

TEACHER'S ANNOTATED EDITION

OCCT PREPARATION AND PRACTICE WORKBOOK



**Aligned with the Oklahoma
Reading Standards and Objectives**

GLENCOE LANGUAGE ARTS

GRADE 7

This helpful workbook provides

- Tested Oklahoma Priority Academic Student Skills (PASS) standards and objectives for reading
- Test-taking strategies and tips
- Preparation and practice lessons
- A full-length practice reading test
- Student diagnostic chart

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INTRODUCTION

This workbook was developed to help prepare students for the Grade 7 Oklahoma Core Curriculum Test in reading (Reading OCCT). The test is based on Oklahoma PASS (Priority Academic Student Skills) standards and objectives. The PASS standards and objectives that are covered on the Reading OCCT appear on pages T3–T6.

ABOUT THE STUDENT EDITION

The **Student Edition** of this workbook reviews the skills and knowledge students need to successfully complete the Reading OCCT. It contains the following sections:

- The **Introduction** familiarizes students with the structure and purpose of the Reading OCCT.
- The **Test-Taking Techniques** section offers advice on how to prepare for standardized tests and outlines general test-taking strategies.
- The **Lessons** present instruction and practice on many of the skills covered on the Reading OCCT.
- The **Practice Test** provides a low-risk test-taking experience so that students can apply what they have learned.

ABOUT THE TEACHER’S ANNOTATED EDITION

The **Teacher’s Annotated Edition** of this workbook includes an annotated version of the **Student Edition** and the following features:

- The Grade 7 Reading PASS standards and objectives tested on the OCCT
- Suggestions on teaching the lessons and administering the Practice Test
- An Answer Key for the Practice Test
- Diagnostic tools for evaluating student and class results

TEACHING THE LESSONS

To prepare students for the Reading OCCT, begin by reviewing the Test-Taking Techniques that start on page 2 of the Student Edition. Once you have reviewed these techniques, you are ready to begin teaching the lessons. The workbooks contain fifteen lessons that are designed to encourage active student participation. Each lesson has two sections:

- The teaching section provides valuable information about a relevant skill and step-by-step guidance on how to answer questions related to this skill. You may choose to present this section aloud in class.
- The practice section gives students an opportunity to apply what they have learned to similar questions. Students can answer the questions in this section individually. After they have completed this section, you might choose to go over their answers in class and address any questions they may have.

ADMINISTERING THE PRACTICE TEST

Encourage students to take the OCCT Practice Test seriously. Explain that taking the test will give them experience that will help them when they take the actual Reading OCCT. The day after students have completed the Practice Test, take time to gather feedback. Ask them what they found challenging about the test and discuss which test tips and lessons in their workbooks were most useful to them.

TIMING GUIDELINES

The Reading OCCT is not strictly timed, but the Practice Test should take about eighty-five minutes to complete, including time for directions. Because of this, you may choose to spread the Practice Test over two periods. Take a few minutes to go over general test-taking instructions with students before they begin the Practice Test.

MATERIALS

An answer sheet for the Reading Practice Test appears on page T7 of the Teacher’s Annotated Edition. Before administering the test, duplicate the answer sheet and provide one to each student. It’s always a good idea to have a few spares in case an answer sheet gets destroyed.

Remind students that their answers to the Practice Test must appear on the answer sheet, not on the pages of the Practice Test.

PRIORITY ACADEMIC STUDENT SKILLS FOR READING

The Priority Academic Student Skills for Reading outline the knowledge and skills the State of Oklahoma expects students to learn each school year. Although you are required to teach all of the standards, the Grade 7 Reading OCCT assesses only a subset of these standards. The Grade 7 standards assessed by the Reading OCCT are listed below.

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1. VOCABULARY: The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Word Origins
 - a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.
 Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagne (Italian), sauerkraut (German), and déjà vu (French).
 - b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject-area vocabulary.
 Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.
3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
 - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*
 - b. Analogies: comparisons of the similar aspects of two different things
 - c. Metaphors: implies comparisons, such as *The street light was my security guard*
 - d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet*

Standard 3. COMPREHENSION: The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety

of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

1. Literal Understanding

- a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.
 - Determine the purpose for reading such as to be informed, entertained, or persuaded.
 - Preview the material and use prior knowledge to make connections between text and personal experience.
- b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
- c. Show understanding by asking questions and supporting answers with literal information from text.

2. Inference and Interpretation

- a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
- b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

3. Summary and Generalization

- a. Summarize the main idea and how it is supported with specific details.
- b. Recall major points in the text and make and revise predictions.
- c. Recognize the importance and relevance of details on the development of the plot.
- d. Support reasonable statements by reference to relevant aspects of text and examples.

4. Analysis and Evaluation

- a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
- b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.
- c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
- d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
- e. Distinguish between stated fact, reasoned judgment, and opinion in text.

Standard 4. LITERATURE: The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folktale, mystery, and myth.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.
 - b. Identify and explain techniques of direct and indirect characterization in fiction.
 - c. Describe how the author’s perspective, argument, or point of view affects the text.
 - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historicalness).
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
 - a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
 - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
 - c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

Standard 5. RESEARCH AND INFORMATION: The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
 - a. Use card catalogs and computer databases to locate sources for research topics.
 - b. Access a variety of primary and secondary sources to locate information relevant to research questions.
 - c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
 - d. Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - e. Note instances of persuasion, propaganda, and faulty reasoning in text.
 - f. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
 - a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Interpret and use graphic sources of information, such as graphs, maps, timelines, or tables, to address research questions.
 - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
 - d. Determine the appropriateness of an information source for a research topic.
 - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

READING OCCT PRACTICE TEST ANSWER SHEET

Name: _____ Date: _____

Fill in the circles completely for the answer choice you think is best.

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)
- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)
- 16 (A) (B) (C) (D)
- 17 (A) (B) (C) (D)
- 18 (A) (B) (C) (D)
- 19 (A) (B) (C) (D)
- 20 (A) (B) (C) (D)

- 21 (A) (B) (C) (D)
- 22 (A) (B) (C) (D)
- 23 (A) (B) (C) (D)
- 24 (A) (B) (C) (D)
- 25 (A) (B) (C) (D)
- 26 (A) (B) (C) (D)
- 27 (A) (B) (C) (D)
- 28 (A) (B) (C) (D)
- 29 (A) (B) (C) (D)
- 30 (A) (B) (C) (D)
- 31 (A) (B) (C) (D)
- 32 (A) (B) (C) (D)
- 33 (A) (B) (C) (D)
- 34 (A) (B) (C) (D)
- 35. (A) (B) (C) (D)
- 36 (A) (B) (C) (D)
- 37 (A) (B) (C) (D)
- 38 (A) (B) (C) (D)
- 39 (A) (B) (C) (D)
- 40 (A) (B) (C) (D)

- 41 (A) (B) (C) (D)
- 42 (A) (B) (C) (D)
- 43 (A) (B) (C) (D)
- 44 (A) (B) (C) (D)
- 45 (A) (B) (C) (D)
- 46 (A) (B) (C) (D)
- 47 (A) (B) (C) (D)
- 48 (A) (B) (C) (D)
- 49 (A) (B) (C) (D)
- 50 (A) (B) (C) (D)
- 51 (A) (B) (C) (D)
- 52 (A) (B) (C) (D)
- 53 (A) (B) (C) (D)
- 54 (A) (B) (C) (D)
- 55 (A) (B) (C) (D)
- 56 (A) (B) (C) (D)
- 57 (A) (B) (C) (D)
- 58 (A) (B) (C) (D)
- 59 (A) (B) (C) (D)
- 60 (A) (B) (C) (D)

PRACTICE TEST ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. A | 21. B | 41. B |
| 2. D | 22. C | 42. A |
| 3. B | 23. B | 43. D |
| 4. C | 24. A | 44. C |
| 5. A | 25. A | 45. A |
| 6. B | 26. A | 46. A |
| 7. C | 27. B | 47. B |
| 8. B | 28. D | 48. A |
| 9. D | 29. A | 49. C |
| 10. B | 30. C | 50. D |
| 11. D | 31. B | 51. B |
| 12. B | 32. D | 52. A |
| 13. C | 33. A | 53. C |
| 14. D | 34. B | 54. A |
| 15. A | 35. B | 55. C |
| 16. C | 36. D | 56. D |
| 17. D | 37. C | 57. A |
| 18. A | 38. B | 58. B |
| 19. B | 39. A | 59. D |
| 20. C | 40. C | 60. C |

USING THE DIAGNOSTIC CHARTS

You will find diagnostic charts on the following pages. These charts will help you assess your students' strengths and weaknesses in the PASS standards and objectives. They will also assist you in reviewing the results of the Practice Test with the students in your class.

