. Problem Solution
- C. Compare and Contrast
- D. Spatial
- E. Chronological or Sequence

10. On the river banks of the Nile River, home to some crocodiles, there are many kinds of birds, sometimes called crocodile birds because they are always hopping around crocodiles. The big crocodiles and the birds are useful to each other for several reasons. The birds eat flies and leeches that they find on the crocodiles skin and mouths. In this way, the birds get a good meal and the crocodiles get rid of the leeches and flies. Sometimes an enemy frightens the birds who scream and fly away. As a result of the noise, the birds give the crocodiles a warning of danger.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Descriptive
- B. Problem Solution
- C. Cause and Effect
- D. Compare and Contrast
- E. Chronological or Sequence

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13. <http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/>

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Skill Drill Practice Activities– Identifying Organizational Text Structure

11. In most parts of the world there are not as many crocodiles as there used to be. This is a problem because crocodiles are becoming endangered and also crocodiles are necessary to the balance of nature. Many crocodiles have died because people dried up the swamps and marshes where the crocodiles live. Poachers have also contributed to the dilemma as crocodiles have been desired for their strong, smooth, leathery skins. In order to preserve these mighty creatures, people must take care of the crocodiles' environment and help put a stop to the needless shooting of these animals.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Chronological or Sequence
- B. Descriptive
- C. Problem Solution
- D. Cause and Effect
- E. Compare and Contrast

12. Alligators and crocodiles along with their relatives the caimans and the gavials, are very much alike. These crocodilians are reptiles with long snouts, long tails, four short legs, tough skin, and sharp teeth. There are some differences, however. Gavials have the longest snout and the most teeth. Some people say that alligators and crocodiles differ in the shape of their snouts and the positioning of their teeth. Zookeepers say that crocodiles move faster than alligators and have nastier dispositions.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Problem Solution
- B. Chronological or Sequence
- C. Descriptive
- D. Cause and Effect
- E. Compare and Contrast

"Text Structure." E Reading Worksheets. EReadingWorksheets.com. WEB. 3 March

13. <http://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/>

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Skill Drill Practice Activities– Identifying Organizational Text Structure

13. The earth’s crust is made up mostly of hard, rocky substances, though some of these substances have crumbled into dirt from years of exposure to wind and rain and roots of plants. That crust is many miles thick (though the part under the ocean is thinner than the part on the land). Underneath the crust is a layer called the mantle. The mantle is about 1,800 miles thick. Below the mantle is the earth’s core, which is made up of two layers called the inner core and outer core.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Problem Solution
- B. Chronological or Sequence
- C. Descriptive and Spatial
- D. Cause and Effect
- E. Narrative

14. After a long day at school, I came home and pulled out the bread, the peanut butter, and the jelly. Next, I took off the jar lids and I used a knife to spread the peanut butter and the jelly on one side of the bread. Then, I put the two pieces of bread together. After that, I enjoyed eating my peanut butter and jelly sandwich while watching TV.

Underline the signal words.

The structure of this paragraph is best described as:

- A. Cause and Effect
- B. Compare and Contrast
- C. Descriptive and Spatial
- D. Chronological or Sequence
- E. Problem Solution and Narrative

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Skill Drill Practice Activities– Identifying Organizational Text Structure

Answers – Skill Drill – Identifying Organizational Text Structure

1	C
2	A
3	B
4	C
5	E
6	C
7	C
8	D
9	E
10	C
11	C
12	E
13	C
14	D

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Skill Drill Practice – Conveying the Author’s Intent

NOTE: This is a skill drill activity designed to practice the NEW SOL Question Format which requires students to select four words that convey the author’s intent. Students MUST select all four correct words for the answer to be counted as correct.

Hearing Hazards

1. Read this paragraph.

The American Speech and Hearing Association has estimated that 40 million Americans are subjected every day to dangerously high levels of noise. Sound is measured in decibels, and studies show that permanent hearing impairment can result from exposure to sound levels of about 85 decibels. Many high decibel noises come from machines, but machines are not the only producers of painfully loud noises. A screaming baby, at 90 decibels, is more damaging to the sensitive inner ear than a vacuum cleaner at 70 decibels, street traffic at 75 decibels, or an alarm clock at 80. Prolonged exposure to the blare of a jackhammer, whose noise level reaches 100 decibels, a power mower at 105 decibels, an auto horn at 120 decibels, or a jet engine at 140 decibels can cause permanent damage to a person’s hearing.

Which four words from this excerpt convey the author’s intent to capture the sense of urgency to protect your hearing?

You must select all four correct words for your answer to be correct.

- A dangerously
- B permanent
- C impairment
- D exposure
- E painfully
- F sensitive
- G jackhammer
- H damage

Pauk, Walter. (1999). 6-Way Paragraphs in the Content Area: Advanced Level. New York: Jamestown Education Glencoe Publications.

Skill Drill Practice – Conveying the Author’s Intent

Missing and Presumed Dead

2. Read this paragraph.

The Anastasia story is equally bizarre. In July 1918 the entire family of Czar Nicholas II of Russia was assassinated by Bolshevik revolutionaries in Siberia. Almost immediately rumors began that the youngest daughter, 17-year-old Anastasia, had been spared, and pretenders began to proliferate: one, a woman named Anna Anderson, claimed to be Anastasia until her death in 1984. But DNA testing has laid this story to rest: Anderson was proven to be a fraud, and the remains of all of Nicholas’s children were found and identified at the assassination site.

Which four words from this excerpt convey the author’s intent to capture the sense of promoting fake myths about missing people?

You must select all four correct words for your answer to be correct.

- A story
- B assassinated
- C revolutionaries
- D rumors
- E pretenders
- F claimed
- G fraud
- H identified

Skill Drill Practice – Conveying the Author’s Intent

The Work of the WPA

3. Read this paragraph.

The Great Depression that followed the stock market crash of 1929 saw hundreds of thousands of Americans out of work. In this era of great fear and despair, citizens looked desperately to the federal government for assistance. Of all the programs devised by President Roosevelt when he took office in 1932, few were more criticized—or had more lasting impact --- than the Work Projects Administration, better known as the WPA.

Which three words from this excerpt convey the author’s intent to capture the sense of hopelessness in the American people?

You must select all three correct words for your answer to be correct.

- A work
- B fear
- C despair
- D desperately
- E assistance
- F devised
- G impact

Pauk, Walter. (1999). 6-Way Paragraphs in the Content Area: Advanced Level. New York: Jamestown Education Glencoe Publications.

Skill Drill Practice – Conveying the Author’s Intent

The Trail of Tears

4. Read this paragraph.

During the settlement of America by Europeans, many American Indian groups were driven off lands they had inhabited for generations. One of the most shameful episodes of forced evacuation was the Cherokee Indians, who were moved from the eastern United States all the way to Oklahoma. This long, bitter journey, during which over 4,000 people died, was known to the Cherokee as “The trail Where They Cried,” or “The Trail of Tears.”

Which four words from this excerpt convey the author’s intent to capture the sense of feelings encountered by the Cherokee Indian population?

You must select all four correct words for your answer to be correct.

- A driven
- B shameful
- C forced
- D bitter
- E died
- F cried
- G tears

Skill Drill Practice – Conveying the Author’s Intent

Discovering a Treasure Worth Billions

5. Read this paragraph.

Thompson developed an interest in underwater salvage as a young man. He quickly became determined to find a way to explore deep-sea wrecks. In the mid 1980s, when Thompson began his exploratory forays, no accurate equipment was available. So Thompson and his crew developed their own. They devised a huge remote operating vehicle weighing over 6,000 pounds and equipped it with

Which four words from this excerpt convey the author’s intent to capture the creative abilities and persistence of Tommy Thompson?

You must select all four correct words for your answer to be correct.

- A interest
- B salvage
- C determined
- D deep-sea
- E exploratory
- F developed
- G devised
- H remote

Skill Drill Practice – Conveying the Author’s Intent

The Master Forger

6. Read this paragraph.

William Henry Ireland claimed that the works he forged were written by Shakespeare. He based his claim on a deed, supposedly signed by Shakespeare, in which the bard bequeathed certain of his books and papers to a William Henry Ireland, who young Ireland claimed as an ancestor. His inheritance, the boy revealed, consisted of letters by Shakespeare to his wife, two plays, and legal contracts and receipts signed by the playwright. Outstanding scholars, critics, and poets examined the “finds,” and, except for Edmund Malone, the leading Shakespearean expert of the day, all proclaimed them authentic. Richard Sheridan bought the play *Vortigern and Rowena* and produced the drama with a star cast at his Drury Lane theatre.

Which three words from this excerpt convey the author’s intent to show the fake documents were real?

You must select all three correct words for your answer to be correct.

- A deed
- B ancestor
- C consisted
- D legal
- E critics
- F except
- G authentic

Skill Drill Practice – Conveying the Author’s Intent

Tulipmania

7. Read this paragraph.

Tulips were so bright and beautiful that many people **desired** them. And so the price kept **escalating**. The most **popular** tulips of all had alternating broken stripes of two different colors. These so-called bizarre patterns, which were actually caused by a tulip virus, meant that every single tulip had a **unique** look. So **prized** were such tulips that in 1624 certain **varieties** of them were selling for \$1,500 a bulb! A short time later that price had **skyrocketed** to \$2,250.

Which four words from this excerpt convey the author’s intent to convey that people really wanted these special tulips and were willing to pay money for these exotic flowers?

You must select all four correct words for your answer to be correct.

- A desired
- B escalating
- C popular
- D unique
- E prized
- F varieties
- G skyrocketed

Pauk, Walter. (1999). 6-Way Paragraphs in the Content Area: Advanced Level. New York: Jamestown Education Glencoe Publications.

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Skill Drill Practice – Conveying the Author’s Intent

The Kingly Monarch Butterfly

8. Read this paragraph.

Every year in the late summer monarchs begin their trek to the south. Those heading for Mexico go first for the Louisiana-Mississippi region, then fly across the Gulf of Mexico into Texas (some have been spotted overnighting on oil platforms in the gulf). Once in Mexico, they establish themselves in one of about fifteen sites in a mountain forest filled with fir trees. Each site provides a winter home for millions of monarchs. The butterflies are so numerous that they often cover entire trees. When spring comes, they begin their long journey north.

Which three words from this excerpt convey the author’s intent to convey that monarch butterflies are transient?

You must select all three correct words for your answer to be correct.

- A trek
- B region
- C fly
- D establish
- E millions
- F numerous
- G journey

Pauk, Walter. (1999). 6-Way Paragraphs in the Content Area: Advanced Level. New York: Jamestown Education Glencoe Publications.

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Skill Drill Practice – Conveying the Author’s Intent

ANSWER KEY for Practice Paragraphs – Conveys the author’s intent

1	A C E H
2	D E F G
3	B C D
4	B D F G
5	C E F G
6	A D G
7	A C D E
8	A C G

Pauk, Walter. (1999). 6-Way Paragraphs in the Content Area: Advanced Level. New York: Jamestown Education Glencoe Publications.

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Skill Drill Practice – Identifying the Author’s Purpose

Name: _____

Author’s Purpose Activity #1

Directions: Read the descriptions of each item and determine the author’s purpose in writing it (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

3. An instructional booklet describing how to operate an MP3 player

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

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Skill Drill Practice – Identifying the Author’s Purpose

4. An article where the author argues that an IPOD music player is better than a ZUNE

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

5. A poem about why the IPOD is the greatest consumer electronic device ever made

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

6. The story of a young athlete who takes steroids and his life and future fall apart

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

7. A medical report describing the effects of steroids on the human body

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

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Skill Drill Practice – Identifying the Author’s Purpose

8. A speech written by Jose Canseco listing the negative effects of steroids and urging young athletes to not use steroids

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

9. A booklet containing the school rules and the consequences for violating those rules

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself

Author’s Purpose: _____

Explain Your Answer:
Write a sentence or two.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

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Skill Drill Practice – Identifying the Author’s Purpose

Author’s Purpose Activity #1 - ANSWERS

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

Stories are written to entertain. This is a story.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Author’s Purpose: Inform

Explain Your Answer:

Write a sentence or two.

This text provides information about the Great Depression. Therefore, it was written to inform.

3. An instructional booklet describing how to operate an MP3 player

Author’s Purpose: Inform

Explain Your Answer:

Write a sentence or two.

This text is an instruction manual. Therefore, it was written to inform.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

ANSWERS

Skill Drill Practice – Identifying the Author’s Purpose

4. An article where the author argues that an IPOD music player is better than a ZUNE

Author’s Purpose: Persuasive

Explain Your Answer:

Write a sentence or two.

The author is attempting to influence the reader. Therefore, it was written to persuade.

5. A poem about why the IPOD is the greatest consumer electronic device ever made

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

The main purpose for writing poems and stories is to entertain, even if a lesson can be learned or a reader could be influenced.

6. The story of a young athlete who takes steroids and his life and future fall apart

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

Although readers could learn a lesson, the main purpose of a story is to entertain the reader.

7. A medical report describing the effects of steroids on the human body

Author’s Purpose: Inform

Explain Your Answer:

Write a sentence or two.

This text provides information. Therefore, the author's purpose is to inform.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website: <http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

Skill Drill Practice – Identifying the Author’s Purpose

8. A speech written by Jose Canseco listing the negative effects of steroids and urging young athletes to not use steroids

Author’s Purpose: Persuade

Explain Your Answer:

Write a sentence or two.

The author is attempting to influence or persuade the reader to not use steroids.

9. A booklet containing the school rules and the consequences for violating those rules

Author’s Purpose: Inform

Explain Your Answer:

Write a sentence or two.

This text provides information on what may happen if students get caught violating rules.

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

The main purpose of a narrative is to entertain the reader.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

Skill Drill Practice – Identifying the Author’s Purpose

Name _____

Author’s Purpose Activity 2

Directions: Read the descriptions of each item and determine the author’s purpose in writing it (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A pamphlet urging people not to eat animals or use products made from animals or animal suffering because the author thinks that is cruel and unnecessary

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

2. A book of over 1,000 knock-knock jokes

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

3. A cook book containing recipes for making cakes, cookies, and other desserts

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Skill Drill Practice – Identifying the Author’s Purpose

4. The story of a young woman who, after the death of her grandfather, quit her job in the business world and returned home to help her aging grandmother

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

5. A politician’s speech about how health insurance should be provided to all families

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

6. A poem about a “packrat,” a person who refuses to throw things away, even things that most people would consider garbage

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

7. An article comparing and contrasting American and European health care systems

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

Skill Drill Practice – Identifying the Author’s Purpose

8. The Shakespeare tragedy Romeo and Juliet, where two young lovers are forbidden from seeing one another due to a centuries old blood feud between their two families

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

9. A young girl’s note to her parents giving reasons why they should buy a puppy

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

10. The horoscope section in a magazine predicting how things may happen for people based on the month in which they were born

Author’s Purpose: _____

Explain Your Answer:

Write a sentence or two.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

Skill Drill Practice – Identifying the Author’s Purpose

Author’s Purpose Activity 2 - ANSWERS

Directions: Read the descriptions of each item and determine the author’s purpose in writing it (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A pamphlet urging people not to eat animals or use products made from animals or animal suffering because the author thinks that is cruel and unnecessary

Author’s Purpose: Persuade

Explain Your Answer:

Write a sentence or two.

This text is attempting to influence the reader. Therefore, the author's purpose is to persuade.

2. A book of over 1,000 knock-knock jokes

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

This text is intended to entertain the reader, even if the jokes aren't funny.

3. A cook book containing recipes for making cakes, cookies, and other desserts

Author’s Purpose: Inform

Explain Your Answer:

Write a sentence or two.

Instructions and directions are written to provide the reader with information or to inform.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

Skill Drill Practice – Identifying the Author’s Purpose

4. The story of a young woman who, after the death of her grandfather, quit her job in the business world and returned home to help her aging grandmother

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

Stories are written to entertain. A lesson may be learned, but the main purpose is to entertain.

5. A politician’s speech about how health insurance should be provided to all families

Author’s Purpose: Persuade

Explain Your Answer:

Write a sentence or two.

This text attempts to influence or persuade the reader.

6. A poem about a “packrat,” a person who refuses to throw things away, even things that most people would consider garbage

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

Poems, dramas, and narratives are written to entertain. This is a poem.

7. An article comparing and contrasting American and European health care systems
Author’s Purpose: Inform

Explain Your Answer:

Write a sentence or two.

This text provides information. Compare and contrast texts are generally written to inform.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:
<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

Skill Drill Practice – Identifying the Author’s Purpose

8. The Shakespeare tragedy Romeo and Juliet, where two young lovers are forbidden from seeing one another due to a centuries old blood feud between their two families

Author’s Purpose: Entertain

Explain Your Answer:

Write a sentence or two.

Poems, narratives, and dramas are written to entertain. This is a drama.

9. A young girl’s note to her parents giving reasons why they should buy a puppy

Author’s Purpose: Persuade

Explain Your Answer:

Write a sentence or two.

The young girl is attempting to persuade her parents.

10. The horoscope section in a magazine predicting how things may happen for people based on the month in which they were born

Author’s Purpose: Inform or Entertain

Explain Your Answer:

Write a sentence or two.

Depending on your views of astrology, this text is either written to inform or entertain. If one buys into the concept of astrology, then they might believe that this text is informative. If one does not, then they might believe that this text is written for entertainment purposes.

Author Purpose Activity. (n.d.). Retrieved March 4, 2013, from ereading.com website:

<http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-worksheet-answers.html>

Submitted by Jane Haugh / X:Drive / SOL Booklet / Skill Drill Practice – Identifying the Author’s Purpose / 2013

NEW SOL Question Formats

pp. 159-169

Note:

Below is a list of the NEW SOL Question Formats derived from VA DOE Test Nav sample items. Specific examples from Test Nav are provided on the following pages. Use these formats to create questions for passages of your choice.

- The details in the paragraph reveal that:
- Paragraph 5 suggests that:
- In this sentence, the word effaced means:
- Which three words from this excerpt convey the author's intent to:
- Which sentence best expresses the main idea of paragraph 5 and 6?
- The description of Lydia's experience relates to readers because:
- The reader may best infer that:
- How does the setting influence Lydia's point of view?
- The author uses figurative language in this sentence to suggest that:
- Which of the following words does NOT contribute to the general tone of the passage?
- Which of the following words does NOT contribute to the characterization of Holly?
- The comparison between ___ and ___ is best described as a:
- The overall tone of this selection can best be described as:
- The organizational structure of this passage is best described as:

NEW SOL Reading Question format

Read the sentence from paragraph 2.

She knew the clattering wagons were bound for Boston proper, but the vague tangle of streets across the Broadway bridge surfaced in her mind with the sound of the horses and re-submerged with its diminishment.

The details in this sentence reveal that Lydia was:

- A. unfamiliar with navigating the area beyond the bridge.
- B. often annoyed by the commotion outside.
- C. curious about the pathways the horses took.
- D. sometimes too distracted to notice her surroundings.
- E. confused by the pattern of echoing sounds.

Answer: unfamiliar with navigating the area beyond the bridge.

TESTING Vocabulary students need to know:

- | | |
|---|--|
| <ul style="list-style-type: none">• bound• Boston proper• vague | <ul style="list-style-type: none">• re-submerged• diminishment• navigating• commotion |
|---|--|

NEW SOL Reading Question format

Paragraph 5 suggests that Dan Kilkenny had:

- A. extraordinary mental discipline
- B. more than one job
- C. exceptional physical strength
- D. plans to retire soon

Answer: C

TESTING Vocabulary students need to know:

<ul style="list-style-type: none"> • mental discipline • retire 	
---	--

NEW SOL Reading Question format

Read this sentence from paragraph 5.

There the salt hay, sawdust, and straw effaced the airborne tang of leather and glue from the nearby shoe factory and muted the call of the ragman.

In this sentence, the word effaced means:

- A. called into question
- B. supported with ease
- C. reduced to nothing
- D. brought to mind

Answer: C – reduced to nothing

TESTING Vocabulary students need to know:

<ul style="list-style-type: none"> • salt hay • effaced • airborne tang of leather 	<ul style="list-style-type: none"> • muted • call of the ragman (historical reference)
---	--

NEW SOL Reading Question format

Read this excerpt from paragraph 6.

Which **three words from this excerpt convey the author's intent** to capture the sense of beauty and joy?

At the **sight** of Dan Kilkenny's brood, the iceman would **toss** out an extra block, the **surplus ice** arcing toward the street in a **dream** of captured light before exploding into **frozen bliss** on the cobbles. **Decorum** was traded for the **fleeting comfort** of ice pressed into the perfect place.

You must select all three correct words for your answer to be correct.

Answers: dream, bliss, comfort

TESTING Vocabulary students need to know:

- | | |
|--|---|
| <ul style="list-style-type: none"> • convey • author's intent • capture a sense of • brood • iceman • arcing | <ul style="list-style-type: none"> • bliss • cobbles • decorum • fleeting |
|--|---|

More sample questions on next page

Which sentence **best expresses the main idea** of paragraph 5 and 6?

- A. Lydia was certain Heaven resembled the interior of her father's ice wagon: a dark place, cool and quiet.
- B. On very hot days there was no need to confer in advance.
- C. The lot of them would be playing ball in Commonwealth Park, or ambling toward the beach at city point, or playing marbles or Kick the Wicket on the street.
- D. Ice bent the iron rule of summer for a few precious moments before the heat clamped down again.

Answer: D Ice bent the iron rule of summer for a few precious moments before the heat clamped down again

TESTING Vocabulary students need to know:

<ul style="list-style-type: none">• best expresses the main idea• resembled• ice wagon• confer	<ul style="list-style-type: none">• commonwealth• ambling• city point• Kick the Wicket• iron rule of summer
---	---

More sample questions on the next page

Read this sentence from paragraph 7.

Then in the fifth grade, Lydia saw a city map and realized her entire world was the smallest finger of Boston's broad hand.

The description of Lydia's experience relates to readers because they:

- A. Understand her perspective of being in fifth grade
- B. Recognize the usefulness of such complex maps
- C. Can imagine the size of Lydia's neighborhood by referring to their own hands
- D. Can sense how overwhelming a crowded city can be for a girl Lydia's age

Answer: C – can imagine the size of Lydia's neighborhood by referring to their own hands

TESTING Vocabulary students must know:

- Boston's broad hand
- experience relates to the readers because
- perspective

NEW SOL Reading Question format

Based on this selection, the **reader may best infer** that Lydia:

Refer to the entire passage to answer this question.

- A. Learned how to ride a sled from her brother
- B. Had lived her entire life with her family in South Boston
- C. Frequently crossed the bridge to shop with her mother
- D. Was determined to improve her neighborhood in her neighborhood in South Boston

Answer: B - had lived her entire life with her family in South Boston

TESTING Vocabulary students need to know:

<ul style="list-style-type: none">• the reader may best infer that...	
---	--

NEW SOL Reading Question format

Click on the correct answer.

How does the setting of South Boston in the early 1900s influence Lydia’s point of view?

Select the correct answer

- A. The city’s noisy streets make Lydia appreciative of nature.
- B. The variety of neighborhood salesmen inspires Lydia to start a business.
- C. The passing commerce makes Lydia curious about other places.
- D. The area’s unique organization compels Lydia to map the city.
- E. The constant social activity makes Lydia aware of time’s passage.

Answer: C - passing commerce makes Lydia curious about other places.

TESTING Vocabulary students need to know:

<ul style="list-style-type: none">• setting• 1900s• point of view• appreciative• salesmen	<ul style="list-style-type: none">• commerce• compels• time’s passage
---	---

More questions on next page

NEW SOL Reading Question format

Read this sentence and answer the questions.

When Janice joined the group of disgruntled employees, she was a breath of fresh air because of her cheery disposition.

The author uses figurative language in this sentence to suggest that Janice:

- A. changed the decision of the group
- B. was a positive influence in the group
- C. liked to make jokes in front of the group
- D. wanted to be a leader for the group

Answer: B – was a positive influence in the group

TESTING Vocabulary students need to know:

<ul style="list-style-type: none">• disgruntled• disposition	<ul style="list-style-type: none">•
---	---

NEW SOL Reading Question format

Which of the following words does NOT contribute to the general tone of the passage?

- a. Dangerous
- b. Safe
- c. Worst
- d. Terrible
- e. Killed
- f. Dead

Comparing Paired Passages on the same topic

- **Compare the Author's Purpose for the passages**
- **Compare the Author's Tone for the passages**
- **Compare the Author's Intended Audience for the passages**

NEW SOL Reading Question format

The Wizard of Wall Street

Which of the following words does NOT contribute to the characterization of Holly Green?

- A. Rich
- B. Charity
- C. Cheap
- D. Save
- E. Tight-fisted

NEW SOL Reading Question format

The comparison between small ears and small rooms is best described as a/an:

- A. Simile
- B. Anecdote
- C. Analogy
- D. Personification

NEW SOL Reading Question format

The overall tone of this selection can best be described as:

- A. Melancholy
- B. Optimistic
- C. Scholarly
- D. Sarcastic

NEW SOL Reading Question format

The structure of this passage is best described as:

- A. Chronological
- B. Compare/contrast
- C. Narrative
- D. Descriptive
- E. Cause Effect
- F. Narrative
- G. Point of View
- H. Problem/ Solution

Reading and Thinking About Text

- **Transactional Strategy Instruction – Overview** pp. 171-172
- **Transactional Strategy Instruction Graphic Organizer** p. 173
- **Thinking Strategies: Before, During, and After Reading – Foldable** p. 174
- **THINK SHEET – Paired Passages – Handout** p. 176
- **8 Types of Text Structure – Handout** p. 178

Transactional Strategy Instruction

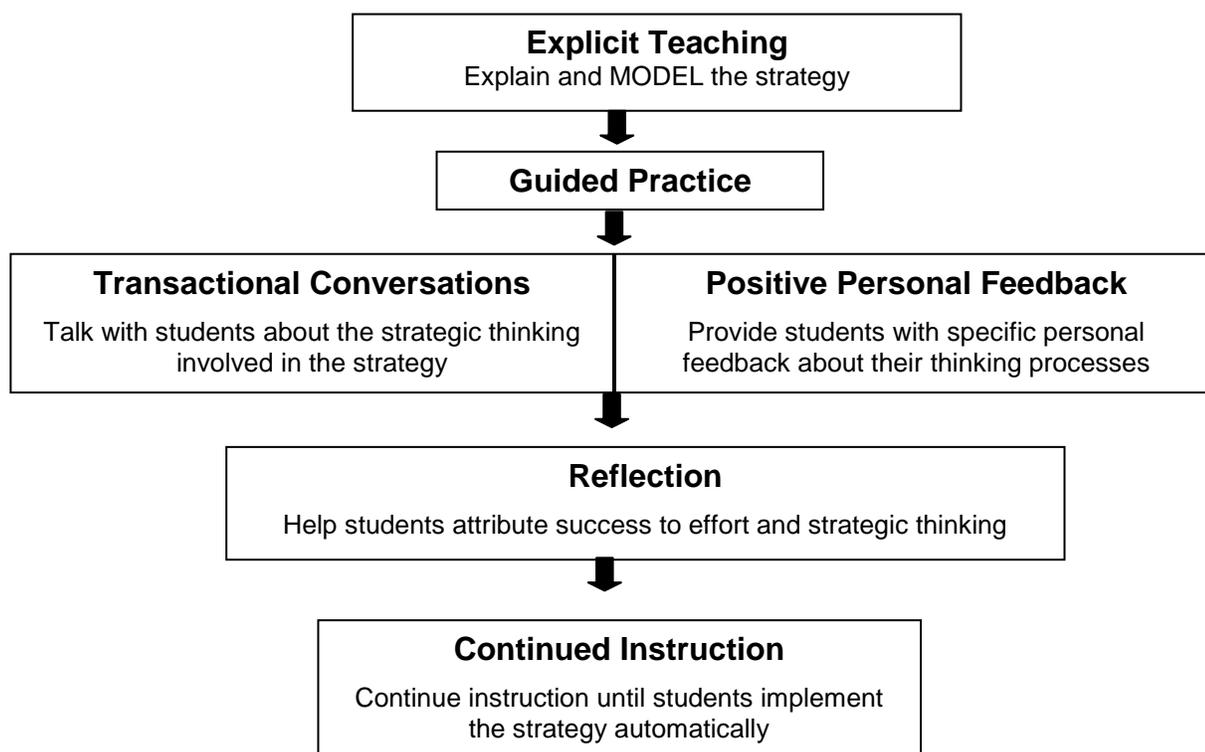
Transactional strategy instruction is an instructional process designed to help students learn, apply, and self-regulate the implementation of cognitive strategies during reading (Pressley, 2000).

During transactional strategy instruction, teachers explicitly explain

- (1) what the strategy is that can be used to accomplish a specific task,
- (2) why and how the strategy facilitates learning and
- (3) how and when to use the strategy (Gaskins, 2009).