STUDENT DIAGNOSTIC CHART

To analyze the results of individual Practice Tests, use the **Student Diagnostic Chart** beginning on page T10. Grade each student's test, using the answers provided in the *Answer* column of the Student Diagnostic Chart or on the Answer Key on page T8. In the unshaded (domain) box to the right of each answer in the Student Diagnostic Chart, record the scores in the following manner. Mark 1 when a question was answered correctly and 0 when a question was answered incorrectly. Then use the *Total* row to tally the scores. To translate tallies into percent scores, divide the tallies by the highest score possible (shown as a denominator in the chart) and multiply by 100. Record the percent scores in the bottom row.

Photocopy and distribute the completed Student Diagnostic Chart to your students and review each question. The scores in each column allow you and your students to see which standards and objectives are challenging for them. You can then guide your students to further review.

CLASS DIAGNOSTIC CHART

To assess the strengths and weaknesses of your class as a whole, use the **Class Diagnostic Chart** beginning on page T12. Write each student's name in the column marked *Student Name*. Record the percent scores each student received in each of the standard/objective areas. To obtain class averages, add the percent scores in each column and divide each sum by the number of students in the class. Record the class averages in the bottom row.

STUDENT DIAGNOSTIC CHART FOR THE OKLAHOMA GRADE 7 READING OCCT PRACTICE TEST

Name: _____

Date: _____

Question	Answer	Depth	Standards and Objectives											
			1.1	1.2	1.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2
1	A	2												
2	D	2												
3	B	2												
4	C	2												
5	A	1												
6	B	2												
7	C	2												
8	B	2												
9	D	2												
10	B	1												
11	D	2												
12	B	2												
13	C	2												
14	D	2												
15	A	2												
16	C	2												
17	D	2												
18	A	2												
19	B	3												
20	C	2												
21	B	2												
22	C	2												
23	B	2												
24	A	1												
25	A	2												
26	A	3												
27	B	2												
28	D	3												
29	A	1												
30	C	2												

STUDENT DIAGNOSTIC CHART (CONTINUED)

Name: _____

Date: _____

Question	Answer	Depth	Standards and Objectives											
			1.1	1.2	1.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2
31	B	2												
32	D	3												
33	A	2												
34	B	2												
35	B	2												
36	D	2												
37	C	2												
38	B	1												
39	A	1												
40	C	2												
41	B	1												
42	A	2												
43	D	1												
44	C	2												
45	A	2												
46	A	2												
47	B	2												
48	A	2												
49	C	3												
50	D	3												
51	B	2												
52	A	1												
53	C	1												
54	A	1												
55	C	2												
56	D	2												
57	A	2												
58	B	2												
59	D	2												
60	C	2												
Total			/3	/2	/4	/4	/4	/8	/13	/3	/6	/4	/3	/6
Percent Score														

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CLASS DIAGNOSTIC CHART FOR THE OKLAHOMA GRADE 7 READING OCCT PRACTICE TEST

Student Name		PASS											
		Percent Score											
		1.1	1.2	1.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
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24													
25													
26													
27													
28													
29													
30													
Total													
Class Average													

INTRODUCTION

The **Grade 7 Oklahoma Core Curriculum Test (OCCT)** assesses your vocabulary skills, your reading comprehension skills, your knowledge of literary forms, and your ability to conduct research and organize information.

The purpose of this book is to help you prepare for the Reading OCCT. There are two main sections in this book—the lessons and the Practice Test.

THE LESSONS

This workbook contains fifteen lessons. These lessons review skills and knowledge that may be tested on the Grade 7 Reading OCCT, including skills and knowledge related to vocabulary, reading comprehension, literary forms and elements, and research. Each lesson also includes opportunities to learn and practice the skill reviewed in that lesson.

THE PRACTICE TEST

The Practice Test is similar to the Reading OCCT. Taking it gives you an opportunity to try out everything that you learned as you worked through the lessons.

Completing the lessons and the Practice Test in this workbook will help you develop strategies and skills that any student needs to do well in the testing program.

TEST-TAKING TECHNIQUES

GENERAL TIPS FOR TEST TAKING

Here are some general tips for taking standardized tests:

- Stay positive. Thinking positively will help you achieve better results!
- Read every question carefully. Some questions are tricky; make sure you know what you are being asked.
- Fill in answer bubbles completely on the answer sheet.

READ THE QUESTIONS FIRST

On the OCCT you will read a variety of passages from stories, essays, articles, and poems, and you might need to examine maps, charts, and other graphics. You will then answer questions that test your understanding of these passages.

You might think the best approach is to first read each passage slowly to absorb every detail and then read the questions. But that is usually not the best way to take a test. You will make better use of your time by reading the questions first to find out what to look for and then reading the passage.

Read each question carefully and scan the answer choices. Then read the passage. Knowing what the questions ask and how the answers are worded will free you from trying to remember every detail of the passage and allow you to focus on the passage's main idea and on what the questions require.

USE THE PROCESS OF ELIMINATION

When you are not sure of an answer on a multiple-choice question, the best thing to do is to use the *process of elimination* to select an answer. Most multiple-choice questions on tests give you four answer choices, but only one of the choices is the right answer. Figuring out which three answer choices are incorrect is just as good as figuring out which one answer choice is correct. This is where the process of elimination can help. Here is an easy example:

Imagine that you are a contestant on a game show. The host asks you the following question: “What is the capital of the country of Nepal?” If you answer correctly, you will win one million dollars. You are given the following four possible answers:

- Tokyo
- Cairo
- Beijing
- Kathmandu

Do you know the capital of Nepal? Even if you don’t, you can still win the money! Use the process of elimination by completing the following steps:

Step 1

Read the question carefully, then read the passage. Look for clues in the passage.

Step 2

Eliminate the answer choices that you THINK are probably wrong.

Step 3

Choose from the remaining answer choices. The fewer answer choices you have to pick from, the better chance you have of choosing the correct answer.

Let’s see how it works with this question. Which cities above do you know are NOT the capital of Nepal? You may know that Tokyo is the capital of Japan, so it’s probably not also the capital of Nepal. Cairo is the capital of Egypt and Beijing is the capital of China, so neither of those is likely to be the correct answer. That leaves you with only Kathmandu. Kathmandu is probably the capital of Nepal. Even if you don’t know the capital of Nepal, the *process of elimination* makes you a millionaire!

Now let's see how the process of elimination can help on a question you might see on a test such as the Reading OCCT. Use the example and the steps below to learn how to apply this test-taking technique.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack onto the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so irksome!" Laura proclaimed in a loud voice.

1▶ In the passage, the word irksome means

- A** kind.
- B** bright.
- C** annoying.
- D** friendly.

**Step
1**

Read the question and answer choices carefully, then read the passage. The question asks you to look for the word irksome in the passage. In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura doesn't like.

**Step
2**

Review the answer choices. From your work in Step 1, you know that Laura would probably not describe Roberta as kind or friendly. Answer choices A and D must be wrong. Eliminate them.

**Step
3**

The process of elimination has helped, because you now have only two answer choices instead of four. Even if you don't know what irksome means, you have a much better chance of picking the correct answer. Of the remaining answer choices, which one seems like the best answer, B or C? Reread the passage and think about what Laura is feeling. Because she seems upset with Roberta, answer choice C, annoying, is probably the best answer.

Remember to use the process of elimination on every multiple-choice question that you can't answer right away. Even if you can eliminate only one answer choice, you have increased your chances of choosing the correct answer.

FIND THE MAIN IDEA

Whenever you read a passage in a standardized test, make sure you focus on understanding the *main idea* of the passage. The main idea is the most important idea or opinion that the author expresses in the passage. Understanding the main idea can help you answer questions about the passage as a whole and about the meaning and importance of specific details.

When determining the main idea of a passage, pay close attention to titles, headings (if there are any), and the first and last sentences of paragraphs.

Let's see how finding the main idea can help on a question you might see on the OCCT. Look at the following example and the steps below to learn how to apply this test-taking strategy.

Although most people think of an “ice age” as a period thousands of years ago when glaciers covered much of North America, some scientists think of “ice ages” in a different way. To them, a major ice age is a period in which there are large ice sheets near Earth’s poles and on mountains. As a matter of fact, we’re still living in a major ice age that started millions of years ago.