Next, the teacher thinks-aloud and models the thinking involved in strategy implementation. Students are provided guided practice sessions using the strategy. During guided practice, the teacher and students talk about their thinking as they apply the strategy. Guided practice sessions also involve the teacher giving students positive personal feedback about their thinking as they implement the strategy (Pressley, 1997, 1997, 2000).

After the guided practice sessions, the teacher encourages students to reflect upon their efforts. Specifically, the teacher encourages students to intrinsically attribute their success to their efforts and strategy implementation. Transactional Strategy Instruction continues until students are able to implement the strategy automatically.



Transactional strategy instruction can be used to help students learn, apply, and self-regulate:

- Expert Thinking strategies for Before, During, and After Reading
 - Connecting Background Knowledge of the topic
 - Questioning
 - Predicting
 - Visualizing
 - Reacting to the text
 - Inferring the author's purpose and the intended audience
 - Identifying organizational text structures
 - monitoring reading and using fix-up strategies to clarify confusion
 - Summarizing the text to determine the main idea
 - Inferring the meaning of unknown words using text clues
- Inference Comprehension Strategies
- Test-taking strategies
- Writing strategies

References

Gaskins, I. (2009). Strategy Instruction. Retrieved March 3, 2013, from education.com website:
<http://www.education.com/reference/article/strategies-instruction/>

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 545-561). Mahwah NJ: Erlbaum.

Pressley, M., & El-Dinary, P.B. (1997). What we know about translating comprehension strategies instruction research into practice. *Journal of Learning Disabilities, 30*, 486-488.

Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J., Almasi, L., & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal, 92*, 511-554.

Transactional Strategy Instruction

Explicit Instruction designed to help students learn, apply, and self-regulate strategic thinking processes.

Explicit Teaching

- Teacher **explains** the **purpose** of the thinking strategy to students.
- Teacher explains **why** and **how** the strategy helps you accomplish a task.
- The teacher explains **how** and **when** to use the strategy.
- Teacher **Thinks Aloud** and **Models using the strategy with authentic text.**

Guided Practice

Teacher provides students with **Guided Practice** sessions

Transactional Conversations

During guided practice, the teacher and the students talk about how they are thinking strategically using authentic texts.

Example:

Small groups of students practice inferring meaning from authentic texts. Students find clues or evidence in the text and talk about their Background Knowledge connections related to the clues and topic. Students and the teacher talk about blending text clues and background knowledge to infer meaning.

Positive Personal Feedback

During guided practice, the teacher provides students with **positive personal feedback.**

Example:

“You are using your **Higher Level Thinking** abilities. You are **Analyzing the text** and finding evidence and clues from the text. You are using your **Background Knowledge** to think about what you know about this topic. You are **Synthesizing or Blending** these thoughts to infer the meaning of this poem. You are using strategic thinking!”

Reflection

- At the end of the guided practice session, the teacher helps students **reflect** upon their **success.**
- The teacher helps students **attribute** their **success** to their **efforts and strategic thinking.**
- The teacher and students **celebrate** strategic thinking!

Continued Instruction

- Teacher continues **explicit teaching, guided practice, and reflection** until students apply the strategic thinking processes **automatically.**



Think Before, During, and After Reading



Before Reading

SURVEY and THINK

Think about the **TITLE**
What do you **KNOW** about the **TOPIC**?

Survey the text

Poetry

Fiction
Not True

Nonfiction
Real Facts

- Regular
- Blank Verse
- Free Verse

- Novels
- Short stories
- plays

- magazine
- newspaper
- online source
- biography
- research paper
- business letter
- resume
- advertisement
- memoirs
- textbooks

Survey the Text Structure

- | | |
|---|---|
| <ul style="list-style-type: none"> • Descriptive • Compare/Contrast • Cause Effect • Chronological/Sequence | <ul style="list-style-type: none"> • Problem/Solution • Point of View • Spatial • Narrative |
|---|---|

Ask yourself:

What is the Author's or Speaker's **PURPOSE**?

Who is the intended Audience?

Why ...? When ...? Where ...? How ...?

Survey each Test Question

During Reading

READ and Use STRATEGIES

Change the **Title** to a Question
then
Read to answer your question

Read to figure out:

What is the Author's or Speaker's **PURPOSE**?

Who is the intended Audience?

Why ...? When ...? Where ...? How ...?

As you read:

- **Think about what you KNOW about the topic ...**
- **Connect the text to:**
 - your life experiences
 - your world of TV /movies/ internet
 - books or texts you've read
- **Predict**
- **Visualize**
- **React to your Discoveries**
- **React to your Feelings:** sad, happy
- **REREAD to clear up confusion**

Summarize each paragraph
to
figure out the Main Idea

After Reading

REREAD for CLUES

THINK...and REFLECT

- **Highlight the important parts of the test question.**

ANSWER each TEST QUESTION

- **REREAD the text** - Search for clues
- Determine the best 2 answers
- **SLASH the TRASH**

50 / 50 chance to WIN!!!

To answer Vocabulary Questions

- **REREAD** the sentences **BEFORE** and **AFTER** the unknown word.
- Locate **CLUES** in the text to figure out the unknown word

To Draw Conclusions or Infer

Analyze **CLUES** from the Text



+

Use **YOUR EXPERIENCE**

BLEND thoughts together to infer

Think Sheet - Paired Passages

Nonfiction TRUE FACTS

- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> • magazine • newspaper • online source | <ul style="list-style-type: none"> • biography • research paper • business letter | <ul style="list-style-type: none"> • resume • advertisement • memoir | <ul style="list-style-type: none"> • textbook • nonfiction book • directions/procedures |
|--|--|---|--|

Fiction NOT TRUE

- Novels
- Short stories
- plays

OR

POETRY

- Regular
- Blank Verse
- Free Verse

DIFFERENCES

List evidence from text

Author's Purpose

Intended Audience

Content of the Text

Theme

Similarities

List evidence from both texts

DIFFERENCES

List evidence from text

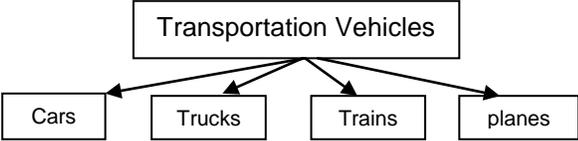
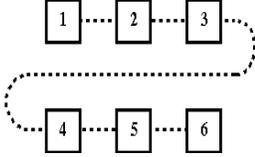
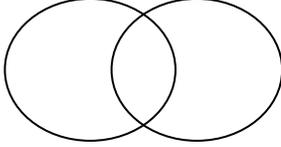
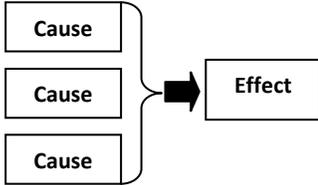
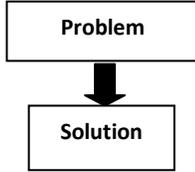
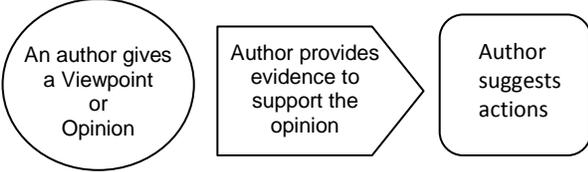
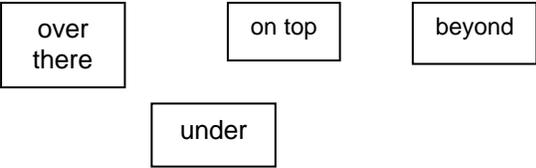
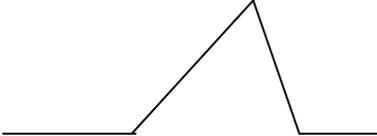
Author's or Speaker's Purpose

Intended Audience

Content of the Text

Theme

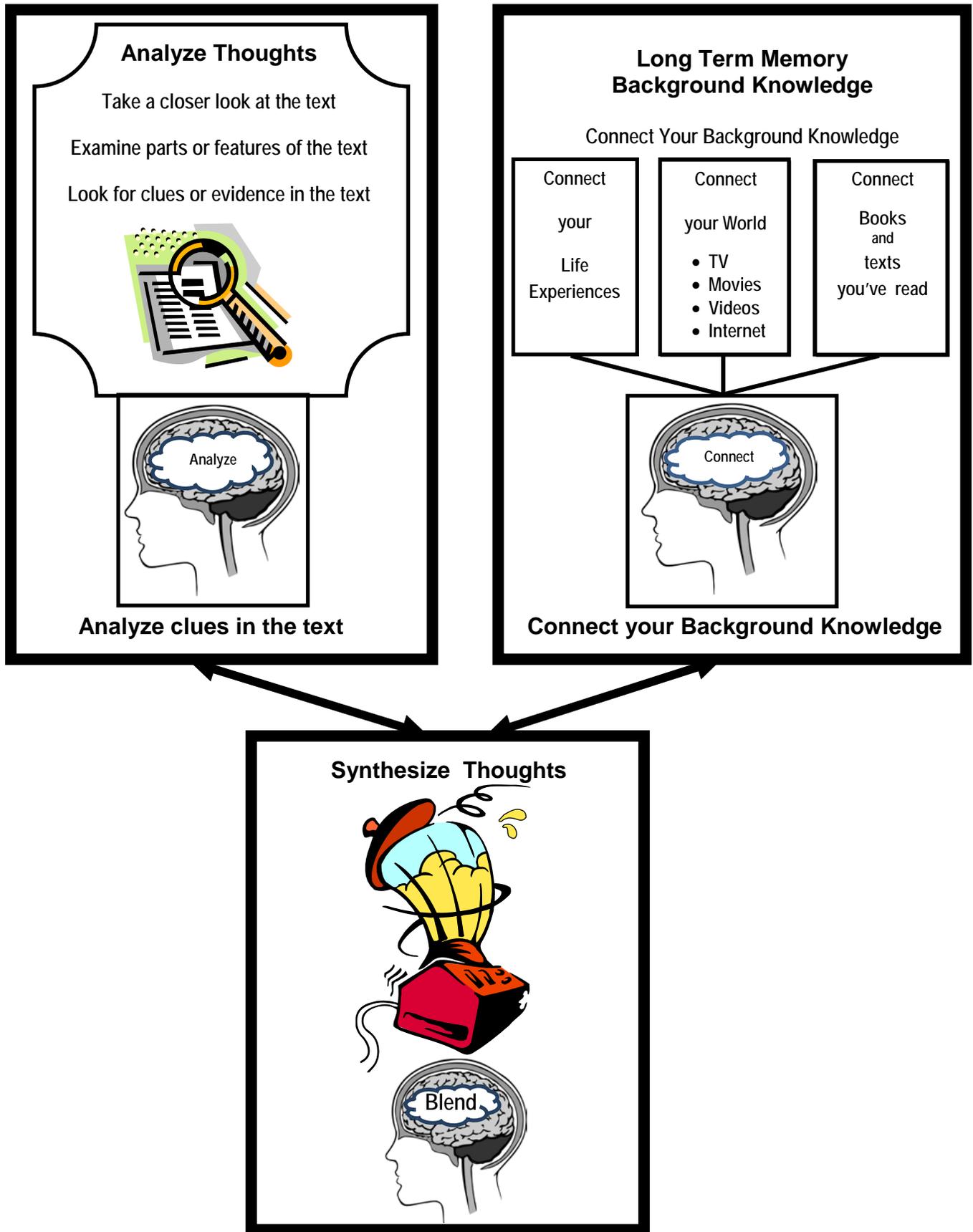
8 Text Structures

<p>Descriptive</p>	<p>Text that describes or defines a topic.</p> <p>Signal Words – for example, characteristics, for instance, such as , is like, including, to illustrate, features are, this means, to explain,</p>	
<p>Chronological or Sequence</p>	<p>Text that describes events using time order, steps, or procedures.</p> <p>Signal Words: Not long after, Now, As, Before, After, When, First, Second, Then, Finally, During, Until, since, later, previously, dates,</p>	
<p>Compare and Contrast</p>	<p>Text that shows similarities and differences.</p> <p>Signal Words: however, but, as well as, on the other hand, not only...but also, either., or while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, compared to, despite</p>	
<p>Cause and Effect</p>	<p>Text that explains a cause and an effect.</p> <p>Signal Words: because, as a result, resulted, caused, effect, because, since, therefore, consequently, as a result, this led to, so that, nevertheless, accordingly, if...then, thus, hence, due to, this led to....in this way</p>	
<p>Problem and Solution</p>	<p>Text that describes a problem and a solution.</p> <p>Signal Words: because, cause, since, therefore, consequently, as a result, this led to...in order to, so, so that, nevertheless, accordingly, if...then, thus</p>	
<p>Point of View</p>	<p>Text that gives an author's point of view, support for that view, and suggested actions to implement.</p> <p>Signal Words: in my opinion, definitely, obviously, in fact, absolutely, unquestionable, without a doubt, indeed, What are the person's views, How do they impact behavior, What contributed to their opinion</p>	
<p>Spatial</p>	<p>Text that describes where things are in space.</p> <p>Signal Words: up-down, far-near, over-under, in- out, next to, behind, beyond, across, above, below, to the right, etc.</p>	
<p>Narrative</p>	<p>Text that tells a story using characters, setting, plot, conflict, and resolution.</p> <p>Signal Words: characters, setting, conflicts</p>	

Inference Comprehension Resources

- **Inference Thinking – Poster** p. 181
- **Examples of Inference Comprehension** pp. 182-196
- **Reading Inferences in Everyday Situations** pp. 197-199
- **Inference Activities** pp. 200-202
- **Drawing Conclusions and Making Inferences – Instructional Activity** p. 203
- **Using Synonyms and Antonyms to Figure Out Unknown Words** pp. 204-212
- **SOL Test-taking Activities and Tips** p. 213
- **Information Literacy Warm-up Activity** pp. 214-217
 - This activity is included for extra practice to prepare for the E.O.C. SOL Writing Test.

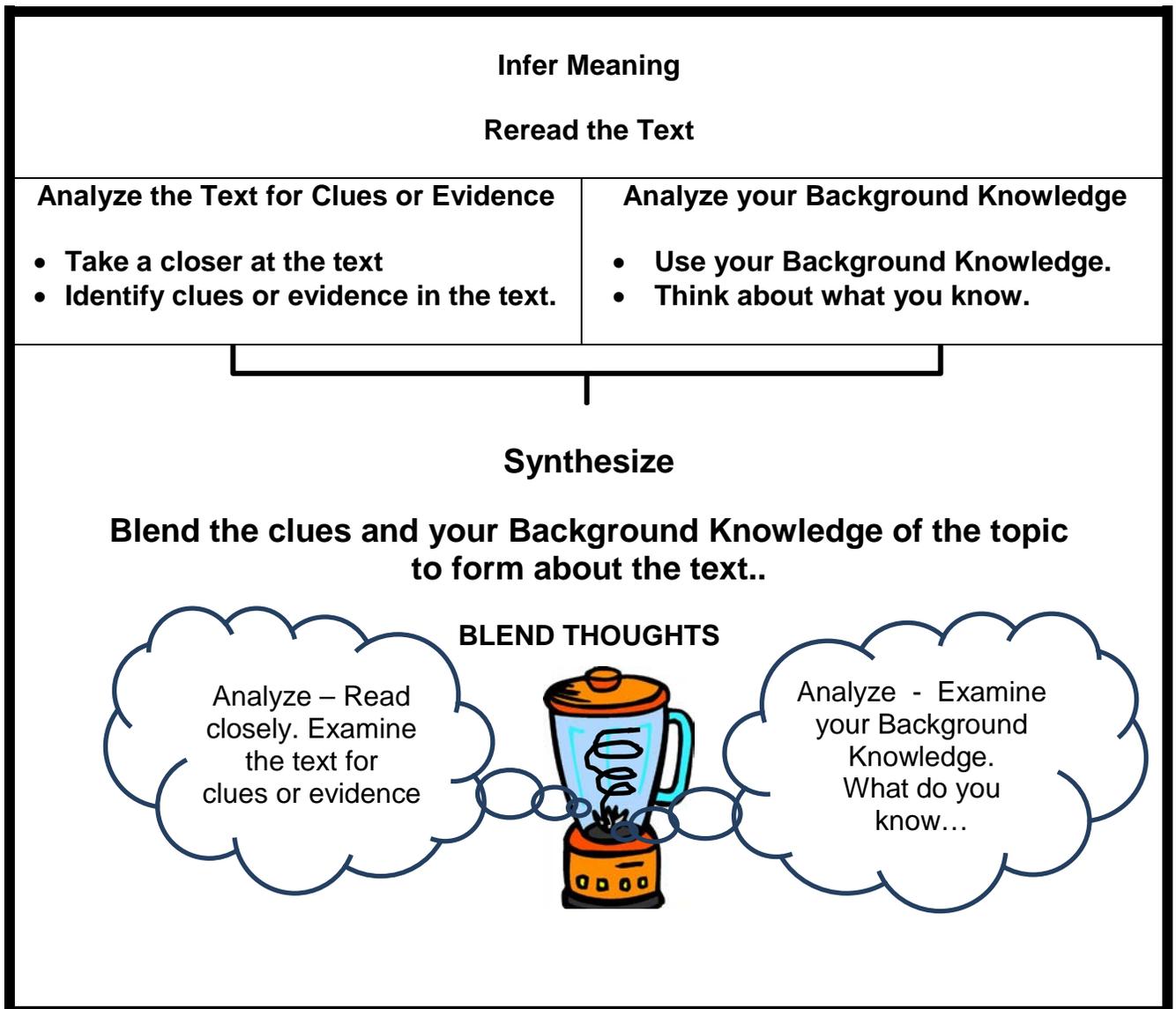
Inference Thinking Involves these Higher Level Thinking Abilities



INFERENCE Comprehension

Readers use their **Higher Level Thinking** abilities to infer meaning from text. Readers **Analyze** the text for clues or evidence and use **Background Knowledge** to think about what they know. Next, readers **Synthesize** or **Blend** these thoughts to form logical inferences about the text.

The visual below illustrates the blending of thoughts to form logical inferences about text.



We make inferences as we read. There are many types of inferences. Here's a list of inferences. Examples of the thinking involved in forming inferences are described on the following pages.

<ul style="list-style-type: none"> • Infer a location • Infer an occupation or pastime • Infer a time frame • Infer actions • Infer an instrument, tool, or device • Infer the cause and effect • Infer an object 	<ul style="list-style-type: none"> • Infer a category • Infer a problem and a solution • Infer an attitude or feeling • Infer the author's purpose • Infer the intended audience • Infer the meaning of an unknown word
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Infer a location	
Reread the Text	
<p>"While we roared down the tracks, we could feel the bounce and sway." Johnson & Johnson, 1986</p>	
<p>Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • roared • down the tracks • bounce and sway 	<p>Analyze your Background Knowledge</p> <p>"Hmmm... I'm thinking about what I know. I know that a train roars down a track and sways back and forth. I've been on a train and I've seen them on TV.</p>
<div style="border-top: 1px solid black; width: 80%; margin: 0 auto; margin-top: 10px;"></div> <p style="text-align: center;">Synthesize</p> <p style="text-align: center;">Blend the clues in the text with thoughts you know to formulate an inference.</p> <p style="text-align: center;">I infer that this part of the story takes place on a train because I know trains run on tracks and I've seen train cars bounce and sway on television shows. From the clues, I'm inferring that the characters are taking a train trip.</p>	

Infer an occupation or past time	
Reread the Text	
<p>"With clippers in one hand and scissors in the other, Chris was ready to begin the task." Johnson & Johnson, 1986</p>	
<p>Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • clippers in one hand • scissors in the other hand 	<p>Analyze your Background Knowledge</p> <p>"Hmmm.....In my background knowledge I've seen people with clippers in one hand and scissors in the other hand in a shop styling or cutting hair."</p>
<p>Synthesize</p> <p>Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>The text says clippers and scissor in hand. From my background knowledge, I know that people who use clippers and scissors cut hair like a barber or a hairstylist. From these clues, I'm inferring that Chris is a barber or a hairstylist getting ready to cut someone's hair."</p>	

Infer a Time Frame

Reread the Text

"When the porch light burned out, there was total darkness."
Johnson & Johnson, 1986

Analyze the Text for Clues or Evidence

- porch light
- burned out
- total darkness

Analyze your Background Knowledge

"Hmmm. I'm thinking about what I know. I know about porch lights. When they burn out at night, it is really dark."

Synthesize

Blend the clues in the text with thoughts you know to formulate an inference.

The clues from the text and my background knowledge cause me to infer that this scene takes place at night because if a porch light goes out, it gets very dark.

Infer an action	
Reread the Text	
<p>"Carol dribbled down the court and then passed the ball to Ann." Johnson & Johnson, 1986</p>	
<p>Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • dribbled down the court • passed the ball • carol is a girl • Ann is a girl 	<p>Analyze your Background Knowledge</p> <p>I'm using my background knowledge about basketball. I know that in basketball the player dribbles the ball and passes it to others as they run down the court .</p>
<p>Synthesize</p> <p>Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>With the clues in the text and what I know about basketball, I can infer that these two girls are playing basketball. I'm blending the clues in the text with my background knowledge.</p>	

Infer an instrument, tool, or device

Reread the Text

"With a steady hand, she put the buzzing device on the tooth."
Johnson & Johnson, 1986

Analyze the Text for Clues or Evidence

- steady hand
- buzzing device
- on tooth

Analyze your Background Knowledge

Yikes, I'm using my background knowledge about the dentist.

I'm hearing the drilling sound that could be the buzzing noise.

Synthesize

Blend the clues in the text with thoughts you know to formulate an inference.

I'm combining my knowledge of the dentist office with the clues in the text and the conclusion I'm drawing is that someone is using a drill to drill a hole in someone's tooth. Yuk."

Infer a Cause and Effect	
<p>Reread the Text</p> <p>"In the morning, we noticed that the trees were uprooted and homes were missing their rooftops." Johnson & Johnson, 1986</p>	
<p>Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • trees uprooted • homes missing rooftops 	<p>Analyze your Background Knowledge</p> <p>"Hmm.... From my experiences watching the news on TV, I know that tornados or bad storms have a terrible effect on trees and homes."</p>
<div style="border-top: 1px solid black; width: 80%; margin: 0 auto; margin-top: 20px;"></div> <p style="margin: 0 auto;">Synthesize</p> <p>Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>I am examining the clues from the text and thinking about what I know about uprooted trees and homes missing rooftops. I infer that a tornado caused this damage of uprooting trees and tearing off rooftops. I am making this inference because I've seen this type of destruction on TV and there is evidence from the text to support my inference.</p>	

Infer an object	
<p>Reread the Text</p> <p>"The broad wings were swept back in a "v", and each held two powerful engines." Johnson & Johnson, 1986</p>	
<p>Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • Broad wings • Swept back in V • 2 powerful engines 	<p>Analyze your Background Knowledge</p> <p>"Hmm.... I've seen jet airplanes have broad wings that are in a V shape. And I know jets have 2 powerful engines on each wing.</p>
<div style="border-top: 1px solid black; width: 80%; margin: 0 auto; margin-top: 20px;"></div> <p style="margin: 0 auto;">Synthesize</p> <p>Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>The text says this object has broad sweptback wings and 2 powerful engines. In my background knowledge I know that jets have these characteristics. I infer that the object is a jet engine.</p>	

Infer a category

Reread the Text

"The Saab and Volvo were in the garage, and the Audi was out front."
Johnson & Johnson, 1986

Analyze the Text for Clues or Evidence

- Saab, Volvo, Audi
- garage
- parked out front

Analyze your Background Knowledge

"Hmm.... In my background knowledge, I know that you park cars in a garage and in front of your house. I also know what an Audi is because my neighbor has this type of car."

Synthesize

Blend the clues in the text with thoughts you know to formulate an inference.

"Hmmm.....The text says "in the garage" and "parked out front" and I know from my background knowledge that cars are parked in garages or parked in front of your house. I infer that the Saab and Volvo are cars based on the clues in the text and my knowledge of garages. Also, I know the Audi is a car so I'm inferring that the Saab and Volvo are also cars."

Infer a problem and solution	
<p>Reread the Text</p> <p>"The side of his face was swollen, and his tooth ached." Johnson & Johnson, 1986</p>	
<p>Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • Face swollen • Tooth ached 	<p>Analyze your Background Knowledge</p> <p>"Hmm.... In my background knowledge I know that if your face is swollen and your tooth aches, you probably have an infected tooth. I know I need help from a dentist if this happens to me."</p>
<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 15px; margin-bottom: 5px;"></div> <p style="margin: 0;">Synthesize</p> <p>Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>"Hmmm.....the clues from the text say" face swollen" and "tooth ached" and I know that a person with a swollen face and an tooth ache, must be in pain and should get immediate help from a dentist because something is infected. I infer that this person has a tooth ache and needs help."</p>	

Infer attitude or feeling

Reread the Text

"While I marched past in the junior high band, my dad cheered and his eyes filled with tears."

Johnson & Johnson, 1986

Analyze the Text for Clues or Evidence

- marched past
- in a band
- dad cheered
- dad's eyes filled with tears

Analyze your Background Knowledge

"Hmm.... In my background knowledge I know that sometimes parents tear up when they feel proud of their children. I remember my mom tearing up when I graduated from school."

Synthesize

Blend the clues in the text with thoughts you know to formulate an inference.

"Hmmm..... The clues in the text say that as the person marched past his/her dad and he cheered as his eyes filled with tears." In my background knowledge, I remember when my mom was proud of me at graduation and her eyes filled with tears. From the clues in the text and my background knowledge, I can infer that this person's dad is proud of his child's accomplishment and this brought tears of joy to his eyes."

Infer the author's purpose	
<p>Reread the Text</p> <p>“Like usual, they prepared food I would not eat.”</p> <p>One sentence: True Stories http://www.onesentence.org/</p>	
<p style="text-align: center;">Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • like usual • prepare food I wouldn't eat 	<p style="text-align: center;">Analyze your Background Knowledge</p> <p>“Hmm.... I know there are foods I don't like to eat. When I was little my mom would always have green beans for dinner. I hated them. I think the author's purpose to complain about the food.”</p>
<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 20px; margin-bottom: 5px;"></div> <p style="margin: 0 auto;">Synthesize</p> <p style="margin: 0 auto;">Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>“Hmmm..... What is the author's purpose in writing this sentence? I can infer that the writer is a picky eater and doesn't like being served certain foods all of the time. I know from my experiences as a child and from the clues in the text that the author is writing this to complain about the food that is usually served.”</p>	

Infer the intended audience	
Reread the Text	
“Red titanium Schwinn 10 speed bike. Excellent condition. \$2,000.00 or best offer. Call 540-467-4738 for more details.”	
Analyze the Text for Clues or Evidence <ul style="list-style-type: none"> • red titanium Schwinn • 10 speed bike • excellent condition • \$2,000 or best offer • phone number 	Analyze your Background Knowledge <p style="padding-left: 20px;">“Hmm.... I know I’ve read ads like this in the newspaper. The author is trying to sell a titanium bike.”</p>
<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 10%; margin: 0 auto; height: 20px; margin-bottom: 5px;"></div> <p style="margin: 0;">Synthesize</p>	
<p>Blend the clues in the text with thoughts you know to formulate an inference.</p> <p>“Hmmm..... Who is the intended audience? I’m inferring that the intended audience would be people who are looking to buy a titanium bike. I’m forming this inference because in my background knowledge I’ve seen ads for selling things in the newspaper. Also, there is evidence in the text. The ad lists important facts about the bike to interest buyers.”</p>	

Infer the meaning of an unknown word

Reread the Text

John Fitzgerald Kennedy, our 35th president, improved human rights and equal rights for all people. He was a very **charismatic** president. People were attracted to his charm and enthusiasm. His personality was described as magnetic.

Building Vocabulary: Using Context Clues to Learn Word Meaning.

<http://www.how-to-study.com/study-skills/en/using-context-clues-to-learn-word-meaning.asp>

Analyze the Text for Clues or Evidence

- Kennedy 35th president
- improved human rights
- people attracted to his charm and enthusiasm
- magnetic personality

Analyze your Background Knowledge

“Hmm.... I know I’ve seen movies and news reports about John Kennedy. People liked him a lot. I know that the word charm means very likeable and I know the word magnetic usually means the attraction of metal to a magnet.”

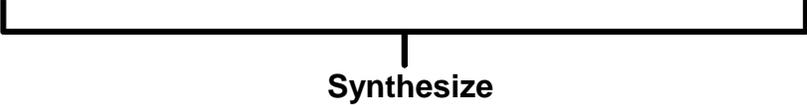
Synthesize

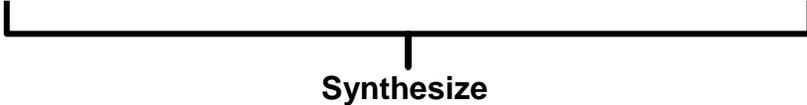
Blend the clues in the text with thoughts you know to formulate an inference.