Scientists still debate about the causes of ice ages. One popular theory points to the stars. Our solar system consists of the sun, several planets, and millions of smaller objects. Our sun is one of about 400 billion stars in the Milky Way galaxy, all of which rotate around the center of the galaxy. Our sun makes one complete orbit around the galaxy in about 240 million years. As it does so, it passes through four great “arms” of the galaxy—areas that are especially crowded with stars. Some scientists believe that the periods when our sun’s path moves through these galactic arms correspond to the periods of the great ice ages on Earth.

1► What is one possible cause of ice ages?

- A a change in the number of objects in the solar system
- B a change in Earth’s rotation
- C the sun’s path through the arms of the Milky Way
- D a change in the distance between Earth and the Milky Way

Step 1

Read the question first. From reading the question, you can determine that the passage will discuss causes of ice ages and refer to at least one possible cause. From reading the answer choices, you can reasonably guess that either *change* or *arms* will be an important word in the answer to the question.

Step 2

Identify the main ideas of the passage. A look at the first sentence of each paragraph tells you that the second paragraph probably contains the information you need to answer a question about the causes of ice ages.

The first sentence of that paragraph presents the main idea that there is a debate over the causes of ice ages. Looking more closely at the paragraph, you will notice that the last sentence contains the key word *arms*. You’ll also notice that the last sentence refers to the ice ages on Earth. So choice C—the sun’s path through the arms of the Milky Way—is most likely the best answer.

TIPS FOR TESTING TIME

Knowing the format of the OCCT and being familiar with the types of questions you will likely find on this test will help you do better on the test. There are several other things you can do before and during the test that will help improve your results.

BEFORE THE TEST

Here are a few things you can do before taking the OCCT to help you prepare for the test and avoid anxiety:

- Know the test date. Ask your teacher to provide you with the date for the OCCT. Record the date in a personal calendar.
- Know why you are taking the test. Ask your teacher to explain the purpose of the OCCT.
- Get a good rest the night before each test. Being tired on test day will slow you down and make it harder for you to concentrate.
- Eat a normal breakfast and lunch on test day. Eating too little or too much may make you feel sluggish during the test.

DURING THE TEST

Here are a few things you can do during the test to help you improve your performance:

- Focus on the test. You will be taking the OCCT in a room full of other students. Try not to be distracted by them.
- Read the test instructions carefully. Look at the sample questions provided in the instructions. They will inform you what the questions will be like and how to mark your answers.
- Keep track of time. This is a timed test. Pace yourself to be sure you will complete each section of the test within the specified time.
- Use all the time you have. If you finish a section of the test early, reread the last items in that section and check your answers.



Lessons



Lesson

1

Words in Context

Molly was distressed to see that the dog had eaten her homework.

In this sentence, what does the word “distressed” tell you about how Molly feels? If you don’t know the meaning of distressed, you can look at the words in the rest of the sentence for clues to figure it out. If a dog ate *your* homework, you’d probably be very unhappy or upset. This clue tells you that distressed most likely means “very unhappy or upset.”

When you figure out a word’s meaning by thinking of the words around it, you’re looking at the **context** of the word. Now put on your detective’s cap and use the example below to learn how to answer more questions about words in context.

1 ► Which word is closest in meaning to the word murky in the sentence below?

The water was so murky that Albert could not see the bottom of the pond.

- | | |
|-----------------|--------------------|
| A clear | B shallow |
| C cloudy | D beautiful |

Step 1

Think about what the sentence means as a whole and then decide which answer choice makes the most sense in the context. You can use the process of elimination to figure out the correct answer. First, plug each answer choice into the sentence in place of murky. Then eliminate choices that do not make sense in the context of the sentence. Let’s try the first answer choice:

(A) The water was so clear that Albert could not see the bottom of the pond.

Now ask yourself, “Does this sentence make sense?” The sentence tells you that Albert could not see the bottom of the pond. But if the water in the pond were clear, then Albert would be able to see the bottom of the pond. So **A** is incorrect. Now look at the remaining answer choices. If the water were **B**, shallow, then Albert could easily see the bottom of the pond. If the water were **D**, beautiful, well, that doesn’t really tell you whether Albert could see the bottom of the pond. But if the water were **C**, cloudy, then Albert would not be able to see the bottom of the pond.

Step 2

Since **A**, **B**, and **D** are wrong, the correct answer to the question is **C**.

Now you try it.

Choose the answer choice that has most nearly the same meaning as the underlined word in each sentence below.

- 1 My grandparents are on an extended vacation, so I will not see them for a long time.
- A enjoyable
B shortened
C lengthened
D relaxing
- 2 The book about sharks was so fascinating that I could not put it down.
- A interesting
B heavy
C difficult
D boring
- 3 After having the flu for a week, I felt so frail that I couldn't get out of bed.
- A loud
B energized
C wealthy
D weak
- 4 Javier shivered as the frigid air blew through the window.
- A thick
B cold
C mild
D dirty
- 5 The students looked up in awe at the mammoth skyscraper.
- A giant
B ugly
C paper
D model
- 6 After Lashawn studied harder, she noticed a significant improvement in her grades.
- A respectful
B slight
C unimportant
D major
- 7 The inquisitive child asked her father why the sky is blue.
- A bored
B curious
C sneaky
D polite

Lesson

2

Purpose for Reading

Before you read, you'll want to determine your **purpose for reading**. Are you looking for facts, advice, or just something frightening or funny? People read for many reasons, such as for information, instruction, or entertainment. Knowing your purpose for reading is the first step in finding what's right for you. Use the example below to learn how to answer questions about the purpose for reading a selection.

State Park Facilities and Features

	Camping	Hiking Trails	Boat Rental	Swimming	Fishing	Bike Trails	Horseback Riding	Skiing	Restaurant/Food	Lodging
Timber River		+	+		+	+		+	+	
Deep Valley		+		+				+	+	+
Marshall	+	+		+		+				
Kings Forest	+	+		+	+	+			+	+
High Ridge		+		+		+		+	+	+

1 ► You would **most likely** read this selection to

- A learn how to ride a horse.
- B find out the best time of day to go fishing.
- C pass the time in an enjoyable way.
- D** find out where to go bike riding.

Step 1

How might you use the information in the table above?

to find out what features and activities are available at each state park

Step 2

Now look at the answer choices. Which answer choices are not supported by what you wrote in Step 1?

A, B, and C

Step 3

Which remaining answer choice is the best purpose for reading this selection? If you chose **D**, you are correct. This table shows a list of parks and the features found in each one, so you could read it to find out where to go bike riding.

Now you try it.

Read the newspaper article below and answer the questions that follow.

Kids from Chicago’s Cabrini Green Learn Urban Farming in Arkansas

by PAISLEY DODDS—Associated Press, Tuesday, August 19, 1997

PERRYVILLE, Ark.—No overalls or straw hats in this crowd.

Fresh from Chicago’s Cabrini Green housing complex and another development in Milwaukee, a dozen kids are visiting Arkansas to learn how to become inner-city farmers.

Growing cucumbers may keep 16-year-old Helen Marshbanks from joining a gang. Raising catfish under an apartment window sill may put more food on the table for the family of 14-year-old Darius Moore.

For 19-year-old Eric Brown, urban farming is a “cool” complement to playing basketball and watching television. “I want to be a writer when I grow up,” Brown said. “But this thing, yeah, it’s been real cool.”

“For me, doing these kinds of projects has kept me out of trouble and out of gangs that are in my neighborhood,” Marshbanks said Monday.

All are at a four-day, inner-city farming seminar at the Heifer International Project, an international grassroots organization.

The seminar, held on Heifer’s 1,100-acre ranch in central Arkansas, provides some of the budding farmers their first time out of the city. They stay at the “Heifer Hilton”—a barn that sleeps about two dozen.

The seminar aims to show how to boost inner-city crops and expand into rooftop beekeeping, catfish harvesting, worm composting, goat-cheese making, and organic farming.

“We feel really good about doing this,” Moore said. “There are a lot of people who can’t afford things in our neighborhood. I think when people see what we’re doing, they’ll want to get involved too.”

Learning professional techniques could help the gardening projects already running and encourage donors to keep them afloat, Marshbanks said.

“We can see what a difference it’s made in our neighborhood,” she said. “It makes people happy.”

1 **The purpose for reading this selection would most likely be to learn**

- A how to grow cucumbers.
- B how to stay out of trouble.
- C** about a farming seminar for city kids.
- D about differences between Chicago and Arkansas.

2 **Who would benefit most from reading this selection?**

- A a farmer who raises goats and catfish
- B** a student who is planning a gardening project
- C a student who wants to take a relaxing vacation
- D a tourist who is unsure what to wear in Arkansas

Predictions

It's the fourth quarter of the basketball game, with only two minutes to go. The score is 77 to 44. Which team is going to win?