“Hmmm..... What is the meaning of charismatic? I can infer that charismatic means people were attracted to John Kennedy like a magnet. The text says he had charm and enthusiasm and the people were attracted to him. Also, I am inferring from evidence in the text and my knowledge of the word magnetic. Magnetic means to attract metal to a magnet and so I can infer that people were attracted to Kennedy like a magnet because of his charm. I think charismatic means attracted by charm.”

Name _____

Inference Comprehension Practice

Infer the meaning of an unknown word	
Reread the Text	
<p style="text-align: center;">Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • • • • 	<p style="text-align: center;">Analyze your Background Knowledge</p>
 <p style="text-align: center;">Synthesize</p> <p style="text-align: center;">Blend the clues in the text with thoughts you know to formulate an inference.</p>	

Infer the meaning of an unknown word	
Reread the Text	
<p style="text-align: center;">Analyze the Text for Clues or Evidence</p> <ul style="list-style-type: none"> • • • • 	<p style="text-align: center;">Analyze your Background Knowledge</p>
 <p style="text-align: center;">Synthesize</p> <p style="text-align: center;">Blend the clues in the text with thoughts you know to formulate an inference.</p>	

Reading Inferences in Everyday Situations

Reading inferences in every day experiences

- How is that person feeling today? – During every day experiences, we infer how a people feel by their facial expressions, tone of voice, and body language.

Reading inferences in narrative text

Every author creates a new world through text. As you read, you create your own images, thoughts, and ideas about the characters personalities, motives, conflicts, purposes. You are constantly reading clues from the text and making inferences.

Reading inferences into a characters feelings or motives

- Why does this character behave this way?
- Why did the character do this?
- How are the characters feeling?
- Why do you think the author made this happen?

Harvey, Stephanie. & Goudvis, Anne. (2000). *Strategies That Work*. Canada: Stenhouse.

Reading inferences into what will happen next - Predicting

- Make a prediction. What do you think is about to happen?
- Why did you make that prediction?
- Can you point to (or identify) something in the book that helped you to make that prediction?
- What do you already know that helped you to make that prediction? (Keene, 2000, p. 229).

Reading inferences into the author's purpose

- What did the author mean by _____?
- What in the story (text) helped you to know that?
- What do you already know that helped you to decide that?
- What title would you give this text if you were the author?

Keene, Ellin, & Zimmermann, Stephanie. (1997). *Mosaic of Thought*. Portsmouth, NH: Heinemann.

Reading inferences into the plot

- What do you think has happened?
- Why did it happen?
- What is the relationship between these characters during this part of the story?
- How do you think this will end?

http://fds.oup.com/www.oup.com/pdf/elt/teachersclub/tn04_read_between_lines.pdf?cc=es

Reading inferences sensory clues

- “Even though there are no pictures, I can see....”
- “Mmm, as I read, I can almost taste the...”
- “As I was reading, it sent chills down my spine when it said...”
- “For a minute, I thought I could smell...”
- “I could hear the...”
- “I can imagine what it is like to ...”
- “I can picture the...”

Patricia Cunningham, Dorothy P. Hall, and James W. Cunningham. (2000). *Guided Reading the Four Block Way*. Greensboro, NC: Four Blocks-Carson-Dellosa.

Reading inferences using Self-Talk to help you find evidence and clues in the text

- The clues in the text tell me that...
- I have background knowledge on these clues. I know.....
- When I see this, it makes me think that...
- I am noticing these clues...
- This makes me conclude that...
- When the author said_____, I thought...
- This clue is important because...
- When I read this, I am reminded of...
- I think the author wants me to...
- When I read this, I think...
- I believe this means_____ because_____

WHAT DO INFERENCE QUESTIONS LOOK LIKE? SOL, SAT, PSAT, ACT, GRE, GMAT, TOEFL

- Line # 5 suggests that ...
- Line #5 implies that...
- The passage implies that...
- Which of the following would the author most likely add?
- The example in line __ suggests that
- In the passage, the word (phrase) indicates that
- The author suggests which of the following...
- The author assumes that....
- It can be inferred from the passage that...
- The author uses the word (phrase) to suggest that
- In line __, the reference to __ most directly implies...
- Lines __ most directly suggest that...

Reading Comp Inference Questions. (2013). Retrieved March 5, 2013, from TEST SHERRPA website:
<http://www.testsherpa.com/lSAT/reading-comp-inference-questions/>

Students can follow the process below to find the answers to inference questions:

- Read the question carefully and reword it so that it is easy to understand.
 - Is the question asking you to make a prediction?
 - Is the question asking you to make a judgment?
 - Is the question asking you to interpret the author's purpose?
 - Is the question asking you to summarize the text?
- Scan the first and last sentence of each paragraph to identify the paragraph in which the answer is most likely to be found.
- Skim the paragraph for hints related to the question and circle these hints. Often, at least three hints will be present in the passage.
- Consider whether the language is positive or negative. That is, is the subject being treated favorably or in a negative light? Often, certain answer choices can be eliminated because they illustrate a tone or perspective that directly contradicts the one presented in the passage.
- Select the best answer using all available specific information as well as an overall impression of the passage.

Petkus, T. (2009, September 29). Teach How to Make Inferences on Reading Tests. Retrieved March 5, 2013, from Suite 101 website: <http://teach-how-to-make-inferences-on-reading-tests-a154187>

Inference Activities

To Infer

“Authors imply; therefore, readers have to infer.”

- speculate
- surmise
- conclude
- figure out
- guess based on evidence

To Infer

- to conclude or judge based on evidence
- to guess based on evidence
- to gather clues to figure out meaning

Infer meaning from Charades, Pictures, and Picture Books

Infer meaning from words or sentences

Infer meaning from paragraphs

Infer meaning from the text

Collect and gather clues and evidence from the text...

- **What is the meaning of this word?**
- **What can you conclude from these: words; facts; quotes; actions**
- **What is the main idea and what clues provide evidence?**

Infer the setting

- What clues in the text help you visualize the setting?
- What sensory images or impressions do you have after reading this?

Infer information about the about the Characters

Collect and gather clues or evidence from the text...

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ What is the tone or mood of the character? ○ What are the character's goals? ○ What kind of personality does the character have? ○ What do the character's actions mean? | <ul style="list-style-type: none"> ○ What are the character's feelings? ○ What is the relationship between these two characters? ○ What do you think this character's comment means? |
|---|---|

Infer information about the author

Collect and gather clues...

- | | |
|--|--|
| <ul style="list-style-type: none"> • Why did the author include this event in the story? • What is the author's opinion? • What is the author's purpose for writing? • What is the author's message? | <ul style="list-style-type: none"> • What is the author's view of the world? • What is the author's tone? • What goals does the author have? • What universal theme is the author sharing? |
|--|--|

Infer the Conflict in a text using clues and evidence from the text

- Person vs. Person
- Person vs. Society
- Person vs. Nature
- Person vs. Self
- Person vs. Fate
- Person vs. Technology

Infer meaning from Poems

Collect and gather clues or evidence from the text...

- What is the tone of the poem?
- What are the poet's goals or purposes for the poem?
- What does the poem really mean?
- What feelings does the poem express?
- What is the relationship between these two characters?
- What do you think this poetic line means?
- What actions occur in the poem?

Infer meaning from a Quotation

Submitted by Jane Haugh /X:Drive/ SOL Reading Resources / 2013

Jane Haugh / X: Drive / SOL Booklet / Inference Activities / 2010

Drawing conclusions and making inferences:

TIPS

1. Highlight key words in the question stem.
2. Take a minute to skim it- Skim the passage to get a general idea what it is about.
3. Look at the questions so you have a purpose for deeper reading.
4. Analyze each answer choice and your prior knowledge of the subject.
5. Deeply read the passage to find the textual clues that indicate whether it is a good answer choice or not.
6. Check mark the number of clues that you found next to each answer selection.
7. The answer choice with the most check marks is mostly likely the correct answer.

Example:

Annie could hear the music playing over the loud speaker in the mall. She and her mother were shopping for a present for her father. Annie could see a big line in the center of the mall. She wondered what all the people were waiting for. She then heard a jolly "HO! HO! HO!" from the center of the crowd and she quickly realized what the people were waiting on. As Annie and her mother walked through the mall, she noticed that the store windows were decorated with green, white, and red decorations.

Comment [LCPS1]: Music all over mall only at Christmas

Comment [LCPS2]: Santa

Comment [LCPS3]: Christmas colors

1. Which of the following is a conclusion that could be made from the story?

- a. Annie and her mother were shopping for a birthday present for Annie's father. ✓
- b. The people were waiting in line to see Santa Claus. ✓ ✓ ✓
- c. The mall is close to Annie's house
- d. The music was coming from a band

Comment [LCPS4]: I can eliminate this because it doesn't give any clues about her house

Comment [LCPS5]: I can eliminate this because it mentions music but no clues about a band

Submitted by Penny Hagerty /Drawing Conclusions and Making Inferences / 2013

Infer the Meaning of Unknown Words using Synonyms and Antonyms

Using Synonyms and Antonyms to figure out unknown words

In this lesson, you'll discover that two words may mean the same or mean just the opposite.

Knowing words with the same or opposite meaning can help you make sense of unknown words.

When you read, you may come across a word you don't know. You can often figure out its meaning by thinking of a synonym or antonym for it.

A **synonym** means the same, or almost the same, as the unknown word.

Example 1 I felt so *ungainly*, tripping over my own feet as we headed to the dance floor!

Can you think of a word to replace *ungainly* that would still describe someone who trips? How about *clumsy*, *awkward*, or *gawky*?

They all have about the same meaning, but doesn't it sound more embarrassing to be *ungainly* than *clumsy*? By using *ungainly*, the author tells you more about the person's feelings.

An **antonym** means the opposite of the unknown word.

Example 2 He collapsed after another *arduous* day of work in the mine.

Can you think of a word to describe work that probably would NOT make someone collapse? How about *easy*, *simple*, or *effortless*? They all mean the opposite of *hard* or *difficult*, which is what *arduous* means!

Also, or, and like often signal a synonym is in the text near an unknown word.

But or unlike often signal an antonym. Use the synonym or antonym to help you figure out the unknown word.

Example 3 Gigi thought she'd be calm once the test was over, but now she was *angst-ridden* about the results.

The word **but** in the example signals an antonym. Gigi thought she'd be calm, but she's the opposite. So *angst-ridden* must mean "anxious" or "worried."

"Using Synonyms and Antonyms to Figure out the Meaning of Unknown Words." education.com. Synonyms and Antonyms Study Guide. Web. 2013. 25 Feb. 2013.

Website Recommended by Cindy Rocheck/ Synonyms and Antonyms/ 2013

Infer the Meaning of Unknown Words using Synonyms and Antonyms

Here are just a few words with their synonyms and antonyms. Note how a synonym may mean the same but give a different feeling to the original word.

Word	Synonym	Antonym
afraid	petrified	valiant
ask	interrogate	retort
begin	commence	terminate
correct	accurate	erroneous
friend	cohort	antagonist
laugh	chortle	snivel
naughty	mischievous	compliant
noisy	boisterous	tranquil
repair	renovate	demolish
small	minuscule	gargantuan
true	authentic	bogus

"Using Synonyms and Antonyms to Figure out the Meaning of Unknown Words." education.com. Synonyms and Antonyms Study Guide. Web. 2013. 25 Feb. 2013.

Website Recommended by Cindy Rocheck/ Synonyms and Antonyms/ 2013

Infer the Meaning of Unknown Words using Synonyms and Antonyms

Synonyms and Antonyms Practice Exercises

Practice 1:

Pebble Pottage

Based on a European Folktale

Read the selection, and then answer the questions that follow.

- (1) One day, a **vagrant** knocked on a farmhouse door. The farmer's wife peered out at the weary drifter. "I can't let you in," she said, "for my husband is not at home. And besides, I have no **sustenance** to offer because my husband is bringing groceries back from town."
- (2) "Then, Madam, you can share some of my pebble potage!" the man replied, and he pulled from his pocket what looked like an ordinary stone.
- (3) "Pebble pottage?" asked the woman, suddenly interested in the ragged man.
- (4) "Oh, yes, it is delicious," he said with a smile. "If I had a pot of water and a fire, I could demonstrate how this stone can magically make the best soup you've ever tasted!"
- (5) The woman was curious, so she opened the door and the **wayfarer** came inside. Soon a pot of water was boiling away. He dropped in the stone, and then tasted the watery broth. "It needs a pinch of salt, and a dash of pepper," he said. "You wouldn't have any, would you? And perhaps a tiny bit of butter?"
- (6) "No problem," said the woman, and she ran to get the requested **components**.
- (7) When she returned, he added the salt, pepper, and butter to the broth and tasted it again. "Yum. Much better!" he said. "But vegetables would add even more flavor! Are there none in your cellar or garden?"
- (8) "Oh, there must be a few," she said, eager to taste the magic soup. So she ran to the garden and returned with some potatoes, carrots, and beans.

"Using Synonyms and Antonyms to Figure out the Meaning of Unknown Words." education.com. Synonyms and Antonyms Study Guide. Web. 2013. 25 Feb. 2013.

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- (9) These were added and the vagabond tasted the mixture again. "The magic stone has not failed me!" he whispered surreptitiously. "It is almost ready. All it needs is a bit of meat."
- (10) The woman found some leftover chicken in the refrigerator and added it to the pot, saying, "Magic stone, do your thing!"
- (11) Before long, a wonderful aroma filled the kitchen, portending that the soup was done. The woman filled a bowl for the man and one for herself. And there was enough left for her husband to have a bowlful when he returned.
- (12) "Thank- you so much for letting me use your pot and fire," the stranger said as he prepared to leave. He extracted his stone from the bottom of the pot, washed it off, and put it back into his pocket.
- (13) "Oh, you are welcome. Do come again," said the woman.
- (14) "Indeed I will," replied the hobo. "Now, because of your kindness, I want to leave you a gift." He fished into his other pocket and brought out a tiny pebble. "Here," he said with a smile, "is your very own magic pebble. It is not yet fully matured so it can only make enough soup for one. Use it well."
- (15) Then he left and disappeared into the woods. The farmer's wife never saw him again, but she did enjoy a small cup of magic pebble pottage from time to time!