When you make an educated guess about what's likely to happen in the future, you're making a **prediction**. To make predictions when you read, pay attention to the writer's clues about characters' feelings, thoughts, and actions. Based on what happens in the passage, you can guess what a character will do. Use the passage below to learn how to answer questions about making predictions.

"Look at this," Anna said. She had \$15 in her hand.

Anna glanced toward the store. "I should've gotten only \$5 back."

Kim smiled. "It's your lucky day."

Anna looked worried. "My mom worked in a store. The cash register had to match the money in the drawer. If it didn't, the cashier had to pay the difference."

Kim shrugged. "Come on. They'll never know."

1 ▶ **Based on this passage, Anna will most likely**

- A** leave without returning the money.
- B** buy more items from the store.
- C** return the extra \$10 to the cashier.
- D** return the item she bought to get her money back.

**Step
1**

Think about the clues the writer gives you about Anna's feelings and actions. "Anna looked worried." This tells you that Anna is concerned that the cashier will have to pay for the mistake.

**Step
2**

If Anna cares about what might happen to the cashier, she probably wouldn't just leave without returning the money, so **A** is not correct. Which remaining answer choice is most likely to happen? Anna's concern shows she is taking the situation seriously, so she probably wouldn't try to return the item (**D**) or buy more items (**B**). That leaves **C**, return the extra \$10 to the cashier. **C** is correct.

Now you try it.

Read the passage below and answer the questions that follow.

adapted from **The Adventures of Tom Sawyer**

by MARK TWAIN

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently. . . . Ben said: “Hello, old chap, you got to work, hey?”

Tom wheeled suddenly and said: “Why, it’s you, Ben! I warn’t noticing.”

“Say—I’m going in a-swimming, I am. Don’t you wish you could? But of course you’d druther work—wouldn’t you? Course you would!”

Tom contemplated the boy a bit, and said: “What do you call work?”

“Why, ain’t that work?”

Tom resumed his whitewashing, and answered carelessly: “Well, maybe it is, and maybe it ain’t. All I know is, it suits Tom Sawyer.”

“Oh come, now, you don’t mean to let on that you like it?”

The brush continued to move.

“Like it? Well, I don’t see why I oughtn’t to like it. Does a boy get a chance to whitewash a fence every day?”

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again—Ben watching every move and getting more and more interested, more and more absorbed.

1 From the way Ben’s behavior changes at the end of the passage, the reader might predict that he will

- A** rush off to go swimming.
- B** criticize Tom’s painting.
- C** offer to help Tom paint.
- D** give Tom the rest of his apple.

2 Based on Tom’s behavior, we can predict that later in the book he will

- A** paint Ben’s fence.
- B** trick people into helping him paint.
- C** go swimming with Ben.
- D** start a fence-painting business.

Drawing Conclusions

Authors don't always tell us everything. Sometimes they expect us to make our own connections between ideas and events in a story. For example, in the sentence, "Angela left the stadium proudly, trophy in hand," you can conclude that Angela won a game or sporting event and was awarded a trophy. Active readers **draw conclusions**—they use different pieces of information in a selection to make general statements about characters, situations, and ideas.

Read the passage below and use the steps that follow to learn how to answer questions about drawing conclusions.

Partners

- 1 Ms. Coffee's social studies students settled down to discuss the new assignment with their partners. Few voices but many busy hands showed that discussions had begun. Corinne looked at Max, who had been assigned to be her partner. He had just transferred into the school, so she didn't know him at all. He was frowning! What if they couldn't work well together?
- 2 Max looked up from the book and sighed.
- 3 "This is going to be hard," he signed. "I hope you studied this chapter on maps because we can't explain it to the class unless we really understand it ourselves."
- 4 Corinne's hopes fell. If Max didn't think she had enough sense to read the assignment, he must think she was really stupid. Working with him would be impossible if he didn't know she loved geography. Well, she'd try to make this work.
- 5 "Sure, I read it," she signed back as she smiled. "I have some books from the library in my locker. They show different kinds of maps, and Dad said I could bring in his software from work when we have time to do some computer work. He's a geographer for the state, and he thinks the project we're doing is great. I think so too."
- 6 Max's face lit up.
- 7 "Great! I don't know many kids here yet. Sorry if I acted crabby. I'm glad we're partners. I like working with somebody who gets excited about geography."

I What conclusion might you draw about the students in Max and Corinne’s class?

- A** The students like geography.
- B** The students are hearing impaired.
- C** The students know their partners well.
- D** The students don’t like noisy rooms.

**Step
1**

Think about what happens in the first paragraph. Is there anything about the students’ discussion that might give you a clue to the answer? Well, the story says that, while the students discuss the assignment, there are “few voices but many busy hands.” What might this suggest to you? Now look for other clues in the remainder of the story.

In paragraph 3, Max tells Corinne that he thinks the assignment will be hard by

“signing” to her.

**Step
2**

Now review the answer choices again. Which choice seems to explain the clues you found in step 1? If you chose **B**, then you are correct! There are few voices, and the students are signing to each other because the students have hearing impairments.

Now you try it.

Read the passage below and answer the questions that follow.

The First Day of Basketball

- 1 Chris slowly walked out onto the court. He stared at the floor, imagining that the other kids wouldn't notice him as long as he pretended not to notice them.
- 2 Today was the first day of basketball in gym class. Chris could picture himself falling flat on his face as he attempted to run and dribble at the same time. Mr. Henson, the gym teacher, divided the last group of boys into two teams and told them to take their positions on the court. Four other boys were on Chris's team, so maybe he wouldn't even have to touch the ball.
- 3 As soon as Mr. Henson blew his whistle, the gymnasium was alive with the sounds of yelling and the squeaking of gym shoes on the hardwood floor. Chris stood stiffly on the court as the other boys dashed around him. Chris watched his teammates nervously, afraid that someone might pass him the ball.
- 4 Although Gary Parker could see that Chris looked anxious, he decided to pass Chris the ball. Chris caught the ball with an unconscious reflex.
- 5 For a moment, Chris just stood in the middle of the court holding the ball. "Go! Go!" his teammates shouted from all sides.
- 6 Before Chris realized what he was doing, he was racing down the court, effortlessly dribbling the ball at his side. "Shoot! Shoot!" his teammates were now shouting. Chris tossed the ball up into the air. His eyes widened and his mouth hung open as the ball swished through the basket.

Choose the **best** answer for each multiple-choice question.

- | | |
|--|---|
| <p>1 The passage shows that Chris</p> <p>A is on the varsity basketball team.</p> <p>B is failing gym class.</p> <p>C has been looking forward to playing basketball all year.</p> <p>D does not think he is a very good basketball player.</p> | <p>2 At the end of the story, Chris's eyes widen and his mouth hangs open because</p> <p>A he is getting sick.</p> <p>B he has trouble seeing the ball.</p> <p>C he cannot believe he made a basket.</p> <p>D he is worried about what his teammates think of him.</p> |
|--|---|

3 Mr. Henson blows his whistle

- A** to divide the class into teams.
- B** because Chris got a basket.
- C** to get the game started.
- D** to stop the game.

4 Gary concludes that Chris looks anxious because Chris

- A** stands stiffly on the court as the other boys dash around him.
- B** stares at the floor.
- C** falls as he attempts to run and dribble at the same time.
- D** is afraid to leave the court.

5 Chris's teammates probably tell him to shoot the ball because

- A** they want him to give up the ball.
- B** he is just holding the ball and standing still.
- C** he is about to fall on his face.
- D** he is approaching the basket.

Lesson
5

Main Idea

Whenever someone tells you the plot of a TV show or movie, he or she probably starts with the **main idea**. This is the key or most important idea—the heart of the story.

One way to figure out the main idea when you read a passage is to ask yourself, “What point is the author trying to make? What does the author want me to understand, do, or believe?” Then sum it up in a few words. That’s the main idea.

Use the example and steps below to learn how to answer questions about main idea.

Weathering

Weathering is a process by which rocks are broken down into smaller and smaller pieces, which finally break down into soil. Over millions of years, weathering has helped change Earth’s surface. The process continues today. Weathering wears mountains down to hills and creates shallow caves in some types of rock. It can cause potholes in streets and smooth out the carved writing on tombstones and on the cornerstones of buildings. Weathering is a powerful, but slow, force.

▶ What is the main idea of this paragraph?

- A Mountains are made of rock.
- B Weathering ruins buildings and streets.
- C** Weathering causes changes in rock and other surfaces.
- D Some tombstones show signs of weathering.

Step 1

As you read, pay special attention to words and phrases that may help you summarize the main idea of a passage, such as *weathering* and *breaks down*. Then in your own words, summarize the passage.