1. Which synonym was NOT used to describe the stranger?

- a. hobo
- b. vagrant
- c. wayfarer
- d. bum

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2. An antonym for the word **extracted** is
- a. rescued.
 - b. inserted.
 - c. took out.
 - d. removed.
3. Which is a synonym for **portending**?
- a. suggesting
 - b. signifying
 - c. indicating
 - d. all of the above
4. Which word is an antonym for **surreptitiously**?
- a. sneakily
 - b. furtively
 - c. openly
 - d. secretly

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Practice 2: Hot Spot

Read the selection, and then answer the questions that follow.

- (1) The Panamint Indians, who were the **primary** inhabitants of California's Death Valley, called it *Tomesha*, meaning "ground afire." And it is a real hot spot. In fact, it holds the record for the highest temperature ever documented in the United States—134° F (57° C), recorded in July 1913! Death Valley also holds the record for the lowest point in the Western Hemisphere—a salty pool in Badwater, 282 feet (86 m) below sea level!
- (2) Normally, Death Valley gets only about 2 inches (5 cm) of rain annually. Some plants have adapted to the dry, desert life, as have kangaroo rats, scorpions, small lizards, and rattlesnakes. They find **sustenance** and can use the vegetation for shade in the extreme heat. But about every 50 years or so, it rains more in Death Valley. That's what happened in 2005. Winter storms dumped an **excessive** amount—6 inches (15 cm)—on the valley. The result? A rare showcase of color!
- (3) For decades, wildflower seeds with thick or waxy **veneers** had been germinating underground. When the heavy rains came, the additional moisture coaxed the seeds to bloom. And they did, in an array of beautiful color all over the desert floor!
- (4) The plants started a chain reaction. Caterpillars and moths flocked to the area to feed on the flowers. The insects then attracted birds and small rodents, which in turn attracted snakes and foxes, **fabricating** a whole new food chain in Death Valley.
- (5) Now the flowers are gone and the dry, hot weather has returned. But the blossoms dropped new seeds that will remain **dormant** in the ground waiting for the next really wet winter. Until then, other parts of the new food chain will have to look for nourishment elsewhere!

5. A synonym for the word **sustenance** is
- a. pollution.
 - b. devastation.
 - c. food.
 - d. flooding.

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6. Which is NOT an antonym for **fabricating**?
- a. constructing
 - b. destroying
 - c. devastating
 - d. razing
7. The author could have used the synonym **sleeping** instead of
- a. array.
 - b. vegetation.
 - c. documented.
 - d. dormant.
8. In paragraph #1, what pair of antonyms is used?
- a. *tallest* and *shortest*
 - b. *lowest* and *highest*
 - c. *oldest* and *newest*
 - d. *hottest* and *coldest*
9. Which is a synonym for **veneer**?
- a. roots
 - b. veins
 - c. stems
 - d. coatings
10. A synonym for the word **excessive** is
- a. recessive.
 - b. disproportionate.
 - c. declined.
 - d. meager.

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Practice 3:

Revolutionary Resolution A Young Colonist's Decision

Read the poem, and then answer the questions that follow.

Patriot or Loyalist, which one will I be?
My **kin** came here from England, but I'm a colonist, you see.
We have **resided** here all of my life; we *toil* hard every day,
So why should we pay *levies* to a **monarch** far away?
The people who really love this land will **wrestle** to make it free.
I love this land and I shall fight . . . so a Patriot I will be!
Men and women, girls and boys, speak up for democracy,
So we can **resolve** what's best for us, rather than someone across the sea!

11. Which is a synonym for **kin**?
 - a. teacher
 - b. family
 - c. farmers
 - d. engineer

12. If **resolve** means "choose," an antonym would be
 - a. decide.
 - b. determine.
 - c. disallow.
 - d. establish.

13. A synonym for **levies** is
 - a. chairs.
 - b. taxes.
 - c. statues.
 - d. attention.

14. An antonym for **toil** is
 - a. relax.
 - b. hustle.
 - c. work.
 - d. labor.

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Synonyms and Antonyms ANSWER KEY

Answers

1. d
2. b
3. d
4. c
5. c
6. a
7. d
8. b
9. d
10. b
11. b
12. c
13. b
14. a

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SOL Test-taking Activities and Tips



- **FLASH CARDS for Literary Terms**
 - Students create the old fashioned "flash cards" for literary terms (5 at a time).
 - Review terms together in class, at home, and in study hall.
 - Encourage students to go to “Quizlet” online create flashcards and play games with the definitions. https://quizlet.com/sign_up/

- **BINGO for Literary Terms**
 - Play "bingo" games with the literary terms for practice.

- **TEXT ORGANIZATIONAL STRUCTURE – Direct Teaching Activity**
 - Review the 8 types of organizational structure for texts (Refer to the 8 types of organizational structure handout for detailed information.)
 - Think Aloud and Model how you figure out the organizational pattern of a text by finding transition words.
 - Provide guided instruction for students to identify the organizational structures of a variety of texts. Identify evidence in the text (special transition words).

- **PRACTICE SOL TEST**
 - Give students a paper pencil Released E.O.C. Reading Test (See Appendix A for Released E.O.C. tests from New York, California, Florida, Massachusetts, and Texas).

 - **Think Aloud and Model** how you would:
 - Look for clues in the text to help you answer the question.
 - Cross out wrong answers, highlight key words in the question, use context clues to figure out unknown vocabulary words, and reread the text to locate details.
 - Search the text based on a question.
 - Notice words such as "however", "despite", "but", "although" that change the direction of the passage.

Blue Sheet



1. Which of these online sources would provide the best information about new physical therapy techniques?

- A A scholarly paper written by a physical therapy professor
- B A résumé of a graduate of a physical therapy program
- C A student research paper about the requirements of physical therapy assistants
- D A medical negligence claim brought by a patient against a physical therapist



2. If a student wanted to research the daily activities on a farm, which resource would be most helpful?

- F Farming and the Environment in the 1900s
- G The History of Farm Equipment in the United States
- H McMurray's Guide to Farm, Family, and Rural Life
- J New England Farms: A Photo Essay

Blue Sheet



1. Which would be the best keywords to use to find more information about the early days of filmmaking?

- A motion pictures
- B origins of movies
- C video cameras
- D theater history



2. In which of these sources should the reader look to evaluate the impact of tiredness on driving performance?

- F An article about automobile safety features
- G An annual report on the causes of automobile accidents
- H An automobile safety report for consumers
- J An article about interior comforts of today's automobiles

- Complete the sheet
- Switch with a partner
- Check



1. Which of these resources would be most useful for a student researching birds that face extinction?

- A** A government report focusing on threatened wildlife
- B** A scholarly journal related to birds and bird watching
- C** A book detailing the decline of the passenger pigeon
- D** A magazine article focused on human impact on the environment



2. Which of these sources should a student use to find more information about the author of the 1984 play, Brighton Beach Memoirs?

- F** Memorable One-Act Plays
- G** An Anthology of Contemporary Drama
- H** Broadway's Best Comedies
- J** Great Playwrights of the Twentieth Century

Green Sheet



1. Which keywords could best be used to find information about applying to colleges?

- A** Academic scholarships
- B** College coursework
- C** Financial aid
- D** College admissions



2. Which would be the best source of information about ancient Roman architectural style?

- F** A video on the study of ancient civilizations
- G** A book entitled Principles of Architecture Through History
- H** A current issue of World Architecture magazine
- J** An encyclopedia entry on the culture of Italy

A

1. Which of these online sources would provide the best information about new physical therapy techniques?

- A** A scholarly paper written by a physical therapy professor
- B** A resumé of a graduate of a physical therapy program
- C** A student research paper about the requirements of physical therapy assistants
- D** A medical negligence claim brought by a patient against a physical therapist

H

2. If a student wanted to research the daily activities on a farm, which resource would be most helpful?

- F** Farming and the Environment in the 1900s
- G** The History of Farm Equipment in the United States
- H** McMurray's Guide to Farm, Family, and Rural Life
- J** New England Farms: A Photo Essay

Blue Sheet

B

1. Which would be the best keywords to use to find more information about the early days of filmmaking?

- A** motion pictures
- B** origins of movies
- C** video cameras
- D** theater history

G

2. In which of these sources should the reader look to evaluate the impact of tiredness on driving performance?

- F** An article about automobile safety features
- G** An annual report on the causes of automobile accidents
- H** An automobile safety report for consumers
- J** An article about interior comforts of today's automobiles

A

1. Which of these resources would be most useful for a student researching birds that face extinction?

- A A government report focusing on threatened wildlife
- B A scholarly journal related to birds and bird watching
- C A book detailing the decline of the passenger pigeon
- D A magazine article focused on human impact on the environment

J

2. Which of these sources should a student use to find more information about the author of the 1984 play, Brighton Beach Memoirs?

- F Memorable One-Act Plays
- G An Anthology of Contemporary Drama
- H Broadway's Best Comedies
- J Great Playwrights of the Twentieth Century

Green Sheet

D

1. Which keywords could best be used to find information about applying to colleges?

- A Academic scholarships
- B College coursework
- C Financial aid
- D College admissions

G

2. Which would be the best source of information about ancient Roman architectural style?

- F A video on the study of ancient civilizations
- G A book entitled Principles of Architecture Through History
- H A current issue of World Architecture magazine
- J An encyclopedia entry on the culture of Italy

Literature Resources

- **Poetry and Prose Graphic Organizer** p. 219
- **Reoccurring Subjects in Literature (Thematic Topics)** pp. 220-221
- **Major Themes in American Literature** pp. 222-224
- **Tone and Mood Descriptors** pp. 225-228

Tone and Mood. (n.d.). Retrieved March 5, 2013, from inetteacher.com website:
<http://www.inetteacher.com/Upload1/102670/docs/Tone-Mood%20Worksheet.pdf>
Contributed by Kristin Sheetz

- **Figurative Language Terms** pp. 229-230
- **Characteristics of a Memoir** p. 231
- **List of Character Traits** pp. 232-233
- **Poetry Terms** pp. 234-241

Literature

is

ALL thoughtful writing about human concerns or human experiences

Poetry

is
also called
verse

Poetry says MUCH in a few words.

Poetry contains:

- expression of feelings
- rhythms
- rhyme
- sounds of language

Examples of Poetry

- Regular
- Blank Verse
- Free Verse

Prose

is
ALL writing that is NOT poetry

There are 2 forms of Prose

Fiction

is called
Narrative Writing

Narrator
TELLS A FAKE STORY

A fiction story has

- a theme
- characters
- plot
- setting
- hook
- rising action
- falling action
- climax

Examples of Fiction

- short stories
- novels
- plays

Nonfiction

is called
Expository Writing

Writer
TELLS TRUE FACTS
about

- real people
- real places
- real events

Reading Materials

- inform or teach
- give opinions
- give arguments

Examples of Nonfiction

- sports articles
- newspapers/ magazines
- applications
- resumes
- procedures or steps
- business letters
- applications
- memoirs
- advertisements
- narrative nonfiction
- research reports
- textbooks

Biographies

- An author writes about the life of another person.

Autobiographies

- People tell their own true stories about their lives

Reoccurring Subjects in Literature (Thematic Topics)

Remember:

Subject = a Word

Theme = a Sentence

Themes in Literature

1. Alienation - creating emotional isolation
2. Betrayal - fading bonds of love
3. Birth - life after loss, life sustains tragedy
4. Coming of age - boy becomes a man
5. Conformity - industrialization and the conformity of man
6. Death - death as mystery, death as a new beginning
7. Deception - appearance versus reality
8. Discovery - conquering unknown, discovering strength
9. Duty - the ethics of killing for duty
10. Escape - escape from family pressures, escaping social constraints
11. Family - destruction of family
12. Fortune - a fall from grace and fortune
13. Generation gap - experience versus youthful strength
14. God and spirituality - inner struggle of faith

Wood, M. (2012). Themes in Literature. Retrieved March 5, 2013, from English 12 2011/2012 website:
<https://sites.google.com/a/patriothischool.com/English-10-2011-12/assignments/themes#TOC-A-List-of-themes>

Reoccurring Subjects in Literature (Thematic Topics)

15. Good and evil - the coexistence of good and evil on earth
16. Heroism - false heroism, heroism and conflicting values
17. Home - security of a homestead
18. Hope - hope rebounds
19. Hopelessness - finding hope after tragedy
20. Individualism - choosing between security and individualism
21. Isolation - the isolation of a soul
22. Journey - most journeys lead back to home
23. Judgment - balance between justice and judgment
24. Loss - loss of innocence, loss of individualism
25. Love - love sustains/fades with a challenge
26. Patriotism - inner conflicts stemming from patriotism
27. Peace and war - war is tragic, peace is fleeting
28. Power - Lust for power
29. Race relations - learned racism
30. Sense of self - finding strength from within
31. Suffering - suffering as a natural part of human experience
32. Survival - man against nature

Wood, M. (2012). Themes in Literature. Retrieved March 5, 2013, from English 12 2011/2012 website:
<https://sites.google.com/a/patriothischool.com/English-10-2011-12/assignments/themes#TOC-A-List-of-themes>

Major Themes in American Literature

The Journey from Innocence to Awareness

Undoubtedly, this theme can be found in the literature of any country, not just America. Most stories are, at their core, about such a journey. Think of almost any novel you've read in or out of school; think of the main character. It is very likely that this character encountered experiences that changed him or her in some significant way. Most probably, by the end of the novel or play, the character was a different person than he or she was at the beginning.

In American literature, this theme is everywhere. Santiago, John Proctor, Huck Finn, Biff Loman, all are characters you will encounter this year and each makes this journey from innocence to awareness. For some, as you will discover, this journey is ruinous; they are destroyed by the experiences they encounter. For others, the journey is ultimately rewarding; they are strengthened by their struggles.

The American Dream

Though people have come to America for a variety of reasons, most have come for opportunity. From its very beginning, America has been viewed as a place where you can recreate yourself. No matter who you are, there is a sense that you can come here and become something different, something new, something better. All that is required is hard work. This has become known as the Puritan Work Ethic—the belief that in America, hard work will be rewarded. Initially defined as the ability to own property and earn financial independence, the American dream has changed over centuries, and is now more closely identified with material possessions.

In American literature, however, this dream has come under close scrutiny, as writers burrow beneath the surface of accepted conventions to reveal uncomfortable truths. Again and again, writers have probed the American Dream and shown it to be little more than an illusion—hollow, deceptive, even destructive. This is evident in works such as the plays of Arthur Miller (*The Crucible* and *Death of a Salesman*) and in Mark Twain's *The Adventures of Huckleberry Finn*.