Weathering breaks down rocks, hills, and other surfaces. Weathering wears down mountains.

Step 2

Now look again at the answer choices. Which choice is most like the summary you wrote in Step 1? If you chose **C**, then you are correct! The other choices are facts and details from the paragraph that can help you determine the main idea.

Now you try it.

Read the passages below and answer the questions that follow.

Soil is a mixture of weathered rock, organic matter, mineral fragments, water, and air. You know that weathering breaks rocks into smaller and smaller pieces. Then plants take root in these small pieces of rock, and worms, insects, and fungi come to live there. These living things add organic matter (such as leaves, twigs, and the remains of dead worms and insects) to the rock fragments. Rock fragments are not soil until plants and animals live in them.

1 What is the main idea of this paragraph?

- A** Soil needs air and water to produce plants.
- B** Worms and insects are part of the soil.
- C** Fungi live in rocks.
- D** Soil is made up of rock, organic materials, water, and air.

[1] Mechanical weathering breaks up rocks but does not change them in other ways. [2] An example of mechanical weathering is the freezing and thawing of water in the cracks of rocks, a process that causes rocks to break apart. [3] Chemical weathering, on the other hand, changes the mineral composition of the rocks and may even dissolve the rocks. [4] An example of chemical weathering is the color change that occurs when certain types of rock come in contact with the oxygen in the air. [5] Both of these weathering processes help create soil.

2 Which sentence states the main idea of this paragraph?

- A** sentence 1
- B** sentence 3
- C** sentence 4
- D** sentence 5

3 Which of the following titles best summarizes the main idea of this paragraph?

- A** *Chemical Weathering*
- B** *Mechanical Weathering*
- C** *Two Kinds of Weathering*
- D** *Mineral Composition*

Lesson
6

Supporting Details

“You won’t find a better cereal than Spiffy-Os.” If an advertisement told you that, you’d naturally wonder, “Why are Spiffy-Os better than other cereals?” You’d want evidence to back that claim; you’d want **supporting details**—facts and other information that support a statement that has been made. To find supporting details in a selection, look for key words and phrases. Jotting down key words can help you locate information more easily when you are answering questions.

Use the example below to learn how to answer questions about supporting details.

Diamonds, the hardest natural minerals known to humankind, are made of pure carbon. A diamond is formed when the carbon, buried deep underground, is compressed by the weight of the earth above it. The carbon turns into a solid crystal that can cut glass, rocks, and metal. The word diamond comes from the Greek word that means “unbeatable.”

According to many ancient beliefs, wearing a diamond makes a person unbeatable in war. The great military leader Napoleon had a famous stone, called the Regent diamond, set into his sword.

1▶ Which detail in the passage supports the idea that diamonds are the hardest natural mineral?

- A** Diamonds form when pure carbon is compressed.
- B** A famous diamond was set in Napoleon’s sword.
- C** Diamonds can cut glass, rocks, and metal.
- D** The word *diamond* comes from a Greek word.

Step 1

Look for key words and phrases in the passage that will help you recognize details about the hardness of diamonds. For example, *solid* and *cut glass, rocks, and metal* are words that will probably lead you to the correct answer.

Step 2

Which answer choice most closely contains the correct details? Answer **C**, Diamonds can cut glass, rocks, and metal. The other choices are also details from the selection, but they do not provide information that supports the idea that diamonds are the hardest natural mineral.

Now you try it.

Read the passage below and answer the questions that follow.

A Ship of Gold

The sinking of the ship *SS Central America* was among the worst sea disasters in the history of U.S. shipping. The *Central America* sailed from Panama in 1857 with 477 passengers, 101 crew members, and twenty-one tons of gold on board. The passengers were returning to the East Coast from the California gold rush. The ship's cargo—thousands of gold coins and hundreds of gold bars—was headed to the nation's banking capital, New York City.

Off the coast of South Carolina, the ship encountered a huge storm that approached quickly. The ship's sails were shredded. Gigantic waves washed aboard for two days. Water leaking into the boiler put out the boiler fire. The pumps failed, and although everyone helped bail water from the ship, the *Central America* began to sink.

Although two ships came to the aid of the *Central America*, 425 people died when the ship sank.

The loss of human life was the worst part of the tragedy, but the lost gold increased worries about having enough gold in the nation's banks. This caused a crisis in which many people lost money.

- 1 **How did the sinking of the *Central America* become a banking crisis?**
 - A Many bankers died when the ship sank.
 - B People lost their savings, and panic broke out on board.
 - C Leaving passengers behind when the ship sank caused anger.
 - D** People were worried that there wasn't enough gold in the nation's banks.

- 2 **Why did the ship start to sink during the storm?**
 - A** The boiler fire went out, and the pumps failed.
 - B The wind turned the ship on its side.
 - C The sails were shredded in the wind.
 - D Water began leaking into the cabins.

Fact and Opinion

“My school’s basketball team won the state championship last year.”

“Mrs. Pimmerman is the best science teacher in the school.”

How do these two statements differ? The first one is a **fact**—you can prove whether it’s true; the second statement is an **opinion**—it’s what someone believes to be true. It’s important to understand the difference between fact and opinion. If you mistake opinion for fact, you might make poor choices and reach the wrong conclusions.

In judging information, always ask, “Is that just someone’s opinion, or do we know it to be true?” Use the example and the steps below to learn how to answer questions about fact and opinion.

[1] Watching the television program that Mr. Stevens assigned to our class was a good way to learn history. [2] The show had actors reading from the Constitution of the United States. [3] Each actor read a section of the Constitution, and then the program showed a scene from the news or from a movie that was an example of how the Constitution fits situations today. [4] Every scene in the program was interesting. [5] Our next assignment will be to read the same material in our history book.

1 ► Which pair of sentences gives the writer’s opinion of the television program?

- | | |
|----------------------------|----------------------------|
| A sentences 1 and 4 | B sentences 1 and 5 |
| C sentences 2 and 3 | D sentences 3 and 4 |

Step 1

Pay special attention to words that may help you decide which sentences are opinions. Remember, opinions usually tell us what someone thinks or feels about something. On the lines below, write the numbers of the sentences that are facts and that are opinions.

Facts: 2, 3, and 5

Opinions: 1 and 4

Step 2

Look again at the answer choices. Which pair of sentences matches the numbers you wrote in Step 1? If you chose **A**, then you are correct! The writer may have enjoyed learning from the program and found it interesting, but those are his or her opinions about the experience. Sentences 2, 3, and 5 are facts that can be proved.

Now you try it.

Read the passages below and answer the questions that follow.

When it comes to shopping malls, everybody thinks that big is best! A mall in Minnesota, called the Mall of America, is one of the largest. It covers more than four million square feet. It has a big roller coaster and a Ferris wheel that's seventy-four feet high. Busloads of tourists visit this mall every day. You'd love it!

1 Which of the following statements from the paragraph above is **not** a fact?

- A Many tourists visit the Mall of America.
- B The Mall of America has a roller coaster.
- C A mall in Minnesota is one of the largest malls.
- D You'd love it.

[1] Australia's Great Barrier Reef is the most fascinating reef in the world. [2] It is the largest structure made up of living organisms on Earth. [3] Three hundred sixty species of coral can be found there. [4] In the entire world, there are only about 2,300 coral species. [5] This means that more than 15 percent of all coral species can be seen in this one place off the coast of Australia.

2 Which sentence from the paragraph above is **not** a fact?

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

3 If someone were describing a building, which of the following descriptions would be an opinion?

- A It is one of the smallest buildings on the block.
- B It is 67 feet high.
- C It is the least interesting building on the block.
- D It has six floors.

Lesson
8

Bias and Accuracy of Text

Whenever you read an ad, an article, or an editorial, ask yourself, “How reliable is this?” Is the information **biased** (showing only one side of an issue)? Is it **accurate**? It is important to check whether the writer is using proof to support his or her position, considering both sides of the story, and being honest and accurate.

Use the example and steps below to learn how to answer questions about bias and accuracy of text.

“Unlike my opponent, I believe in focusing on the positive. We’ve heard enough talk about rampant crime, stores closing, and the litter issue. You’d think that only bad things happen in our neighborhood. Well, I’ve seen plenty to be proud of. I’ve seen people mowing their lawns. I’ve seen people painting their houses. I’ve seen people walking after dark. We need to build on what’s good in our community. If elected, I will remove all parking meters and offer free popcorn in our parks. That’s free popcorn *with* butter.”

1 ► What is this candidate’s bias?

- A that only bad things happen in the neighborhood
- B** that many positive activities occur in the community
- C that more discussion about crime and litter issues is needed
- D that popcorn should always be served with butter

Step 1

Read the speech. What does the candidate spend most of her time discussing?

what’s good in the community

Step 2

Now look at the answer choices. Which answer choice is correct? If you said **B**, you’re right! Remember, bias is showing only one side of an issue. The candidate states that there has been enough talk about negative issues, so **A** and **C** are not correct. Answer **D** can’t be supported by the information in the passage. The candidate does, however, mention several positive things that she has seen occurring in the community. This clearly shows that her bias is to focus on the positive.

Now you try it.

Read the paragraph below and answer the questions that follow it.

Advertisement from 1881: Use Green Mountain Cathartic Pills

This pill is a standard liver regulator, an infallible remedy for malarial fevers, jaundice, restlessness, sick headache, biliousness, dyspepsia, etc. That this pill has been used in private practice for 35 years is the greatest recommendation that can be given it. Try one box. Only 25 cents.

- 1 **The reader should question the pill's effectiveness because**
 - A it costs only 25 cents.
 - B it has been on the market for only 35 years.
 - C it doesn't address the reader's specific medical condition.
 - D** there is no explanation of how and why the pill works.

- 2 **What words are used to win the reader's trust?**
 - A cathartic, regulator, remedy
 - B** standard, infallible, recommendation
 - C jaundice, restlessness, sick headache
 - D use, try, only

Patterns of Organization

Patterns of organization are the ways information is organized in a selection. As you read, look for key words and phrases that give you clues as to what pattern was used.

Pattern	Key Words and Phrases
Time Order — <i>X happened first, then Y</i>	<i>first, next, last</i>
Cause and Effect — <i>X caused Y to happen</i>	<i>therefore, so, because, as a result</i>
Problem and Solution — <i>X was the problem, so Y was done to fix it</i>	
Comparison and Contrast — <i>how X and Y are alike or different</i>	<i>similar to, like, different than, however, but, unlike, although,</i>

Use the example and the steps below to learn how to answer questions about patterns of organization.

The family’s first move away from the rural South was difficult for Ben, but now—well into a Wisconsin winter—he is used to the voices and activities of his classmates in the North. Just a month ago his aunt teased him about the amount of time he spends on the outdoor hockey rink in the park near school. She told him he was even beginning to sound like a northerner. “Y’all never say *y’all* any more,” she had said, laughing at him.

The next change will be when his dad’s temporary work in Wisconsin ends in June. Back to the South! Or maybe to Southern California! Ben isn’t sure how he feels about that, but he is sure he won’t be playing hockey outdoors!

1 Which **best** describes the pattern of organization of the passage?

- A time order
- B problem and solution
- C comparison and contrast
- D cause and effect

Step 1

What key words in the passage signal how the ideas are organized?

now, first, a month ago, and next

Step 2

Review the answer choices. Which answer choice applies to the entire passage? If you chose **A**, you are correct.

Now you try it.

Read the passage below and answer the questions that follow.

When Frank Zamboni and his brother worked together as ice makers, refrigeration was rare. It was the 1930s, and railroad and trucking firms needed ice to keep food cold while it was being shipped. Ice makers such as the Zambonis solved that problem by providing ice.

Also at that time, interest in ice skating was growing. Unfortunately, few cities or towns could build outdoor rinks that would be usable for skating more than one or two months a year, and many areas (such as Southern California, where the Zambonis lived) never had weather that remained cold enough to keep ice frozen. Californians wanted their chance to skate! Because of this problem, the ice-making Zambonis developed a way to create an outdoor rink in Southern California. This rink, called Iceland, was later enclosed. It became one of the first large rinks in the United States.

The next problem was to maintain smooth, clean ice for the skaters. At the time, the process of resurfacing ice involved tractors, squeegees, hoses, scrapers, a team of workers, and long waits. By 1949 Frank Zamboni had solved the problem. His machine is simple, quick, and—even today—fun to watch. A new era in skating was born when the Zambonis hit the ice!

- 1 **What term best describes the organization of the whole passage?**
 - A time order
 - B cause and effect
 - C comparison and contrast
 - D problem and solution**

- 2 **Which problem did Frank Zamboni tackle first?**
 - A Too many railroad cars were being used for passengers.
 - B There were not enough skating rinks in Southern California.**
 - C Refrigerators did not need ice.
 - D Frank wanted to fire his brother.

Genres

Different categories of literature are called **genres**. Each genre has its own rules, styles, characteristics, and structure. Here are some genres you already know:

- *Nonfiction*—literature based on fact; includes biographies, essays, and informational text such as articles and instructions, which are written to convey knowledge about real people and experiences
- *Fiction*—literature based on situations and characters invented by the writer; includes short stories and novels; popular types include folktales, historical fiction, and science fiction
- *Poetry*—literature that combines figurative language, imagery, and sound devices to create an emotional effect; in poetry, the chief emphasis is on the *line*, rather than the sentence, as a unit of meaning
- *Drama*—literature intended to be performed for an audience; plays are the most common form of drama

When you can identify the genre of a piece of literature, you can use the rules of that genre to better evaluate and appreciate what you’re reading. Use the example and steps below to learn how to answer questions about genres.”

from **Midnight**

[It is midnight and the sky is clear. The stage is dark except for a little moonlight that falls on the graves.]

BRIAN: Hey! Zoe! Where are you?

ZOE: [Stumbles and falls] Umm, over here. . . .

BRIAN: Well, where is that?

ZOE: Well, I’m not really sure . . . But, ya know, Brian, if you’d just turn the stupid flashlight on, maybe you’d be able to figure it out.

BRIAN: Oh. Right. [Turns on flashlight] So where are you again?

ZOE: [Looks over the gravestone she is leaning on] Looks like I’m over by EMERSON.

1▶ This passage is a type of

- A** poem.
- B** drama.
- C** fiction.
- D** nonfiction.

**Step
1**

Look for clues in the passage to help you determine its genre. For example, there are character labels. What other clues can you find?

character labels, stage directions, dialogue

**Step
2**

Review the answer choices. Which choice best identifies the literary form of the passage? If you said **B**, you're correct! The character labels, dialogue, and stage directions are all clues that this is a play or television show; plays and TV shows are a form of drama.

Now you try it.

Read the passages and answer the questions.

from **The Adventure of the Gimli Glider**

What if you were on a plane and it ran out of fuel halfway through the flight? On July 23, 1983, that's exactly what happened to the 61 passengers on Air Canada Flight 143. Halfway between Montreal and Edmonton, Canada, the Boeing 767 they were on ran out of fuel when it was 12,497 meters (41,000 feet) over Red Lake, Ontario.

What caused the problem? The Boeing 767 didn't have enough fuel because of an error in converting between the metric system, which uses kilograms and liters, and the older English system that measures fuel in gallons and pounds.

- 1 **What type of writing is this passage?**
 - A short story
 - B drama
 - C** nonfiction
 - D legend

- 2 **Which of the following clues best describes this genre?**
 - A It is a narrative.
 - B It has stage directions.
 - C Its tone is fanciful and imaginative.
 - D** It shares the writer's ideas about real people and events.

The Snake

On a dusty road
a snake slips into my view,
a sleek green creature!

3 This is an example of a

- A poem.
- B drama.
- C myth.
- D essay.

4 Which of the following is not a form of fiction?

- A short stories
- B instructions
- C myths
- D novels

Author's Purpose and Point of View

Whether a selection is an article, a story, or a play, the author has a distinct **purpose**, or reason for writing it, and **point of view**, or opinion about the subject. When reading a selection, think about the author's goal. What is he or she trying to tell you? What is his or her opinion or position? Ask yourself, "Are the author's words meant to persuade, entertain, or inform?" The answer to this question will help reveal the author's purpose.

Use the example below to learn how to answer questions about author's purpose and point of view.

Raccoons are nocturnal, which means they are usually active only at night. Throughout the night, they search for food such as fish, frogs, and plant material. Raccoons are also scavengers, which means they eat garbage or whatever else they can find that is edible. Raccoons often wash their food before they eat it. During the day, these creatures sleep in rocky areas or in hollowed-out tree trunks.

1▶ The author wrote this passage **mainly** to

- A** inform the reader about raccoons.
- B** describe where raccoons sleep.
- C** give the definition of *nocturnal*.
- D** explain why raccoons eat garbage.

**Step
1**

Think about the kinds of details the author provides in this paragraph. Then summarize in a single sentence what the paragraph tells you.

The paragraph tells several facts about raccoons.

**Step
2**

Now look at the answer choices. Which one seems to be the best match to what you wrote? If you chose answer **A**, you are correct! Answer **A** summarizes the author's purpose. The other choices are details from the passage that inform readers about the habits of raccoons.