Buckley, S. (2013). *Major Themes in American Literature*. Retrieved March 7, 2013, from Mrs. Buckley's Webpage: American Literature website: <http://www2.parkridge.k12.nj.us/SBuckley/American%20Literature%20Honors/Summaryofthe5Themes.pdf>

Submitted by David Hoffman

The Land and the Frontier

America was the New World, the New Eden for the early settlers. Open, fruitful, and lush, America offered the promise of paradise and the possibility of renewal. America was, and for many still is, the new frontier, untamed and unexplored, that we venture into to discover not just what is on the other side of that valley or just over that hill, but to discover who we are and what we can be. Even today, , when there is seemingly no new land left to be explored, this aspect of the American character still reveals itself in our desire to take to the road. In America we move, we leave home to go to college, take a job in New York, and trek across country in a VW Bus. The road, it seems, is in our blood.

In American literature, the theme of the land and the frontier has taken several shapes. For some writers, the land is a place of hope and renewal, as with the Transcendentalists . For others, the American frontier is a dangerous wilderness, a place of mysterious evil, as we see with Naturalism.

The Hero

In America, the “I” is king. We are a nation that celebrates the individual—his achievements, her triumphs. Think of the Olympic athletes. We are more apt to remember Michael Johnson, Kerri Strug, and Carl Lewis, than the others who placed 10th. This is because, in America, the individual reigns supreme. Indeed, the stereotypical American hero is the selfmade man or woman, the individual who, through hard work, initiative, and perseverance, makes his or her fortune and achieves the American Dream of success and wealth.

In pop culture—movies, television, pop novels—the hero typically prevails. Wherever the hero finds himself/herself, this person is always able to overcome the odds. The hero often journeys into dangerous territory (violent neighborhoods, outer space, etc.) and overcomes the evil that threatens us. This hero is the marshal who cleans up the town, the Marine who saves the platoon. He is Luke Skywalker conquering the dark side; Will Smith or Segourny Wever pounding aliens into submission.

In American literature, however, the hero is often altogether different. The evil he struggles against is, very often, his own society—its rigidity, its constrictiveness, its limitations, its cruelty, its prejudice (as in Frederick Douglass’ autobiography). In the literature of the twentieth century, the hero often fails (Willy Loman). For unlike pop culture which comforts us and reaffirms our hopes and beliefs, literature seeks to challenge us and to put our conventional view of the world into question.

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Submitted by David Hoffman

Community

Though the larger society, as suggested above, often constricts, limits, and even destroys the individual, community often serves as the individual's salvation. What distinguished community from society, above all, is its size. Society is large, abstract, impersonal, a nameless force defeating our hopes and suffocating our identities. Community, on the other hand, is smaller, more specific, and more personal. It can even provide solace, love, compassion, and support. Our desire to be a part of a community is met by sharing with others our tastes in music, clothing, hobbies, religion, careers, and yes, Greek sorority and fraternity symbols.

In American literature, this theme is particularly seen in contemporary multicultural literature and in women's literature. Arthur Miller's *The Crucible* and the slave narratives all suggest that it is in the security of a real community, rather than in our own personal glories, where we will find a home. And because the heroes of these novels do find such a home, their journeys are very often successful ones

Buckley, S. (2013). *Major Themes in American Literature*. Retrieved March 7, 2013, from Mrs. Buckley's Webpage: American Literature website: <http://www2.parkridge.k12.nj.us/SBuckley/American%20Literature%20Honors/Summaryofthe5Themes.pdf>

Submitted by David Hoffman

Tone and Mood

Watch out! Tone and mood are similar!!

Tone is the author's attitude toward the writing (his characters, the situation) and the readers. A work of writing can have more than one tone. An example of tone could be both serious and humorous. Tone is set by the setting, choice of vocabulary and other details.

Mood is the general atmosphere created by the author's words. It is the feeling **the reader gets** from reading those words. It may be the same, or it may change from situation to situation.

Words That Describe Tone

Amused	Humorous	Pessimistic
Angry	Informal	Playful
Cheerful	Ironic	Pompous
Horror	Light	Sad
Clear	Matter-of-fact	Serious
Formal	Resigned	Suspicious
Gloomy	Optimistic	Witty

Words That Describe Mood

Fanciful	Melancholy
Frightening	Mysterious
Frustrating	Romantic
Gloomy	Sentimental
Happy	Sorrowful
Joyful	Suspenseful

Read more about it!

Authors set a **TONE** or **MOOD** in literature by conveying an emotion or emotions through words. The way a person feels about an idea, event, or another person can be quickly determined through facial expressions, gestures and in the tone of voice used.

MOOD: (sometimes called atmosphere) the overall feeling of the work

Mood is the emotions that you (the reader) feel while you are reading. Some literature makes you feel sad, others joyful, still others, angry. The main purpose for some poems is to set a mood.

Writers use many devices to create mood, including images, dialogue, setting, and plot. Often a writer creates a mood at the beginning of the story and continues it to the end. However, sometimes the mood changes because of the plot or changes in characters.

Examples of MOODS include: suspenseful, joyful, depressing, excited, anxious, angry, sad, tense, lonely, suspicious, frightened, disgusted

TONE: the way feelings are expressed

Tone is the attitude that an author takes toward the audience, the subject, or the character. Tone is conveyed through the author's words and details. Use context clues to help determine the tone.

In literature an author sets the tone through words. The possible tones are as boundless as the number of possible emotions a human being can have. Has anyone ever said to you, "Don't use that tone of voice with me?" Your tone can change the meaning of what you say. Tone can turn a statement like, "You're a big help!" into a genuine compliment or a cruel sarcastic remark. It depends on the context of the story.

IDENTIFYING TONE & MOOD

For each example identify the tone, what context clues are used to convey the tone, and the overall mood of the sentence.

1. Bouncing into the room, she lit up the vicinity with a joyous glow on her face as she told about her fiancé and their wedding plans.

Tone _____

Context Clues _____

Mood _____

2. She huddled in the corner, clutching her tattered blanket and shaking convulsively, as she feverishly searched the room for the unknown dangers that awaited her.

Tone _____

Context Clues _____

Mood _____

3. Bursting through the door, the flustered mother screamed uncontrollably at the innocent teacher who gave her child an F.

Tone _____

Context Clues _____

Mood _____

4. Drawing the attention of his classmates as well as his teacher, the student dared to experiment with his professor's intelligence by interrogating him about the Bible.

Tone _____

Context Clues _____

Mood _____

5. He furtively glanced behind him, for fear of his imagined pursuers, then hurriedly walked on, jumping at the slightest sound even of a leaf crackling under his own foot.

Tone _____

Context Clues _____

Mood _____

6. Gently smiling, the mother tenderly tucked the covers up around the child's neck, and carefully, quietly, left the room making sure to leave a comforting ray of light shining through the opened door should the child wake.

Tone _____

Context Clues _____

Mood _____

7. The laughing wind skipped through the village, teasing trees until they danced with anger and cajoling the grass into fighting itself, blade slapping blade, as the silly dog with golfball eyes and flopping, slobbery tongue bounded across the lawn.

Tone _____

Context Clues _____

Mood _____

tone = speaker's attitude

POSITIVE TONE WORDS

admiring	hilarious
adoring	hopeful
affectionate	humorous
appreciative	interested
approving	introspective
bemused	joyful
benevolent	joyful
blithe	laudatory
calm	light
casual	lively
celebratory	mirthful
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	placid
conciliatory	playful
confident	poignant
contented	proud
delightful	reassuring
earnest	reflective
ebullient	relaxed
ecstatic	respectful
effusive	reverent
elated	romantic
empathetic	sanguine
encouraging	scholarly
euphoric	self-assured
excited	sentimental
exhilarated	serene
expectant	silly
facetious	sprightly
fervent	straightforward
flippant	sympathetic
forthright	tender
friendly	tranquil
funny	whimsical
gleeful	wistful
gushy	worshipful
happy	zealous

NEUTRAL (+, -, or neutral)

commanding
direct
impartial
indirect
meditative
objective
questioning
speculative
unambiguous
unconcerned
understated

NEGATIVE TONE WORDS

abhorring	hostile
acerbic	impatient
ambiguous	incredulous
ambivalent	indifferent
angry	indignant
annoyed	inflammatory
antagonistic	insecure
anxious	insolent
apathetic	irreverent
apprehensive	lethargic
belligerent	melancholy
bewildered	mischievous
biting	miserable
bitter	mocking
blunt	mournful
bossy	nervous
cold	ominous
conceited	outraged
condescending	paranoid
confused	pathetic
contemptuous	patronizing
curt	pedantic
cynical	pensive
demanding	pessimistic
depressed	pretentious
derisive	psychotic
derogatory	resigned
desolate	reticent
despairing	sarcastic
desperate	sardonic
detached	scornful
diabolic	self-deprecating
disappointed	selfish
disliking	serious
disrespectful	severe
doubtful	sinister
embarrassed	skeptical
enraged	sly
evasive	solemn
fatalistic	somber
fearful	stern
forceful	stolid
foreboding	stressful
frantic	strident
frightened	suspicious
frustrated	tense
furious	threatening
gloomy	tragic
grave	uncertain
greedy	uneasy
grim	unfriendly
harsh	unsympathetic
haughty	upset
holier-than-thou	violent
hopeless	wry

mood = emotional effect that the text creates for the audience

POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful
idyllic	vivacious
joyous	warm
	welcoming

NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick
foreboding	somber
frustrated	stressed
futile	suspenseful
gloomy	tense
grumpy	terrifying
haunting	threatening
heartbroken	uncomfortable
hopeless	vengeful
hostile	violent
indifferent	worried
infuriated	

Figurative Language

Figures of speech = fun ways to use our language

Directions: Cut into cards and practice matching.

Alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	The wild and woolly walrus waits and wonders when we'll walk by.
Assonance	Similar vowel sounds followed by different consonant sounds in words close together	holy & stony or Fleet feet sweep by sleeping geese.
Cliché	A word or phrase that has become overly familiar or commonplace	No pain, no gain
Hyperbole	Extreme exaggeration	mile-high ice-cream cones
Idiom	The language used by a group of people containing hidden meanings	She sings at the top of her lungs. You let the cat out of the bag

Metaphor	Comparing two things by not using like or as.	I'm drowning in money.
Onomatopoeia	Naming a thing or an action by imitating the sound associated with it.	buzz, hiss, roar, woof
Personification	Giving an object human qualities.	The stuffed bear smiled as the little boy hugged him close.
Simile	A figure of speech comparing two unlike things using like or as	The sun is like a yellow ball of fire in the sky.

NOTE: Some SOL passages may be written memoirs.

Characteristics of a Memoir

A memoir has special characteristics.

Memoirs are:

- descriptions of special memories or moments in a person's life
- written in 1st person Point of View
- truthful descriptions
- expressions of the writer's feelings and thoughts

In a memoir, the author:

- writes about a past life-changing event
- expresses deep feelings and personal thoughts about the meaning of the event
- interprets, analyzes, and seeks deeper meaning of the event
- describes the why the event was important
- shares what was learned from the experience
- tries to make sense of the experience

List of Character Traits

Able	Changeable	Diligent	Fierce	Hospitable
Absent-minded	Charismatic	Disaffected	Fighter	Hot-tempered
Active	Charming	Disagreeable	Finicky	Humble
Adventurous	Cheerful	Discerning	Flexible	Humorous
Affable	Civilized	discontented	Foolish	Ignorant
Affected	Clever	Discouraged	Forgetful	Ill-bred
Affectionate	Clumsy	Discreet	Forgiving	Imaginative
Afraid	Coarse	Dishonest	Formal	Immaculate
Aggressive	Cold-hearted	Disillusioned	Fortunate	Immature
Alert	Commitment-phobic	Disloyal	Foul	immobile
Ambitious	Committed	Dismayed	Frank	Impartial
Amiable	Communicative	Disorganized	fresh	Impatient
Angry	compassionate	Disparaging	friendly	impolite
Animated	competent	Disrespectful	Frightened	Impudent
Annoyed	Complacent	Dissatisfied	Frustrated	Impulsive
Anxious	Conceited	Distressed	Fun loving	Inactive
apologetic	Concerned	Domineering	Funny	Inconsiderate
Appreciative	Confident	Doubtful	Furious	Inconsistent
Argumentative	Confused	Dreamer	Fussy	Indecisive
Arrogant	Conscientious	Dreamy	Garrulous	independent
Attentive	Considerate	Dull	Generous	Indiscriminate
Austere	Consistent	Dutiful	Gentle	Indolent
Average	Contented	Eager	Giddy	Industrious
Awkward	Cooperative	Easygoing	Gives up easily	Inefficient
Babyish	Courageous	Effervescent	Giving	Inimitable
Bad	Cowardly	Efficient	Glamorous	Innocent
Bashful	Crafty	Eloquent	Gloomy	Insecure
Bewildered	Creative	Embarrassed	Glum	Insincere
Blasé	Critical	Encouraging	Good	Insipid
Blowhard	Cross	Energetic	graceful	Insistent
Boastful	Cruel	Enthusiastic	Greedy	Insolent
Bold	Cultured	Equable	Gregarious	Intelligent
Boorish	Curious	Ethical	Grouchy	Intolerant
Bored	Dainty	Evil	Grumpy	Intrepid
Bossy	Dangerous	Exacting	Guilty	Inventive
Brainy	Daring	Excessive	Gullible	Jealous
Brave	Daring	Excitable	Handsome	Jolly
Bright	Dark	Excited	Happy	Jovial
Brilliant	Dauntless	Expert	Hard-working	Joyful
Brutish	Decisive	Exuberant	Hardy	Keen
Busy	Deferential	Facetious	Harried	Kind
Calm	Demanding	Fair	Harsh	Kindly
Candid	Demanding	Faithful	Hateful	Lackadaisical
Capable	Dependable	Faithless	Haughty	Languid
Carefree	Depressed	Fanciful	Healthy	Lazy
Careful	Desiccated	Fearful	Helpful	Leader
Careless	Despondent	Fearless	Hesitant	Lean
caring	Determined	Feisty	Honest	Left-brain
Caustic	Devoted	ferocious	Hopeful	Liar
Cautious		Fidgety	Hopeless	Light