Now you try it.

Read the passage below and answer the questions that follow.

Dear Grandma and Grandpa,

Dad said it's all right to e-mail you about the present you said you want to send me. Here's my idea.

While I was waiting for Mom in the mall yesterday, I saw a poster that I like more than any other picture I've ever seen. I think it's a photograph. There's nothing in the photo except the pond in front, a tree way off in the distance on the right-hand side of the picture, and two beautiful, beautiful giraffes!

The giraffes are drinking from the pond. One has its head down to the water, while the other one keeps his head up. I suppose he's like a lookout. The giraffes are just silhouettes. I think the sun just set because the sky behind them is still bright.

That picture is so calm and beautiful. When I told Dad what it cost, he said it was okay for me to ask you for it as a birthday present. Next time I go to the mall, I'll look at the photographer's name in the bottom corner. Maybe you can track it down at a mall near you.

Thanks for thinking of me and promising me a present. Mom says we're coming to see you this summer. I love to come there and visit you.

Love,
Manny

1 What is Manny's purpose for writing the e-mail?

- A** to persuade his grandparents to give him a poster that he likes
- B** to describe a poster he had seen
- C** to explain where giraffes live
- D** to make plans to visit his grandparents next summer

2 How does the poster make Manny feel?

- A** excited
- B** curious
- C** calm
- D** determined

Conflict

Conflict is the struggle between opposing forces in a story. There are many different types of conflict. An **external conflict** exists when a character struggles against some outside force, like nature, society, fate, or another person. An **internal conflict** exists within the mind of a character who is torn between opposing feelings or goals.

When you are reading about a conflict, examine both sides of the conflict carefully to be sure you understand why one side is a threat to the other. Keep in mind that there are many types of conflicts and not all of them involve hostile behavior.

Use the example below to learn how to answer questions about literary elements and story structure.

from “Last Cover”

by PAUL ANNIXTER

It was late February, and I remember the bleak, dead cold that had set in, cold that was a rare thing for our Carolina hills. Flocks of sparrows and snowbirds had appeared to peck hungrily at all that the pigs and chickens didn't eat.

“This one's a killer,” Father would say of a morning, looking out at the whitened barn roof. “This one will make the shoats [pigs] squeal.”

A fire snapped all day in our cookstove and another in the stone fireplace in the living room, but still the farmhouse was never warm. The leafless woods were bleak and empty, and I spoke of that to Father when I came back from my search.

“It's always a sad time in the woods when the seven sleepers are under cover,” he said.

“What sleepers are they?” I asked. Father was full of woods lore.

“Why, all the animals that have got sense enough to hole up and stay hid in weather like this.”

1▶ One conflict in this story is between

- A** a man and his son.
- B** living creatures and the cold.
- C** people and animals.
- D** all of these.

**Step
1**

As you read the passage, ask yourself, “Who are the characters in this story?” Are the characters just people, or animals too? Then ask yourself, “With whom or what do the characters clash?” Do they struggle with each other or with an outside force?

**Step
2**

In your own words, describe the conflict in this passage.

The cold weather threatens the characters.

**Step
3**

Look again at the answer choices. Which answer is most like the conflict you described in Step 2? If you said **B**, you are right! All of the characters mentioned in the passage—the people and the animals—are struggling to survive the cold.

Now you try it.

Read the passage below and answer the questions that follow.
Note that there may be more than one conflict in a story.

Atalanta and the Race

According to Greek myth, a young woman named Atalanta was warned by a seer—a person who sees the future—that she should never marry. If she were to do so, the seer said, she would suffer and bring disaster upon others. This was to be her fate. Yet her father, the king, insisted that she marry.

The seer's warning frightened Atalanta, and she set out to avoid her fate while still following her father's wishes. She put forth the word that she would marry only a man who could beat her—a powerful and swift runner—in a footrace. However, any man who lost the race to her would have to give up his life. She was certain that no man would accept such terms.

However, many men tried, lost the race, and were put to death.

Then Hippomenes tried to win Atalanta. First he turned to Venus, the goddess of love. He asked Venus to help him find a way to win the race. Venus heard his plea and gave him three golden apples. She told Hippomenes that if he would throw an apple at the right time, a spell would make Atalanta stop to pick up the apple that he had thrown.

The race began. When Atalanta ran past Hippomenes, he tossed one of the apples so that it landed a short distance away. The famous runner stopped long enough to pick up the beautiful apple, and Hippomenes passed her by.

Three times this happened, and at the last moment, Hippomenes won the race. Thus he could marry Atalanta. But Hippomenes forgot to give thanks to Venus, to whom he owed his triumph. Venus, a terrible and powerful goddess, came to the couple and turned them into lions. Atalanta's fate was fulfilled.

1 Which choice represents two sides of a conflict in the story?

- A Atalanta and Venus
- B Hippomenes and the king
- C Atalanta and her fate
- D Venus and the king

2 What causes Venus to become angry?

- A Atalanta's failure to obey her father
- B the king's demand that his daughter marry
- C Venus's dislike of the seer
- D Hippomenes's failure to thank Venus

3 Which does not represent a conflict in the story?

- A Atalanta against Hippomenes
- B Atalanta against her father
- C Venus against Hippomenes
- D Hippomenes against the lions

Character

Every story has **characters**. Often these are people, but sometimes they can be animals or even objects that speak and behave like people. Without characters, there is no story, no action, and no conflict. The best characters are those we can relate to—who are, in some way, like us.

When you read, pay attention to how the characters think, look, and act. Sometimes you can learn more about characters from what they do than from what they say. Notice details about characters that will help you draw conclusions about them.

Use the example below to learn how to answer questions about characters.

Nell raced out her front door when she heard the desperate meowing coming from the tree on the front lawn. Her cat, Daisy, had climbed higher than she ever had before, and she didn't seem able to get down. Nell didn't know how strong the branches were or how well they would support her weight if she climbed the tree. There was no time to make a mistake. Nell ran inside and hunted until she found Daisy's favorite toy, a rubber mouse that squeaked. The minute Daisy heard the squeak she forgot her fear and started down.

1 ▶ **Nell can best be described as**

- A** careless.
- B** quick thinking.
- C** desperate.
- D** miserable.

**Step
1**

Think about how Nell reacts to the problem. Write a few descriptive phrases about Nell's problem-solving ability on the lines below.

she races outside; she reacts quickly; she doesn't take chances with the

tree

**Step
2**

Now review the answer choices. Which one best describes Nell? If you chose **B**, you are correct. Nell wasn't careless by attempting to climb the tree, and although she may have felt miserable that her cat was unsafe, and desperate to get her down, Nell used quick thinking to coax Daisy out of the tree.

Now you try it.

Read the passage below and answer the questions that follow.

Fallen Friendship

Allison and Karen had been good friends since they were seven years old. They played together on the school's field hockey team. But one accident on the hockey field changed their friendship forever.

In a game near the end of the season, Karen tripped Allison. Karen was not watching where she was running, and her stick caught Allison's leg. Allison tripped and twisted her leg badly. Her knee swelled up like a cantaloupe, and the doctor said she would not be able to play for the rest of the season.

Allison angrily accused Karen of tripping her on purpose. She said Karen was jealous that she was a better player. Karen insisted it had just been an accident. But Allison did not believe her, and they stopped speaking to each other.

One day a few years later, Karen saw Allison going to the library. After so many years of separation, they now were just a few feet from each other. Karen smiled at Allison and said hello.

Allison just walked by her as if she did not even see her old friend. But as Allison opened the door of the library, a tear fell down her cheek.

- | | |
|--|--|
| <p>1 Allison can <u>best</u> be described as</p> <ul style="list-style-type: none">A kind.<input checked="" type="radio"/> B stubborn.C lazy.D happy. <p>2 When Karen smiles and greets Allison, she shows that she is</p> <ul style="list-style-type: none"><input checked="" type="radio"/> A forgiving.B phony.C worried.D jealous. | <p>3 The passage provides evidence that both Allison and Karen have an interest in</p> <ul style="list-style-type: none">A reading.<input checked="" type="radio"/> B athletics.C movies.D fighting. <p>4 In the second paragraph, Karen can <u>best</u> be described as</p> <ul style="list-style-type: none">A cruel.B funny.C superior.<input checked="" type="radio"/> D careless. |
|--|--|

Figurative Language

“The snow clung to the trees like cotton balls.” “When my brother gets angry, he’s as loud as thunder.” “The science test was a piece of cake.”