List of Character Traits

Light-hearted	Plain	Self-confident	Tireless
Limited	Playful	Self-controlling	Tolerant
Lively	pleasant	Selfish	Touchy
Logical	Pleasing	Sensitive	Tough
Lonely	Polite	Sentimental	Trusting
Loquacious	Poor	Serious	Trustworthy
Loud	Popular	Sharp	Truthful
Lovable	Positive	Sharp-witted	Ugly
Loves challenge	Precise	Shiftless	Unconcerned
Loving	Pretty	Short	Uncoordinated
Loyal	Prim	Shrewd	Undependable
Lucky	primitive	Shy	Understanding
Malicious	Proper	Silly	Unforgiving
Mannerly	Proud	Simple	Unfriendly
Mature	Prudent	simple-minded	Ungrateful
Mean	Punctual	Sincere	Unhappy
Meek	Purposeful	skillful	Unkind
Merciful	Quarrelsome	Sly	Unmerciful
Messy	Quick	Smart	Unselfish
Meticulous	Quick-	Sneaky	Unsuitable
Mischievous	tempered	Soft-hearted	Upset
Miserable	Quiet	Solitary	useful
Moody	Rational	Sorry	vacant
Mysterious	Rawboned	Spendthrift	Violent
Nagging	Reasonable	Spoiled	Virtuous
Naïve	Reckless	Sterile	Warm
Naughty	Relaxed	Stern	Weak
Neat	Reliable	Stingy	Wicked
Negligent	Religious	Strange	Wild
Nervous	Repugnant	Strict	Wise
Nice	Repulsive	Strong	Wishy-washy
No purpose	Reserved	Stubborn	Withdrawn
Noisy	Resourceful	Studious	Witty
Not	Respectful	Submissive	Worried
trustworthy	Responsible	Successful	Wrong
Obedient	Restless	Superstitious	Young
Obese	Rich	Supportive	Zany
Obliging	Rigid	Suspicious	
Observant	Risk-taking	Sweet	
Open	Rough	Tactful	
Optimistic	rowdy	Tactless	
Organized	Rude	Talented	
Outspoken	Ruthless	Talkative	
Overweight	Sad	Tall	
Patient	Safe	Tardy	
Patriotic	Satisfied	Temperate	
Peaceful	Scared	Thankful	
Perseverant	Scatty	Thorough	
Persistent	Scheming	Thoughtful	
Persuasive	Scrawny	Thoughtless	
Perverse	Scruffy	Thrifty	
Pessimistic	Secretive	Thrilled	
Picky	Secure	Timid	
Pitiful	Self-centered	Tired	

Culleton, T. (n.d.). List of Character Traits. Retrieved March 5, 2013, from Fiction Writers Mentor.com website: <http://www.fiction-writers-mentor.com/list-of-character-traits.html>

Poetry Terms

Lyric - a short poem, often songlike, with the emphasis not on narrative but on the speaker's emotion or reverie. Whereas a narrative is set in the past, telling what happened, a lyric is set in the present, catching a speaker in a moment of expression. (A lyric can, of course, glance forward or backward.)

1. **elegy** - a lyric poem that is melancholy or mournfully contemplative; sometimes laments a death.

2. **ode (hymn)** - a lyric poem that is long, elaborate, and on a lofty theme such as immortality or a hero's victory.

Dramatic monologue - single character speaking at a critical moment, usually addressed to some other character who remains silent. ("My Last Duchess").

Didactic poetry - written to state a message or teach a body of knowledge; not currently popular.

Narrative poem - a poem whose main purpose is to tell a story.

Satiric poem - a kind of comic poetry that conveys a message.

Diction - choice of words and/or grammatical constructions (i.e., formal, colloquial, jargon, slang, etc.)

Colloquial - everyday speech; particular to an area or group of people.

Tone - the attitude of the author, evident from the diction, use of symbolism, irony, and figures of speech. (Tone can be described as playful, sad, happy, humorous, etc.).

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Figures of Speech - non-logical language; not to be taken literally.

1. simile - items from different classes are compared by a connective such as "like," "as," or "than" or by a verb such as "appears" or "seems." If the objects compared are from the same class, e.g., "New York is like Chicago," no simile is present. An appropriate simile: "She is like the rose."

2. metaphor - items from different classes are implicitly compared, WITHOUT a connective such as "like" or "as." ("She is the rose, the glory of the day.")

a. metonymy - something is named that replaces something closely related to it. (In the following passage, James Shirley names certain objects ["Scepter and crown," "scythe and spade"], using them to replace social classes [powerful people and poor people] to which they are related:

Scepter and crown must tumble down
And in the dust be equal made
With the poor crooked scythe and spade.

b. synecdoche - the whole is replace by the part, or the part by the whole. ("He has a new set of WHEELS." "Give me a HAND.")

3. personification - giving human qualities to abstractions or inanimate objects such as love, beauty, etc. ("The cat, disappointed, wondered where I'd been all day." ; "When love calls, wild hearts fly.")

4. apostrophe - an address to a person or thing not literally listening. ("O Santa, bring me that Porsche I've always wanted...." "O lovely rose, your perfume fills the air.")

Irony - without using figures of speech, speakers may use this device, saying things that are not to be taken literally, forming a contrast.

1. verbal irony - contrast between what is said and what is meant.

a. sarcasm - heavy, mocking verbal irony. Almost never found in literature.

b. understatement - saying less than what is meant. (to Bill Clinton: "I suppose you have a FEW things on y our mind....")

c. hyperbole (overstatement) - exaggeration. ("He died a thousand deaths.")

2. dramatic irony - contrast between what is intended and what is accomplished.

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Paradox - an apparent contradiction. ("He who would save his life must lose it" or "The child is father of the man.")

Connotation - suggested or associated meaning. (skeleton = death)

Denotation - dictionary definition. (skeleton = bony structure)

Imagery - sensory content of poems; appeals to the five senses.

Symbol - an image loaded with significance beyond literal definition; suggestive rather than definitive.

1. natural symbols - symbols recognized as standing for something in particular even by people from different cultures. (Rain usually stands for fertility or the renewal of life; a forest--mental darkness or chaos; a mountain--stability, etc.).

2. conventional symbols - symbols which people have agreed to accept as standing for something other than themselves (a poem about the cross would probably be about Christianity; similarly, the rose has long been a symbol for love).

Rhythm - stresses at regular intervals.

Prosody - the study of the principles of verse structure, including meter, rhyme, and other sound effects, and stanzaic patterns.

Hovering stress - the stress is equally distributed over two adjacent syllables.

Meter - a pattern of stressed (accented) sounds in English poetry (meter from the Greek word for "measure").

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Foot - the basic unit of measurement in a line of poetry. On rare occasions, it is a single stressed syllable, but generally a foot consists of two or three syllables, one of which is stressed. (Stress is indicated by ; lack of stress by). The repetition of feet, then, produces a pattern of stresses throughout the poem.

- 1. iam (iambic)** - one unstressed syllable followed by one stressed syllable. The iam is the most common pattern in English poetry.
- 2. trochee (trochaic)** - one stressed syllable followed by one unstressed syllable.
- 3. anapest (anapestic)** - two unstressed syllables followed by one stressed syllable.
- 4. dactyl (dactylic)** - one stressed syllable followed by two unstressed syllables.
- 5. spondee (spondaic)** - two stressed syllables; most often used as a substitute for an iamb or trochee.

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Metrical line - line consists of one or more feet and is named for the number of feet in it.

1. monometer - one foot	5. pentameter - five feet
2. dimeter - two feet	6. hexameter - six feet
3. trimeter - three feet	7. heptameter - seven feet
4. tetrameter - four feet	8. octameter - eight feet

Scansion - scanning a line of poetry for the kind and number of feet in it.

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Rhyme - repetition of identical or similar sounds.

1. perfect (exact) rhyme - differing consonant sounds are followed by identical stressed vowel sounds, and the following sounds, if any, are identical (foe/toe, meet/fleet, buffer/rougher).

2. half-rhyme (off-rhyme) - only the final consonant sounds of the words are identical; the stressed vowel sounds as well as the initial consonant sounds, if any, differ (soul/oil, mirth/forth, trolley/bully).

3. eye-rhyme - the sounds do not in fact rhyme, but the words look as though they would rhyme (cough/bough).

4. masculine rhyme - the final syllables are stressed and, after their differing initial consonant sounds, are identical in sound (stark/mark, support/retort).

5. feminine rhyme (double rhyme) - stressed rhyming syllables are followed by identical unstressed syllables (revival/arrival, flatter/batter).

6. end rhyme (terminal rhyme) - the rhyming words occur at the ends of the lines.

7. internal rhyme - rhyme occurs within lines. ("Each narrow cell in which we dwell.")

8. alliteration - sometimes defined as the repetition of initial sounds ("All the awful auguries," or "Bring me my bow of burning gold"), and sometimes as the prominent repetition of a consonant ("after life's fitful fever").

9. assonance - the repetition, in words of proximity, of identical vowel sounds preceded and followed by differing consonant sounds. (Whereas tide and hide are rhymes, tide and mine are assonantal.)

10. consonance - the repetition of identical consonant sounds and differing vowel sounds in words in proximity (fail/feel, rough/roof, pitter/patter). Sometimes consonance is more loosely defined as the repetition of a consonant (fail/peel).

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Onomatopoeia - the use of words that imitate sounds, such as hiss or buzz.

Stanza - a rhythmical unit in which lines of poetry are commonly arranged (from an Italian word meaning "room" or "stopping-place").

Verse - can be either a stanza or a single line of poetry.

(Note: in discussing stanzas, rhymes are indicated by identical letters. Thus, abab indicates that the first and third lines rhyme with each other, while the second and fourth lines are linked by a different rhyme.)

1. couplet - a stanza of two lines, usually, but not necessarily, with end-rhymes.

a. heroic couplet - a rhyming couplet of iambic pentameter, often "closed," that is, containing a complete thought, with a fairly heavy pause at the end of the first line and a still heavier one at the end of the second.

2. triplet (or tercet) - a three-line stanza, usually with one rhyme.

3. quatrain - a four-line stanza, rhymed or unrhymed.

a. heroic (elegiac) quatrain - iambic pentameter, rhyming abab.

4. sonnet - a closed, fixed form. A fourteen-line poem, predominantly in iambic pentameter.

a. Italian (Petrarchan) sonnet - named for the Italian poet Francesco Petrarch (1304-74), has two divisions: the first eight lines (rhyming abba abba) are the octave, the last six (rhyming cd cd cd, or a variant) are the sestet.

b. English (Shakespearean) sonnet - usually arranged into three quatrains and a couplet, rhyming abab cdcd efef gg.

5. villanelle - a closed, fixed French form; 5 tercets and a quatrain.

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

Blank verse - English poetry written in unrhymed iambic pentameter.

Free verse (vers libre) - rhythmical lines varying in length, adhering to no fixed metrical pattern, and usually unrhymed. Seems formless but is not. Form or pattern often largely based on repetition and parallel grammatical structure.

Prose poem - a short work that looks like prose but is highly rhythmical or rich in images, or both.

Closed form - some regular pattern is evident.

1. **fixed form** - closed form which adheres to certain strict rules (such as the sonnet, villanelle, etc.)

Open form - no identifiable patterns of rhyme, rhythm, meter.

Poetry Terms. (n.d.). Retrieved March 5, 2013, from Poetry Terms People website:
<http://sunburst.usd.edu/~mrogge/RDTN/210poetryterms.html>

State Testing Resources

- **Virginia Department of Education – RESOURCES** pp. 243-244
- **Released E.O.C. Tests from New York, Massachusetts, Texas, California, Florida** p. 245

Information from the Virginia Department of Education - SOL RESOURCES

Virginia Department of Education website <http://www.doe.virginia.gov/index.shtml>

Subscribe to Teacher Direct Resources

Receive a weekly e-mail notification from VA Department of Education sharing SOL resources.

Click here to subscribe.

http://www.doe.virginia.gov/testing/teacher_direct/index.shtml

SOL Vocabulary Resources

Click on this link for VA DOE Vocabulary lesson plans, strategies, suggestions, resource links, graphic organizers, common Greek and Latin roots, online flash cards, and interactive games

Click on this link [English SOL Vocabulary Page](#)

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/vocabulary/index.shtml

Vocabulary Skills

The 2010 English Standards of Learning require students to expand their vocabularies as they advance from grade to grade. The examples below are the types of skills students need to know. They are listed in the order they are presented in the Curriculum Framework.

- homophones
- roots
- prefixes
- suffixes
- synonyms/antonyms
- context clues – example, restatement, contrast
- content area words
- glossary, dictionary, thesaurus
- figurative language – simile, hyperbole, metaphor, personification
- symbol, euphemism, oxymoron, paradox
- Greek and Latin roots and word families
- word origins and derivations
- connotation/denotation
- multiple meanings
- analogy construction
- idioms
- allusions

Sample Lesson using Text- Dependent Passages

Click here for [Sample text-dependent questions](#)

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/text_dependent_questions/index.shtml

Note – this sample lesson plan requires students to:

- read fiction and nonfiction passages
- answer text-dependent inference questions for both passages
- speak and write using evidence presented in the text
- analyze information in the text or research-based
- analyze the author’s purpose organizational pattern and format of both texts

VA DOE recommends providing formative activities for students

- Pull passages from content area texts
- Pair passages with matching topics – fiction and nonfiction text on same topic
- Punctuate the text
- Ask reading inference, synthesis, evaluative, and analysis comprehension questions
- Analyze vocabulary
- Include short written essay/constructed response questions using paired fiction and nonfiction texts

Released reading tests may be downloaded by navigating these websites.

Released Reading Tests for All States

<http://www.edinformatics.com/testing/testing.htm>

California

9th grade

<http://www.cde.ca.gov/ta/tg/sr/documents/cstrtqelagr9.pdf>

10th grade

<http://www.cde.ca.gov/ta/tg/sr/documents/cstrtqela10.pdf>

EOC - 11th grade

<http://www.cde.ca.gov/ta/tg/sr/documents/cstrtqelagr11.pdf>

Florida

http://fcats.fldoe.org/pdf/releasepdf/06/FL06_Rel_G10R_AK_Cwf001.pdf

Massachusetts

<http://www.doe.mass.edu/mcas/2011/release/g10ela.pdf>

New York

<http://www.nysedregents.org/ComprehensiveEnglish/>

Texas

<http://www.edinformatics.com/testing/texas.htm>

<http://www.tea.state.tx.us/student.assessment/taks/released-tests/>

New York Regents Common Core Passages

New York Common Core program has identified exemplar literature passages that they expect students to read and understand. This link provides authentic texts from grades K – 12. The PDF takes some time to download. 11th and 12th grade literature selections are located at the end. The NEW SOL formatted questions in this booklet can be used with these passages to develop practice test for your students.

http://www.corestandards.org/assets/Appendix_B.pdf