All of these are examples of **figurative language**—language that sets a mood and makes literature come alive. Figurative language includes:

- *Idioms*—commonly used phrases: *Nothing upsets Jerry, he’s so thick-skinned.*
- *Metaphor*—a comparison of two unlike things: *Melanie’s smile was a bit of sunshine.*
- *Simile*—a comparison using *like* or *as*: *My cat runs as fast as the wind.*
- *Personification*—giving human characteristics to an animal, an object, or a concept: *The moon danced across the night sky.*

When you read, think about how the author creates an image or picture of what he or she is describing.

Wind at the Camp Ground

Last night its warm breath blew against the canvas walls,
then howled around the entrance to my tent,
and whistled an invitation
that faded as it climbed the hill.

At dawn it calls to me again. “Come climb with me.”
I follow its soft breath to the growing light.
High on the hill, we meet the sun
and greet a morning, cool and bright.

1 The speaker says “its warm breath blew against the canvas walls.” This is an example of

- | | |
|--------------------|---------------------------|
| A an idiom. | C a metaphor. |
| B a simile. | D personification. |

**Step
1**

What word gives a clue that this is an example of figurative language?

Breath – it sounds like a person is breathing, but the sentence is describing the wind.

**Step
2**

Now choose the answer choice that correctly describes the figurative language used in this line. If you said **D**, you are right! The writer describes the wind in such a way that it sounds alive.

Now you try it.

For each item, choose the phrase that has the same meaning as the underlined words.

- 1 Davy's face lit up when we told him we were going to the cabin for an entire week.
- A smiled broadly
 - B laughed out loud
 - C pretended to be happy
 - D looked displeased
- 2 I think I'll like the elderly man in the cabin near ours. Dad says he's like an old shoe.
- A odd looking
 - B comfortable to be with
 - C wrinkled
 - D cross and unfriendly
- 3 Grandma said she's a duck out of water at the cabin because she doesn't have to cook or clean like she does at home.
- A not able to swim
 - B looking forward to swimming
 - C feeling strange and out of place
 - D feeling comfortable
- 4 Davy was shivering when he came in from swimming. "It's like an icebox out there," he reported.
- A snowing
 - B extremely cold
 - C surrounded by dogs
 - D too quiet

Sources and Organization

You can't write a good report without solid **sources** and strong **organization**. You need to know the best places to search for the most accurate and up-to-date information on a topic. You also need to know how to arrange and summarize the information you find in a clear and logical way. Use the examples below to learn how to answer questions about sources and organization.

- I** Read the following item and choose the best answer to the question that follows it.

Keisha wants to write a report on modern high-speed trains. Which of the following books would she find useful?

- A** *Early American Railroads*
- B** *Civil War Trains*
- C** *Bullet Trains: A 21st Century Solution*
- D** *The Underground Railroad*

**Step
1**

Think about the key words in the question: modern high-speed trains. Then, for each answer choice, decide whether the subject matter would be useful for Keisha's report.

**Step
2**

Review the answer choices again. Which is the correct answer? If you said **C**, you're right! **A** deals with early American railroads, not modern trains. **B** is similar to **A**, so it is also incorrect, and **D** focuses on the secret network used by enslaved people escaping to freedom before the Civil War. But **C** is about modern high-speed trains, so **C** is the correct answer.

- 2 Read the following item and choose the best answer to the question that follows it.

Here is an outline for part of Chinera’s report on the Lewis and Clark Expedition:

- I. Goals of the expedition
 - A. Finding a route to the Pacific Ocean
 - B. Mapping the Louisiana Purchase
 - C. Meeting with native peoples
 - D. Describing new plants and animals

In which section should she include information on the subject of learning about new cultures?

- A I. A.
- B I. B.
- C I. C.
- D I. D.

**Step
1**

Think about what each section of Chinera’s report will cover. Then, for each answer choice, decide whether information about new cultures belongs in that section of the outline.

**Step
2**

So which answer choice is best? Learning about new cultures does not seem to relate to the route to the Pacific Ocean, so **A** is probably not correct. **B**, mapping, and **D**, describing plants and animals, have no direct connection to learning about new cultures either. But learning about new cultures could be a reason for meeting with native peoples. Therefore, answer **C** is the best place for Chinera to include the information she finds about learning about new cultures.

Now you try it.

Choose the **best** answer for each multiple-choice question.

- 1 Antonio is planning a report on skateboarding. Where would he be able to find the most up-to-date information about skateboarding contests?**

 - A** an encyclopedia
 - B** an almanac
 - C** the Internet
 - D** the card catalog in the library
- 2 Camille has been asked to write a biographical study of William Shakespeare. What source should she use to get an accurate overview of her subject's life?**

 - A** the library
 - B** the Internet
 - C** an almanac
 - D** an encyclopedia
- 3 For a report on the early history of his neighborhood, Isaac has consulted old newspapers in the library. How else might Isaac get information on what it was like to live in his neighborhood sixty years ago?**

 - A** interview an elderly resident
 - B** look in an almanac
 - C** browse the Internet
 - D** read current magazines
- 4 Students have been asked to write a report about activities at their favorite vacation spot. Each student already has general information about the place he or she has selected. Where might each student find additional interesting information?**

 - A** an atlas
 - B** an encyclopedia
 - C** brochures from the area's office of tourism
 - D** an almanac
- 5 Manuel's assignment is to write a paper on a person who has made an important contribution to science in the past twenty-five years. Manuel needs help finding an appropriate topic. Who might be most able to help him find general and specific information?**

 - A** his best friend
 - B** an older resident of his neighborhood
 - C** the owner of a bookstore
 - D** the reference librarian in his neighborhood library

- 6** Eva plans to write a report on recycling. Besides logging on to appropriate sites on the Internet, where might she find recent magazine articles on her subject?
- A an encyclopedia
 - B the *Farmers' Almanac*
 - C the card catalog
 - D** the *Readers' Guide to Periodical Literature*
- 7** Jason is writing a paper on the California gold rush. Where should he look first for basic facts about the history of the gold rush?
- A a dictionary
 - B** an encyclopedia
 - C a periodical index
 - D the Internet
- 8** Sarah is planning a report on digital cameras. Besides the Internet, where should she look to find up-to-date information on her subject?
- A library books
 - B old newspapers
 - C** a periodical index
 - D an encyclopedia



Grade 7 Reading OCCT Practice Test

Directions

Read each selection and the questions that follow. Mark your answer on the Answer Sheet provided by your teacher. Make sure that you find the question number on the Answer Sheet that matches the question number in the Practice Test. Use a pencil to fill in the bubbles for your answer choices.

Tosca

- 1 As Tosca walked home through the streets of her small Italian village, she thought of the beautiful frescoes she had seen in church that afternoon. Tosca loved the paintings on the church walls and their colorful depictions of people and scenes from stories. She thought about how wonderful it would be to paint similar scenes on the walls of her bedroom. The more she thought about it, the more she liked the idea of covering her walls with scenes of exotic landscapes and interesting people. Tosca knew that before she did anything, however, she had to ask her parents for permission. She had been studying painting for several years now and was becoming quite an accomplished artist; she had even been invited to hang her paintings in the town bank. Still, Tosca was uncertain about how her parents would react to the idea.
- 2 When Tosca opened the door to her family’s apartment, she saw her father sitting in the living room reading the newspaper. Her mother was still at work. Tosca knew that the question would have to be approached delicately. After greeting her father, she told him about the old church she had seen that afternoon. Then she said, “Dad, I have something important to ask you.”
- 3 “What is it?” asked Mr. Pelizzi, her father.
- 4 “I would like to paint the walls in my room,” Tosca replied.
- 5 Tosca’s father looked at her questioningly. “Why? You don’t like the color of your walls?” he asked.
- 6 “No, it’s not that,” Tosca explained. “I would like to paint pictures on my walls.”
- 7 Tosca’s father frowned. Then he folded his newspaper and stood up. “What’s wrong with your walls the way they are?” he asked Tosca.
- 8 “They’re just white, the same as all the other walls in our house. I want to do something to make my room unique.”

- 9 “What do you intend to paint?” Mr. Pelizzi inquired.
- 10 “Oh, lots of different things. I thought I could paint portraits or scenes from nature.”
- 11 Mr. Pelizzi scratched his chin and thought for some time. “Well, that sounds okay,” he said finally, “but I’ll have to ask your mother what she thinks.”
- 12 Tosca went to her room and began her math homework. She found her mind wandering back to the topic of what she would paint on her walls. On one, she decided she would create a picture of the sea. On another, she decided she would paint a crowd of people on bicycles. There were so many possibilities. It all depended on Tosca’s mother and whether she would agree to the idea. If she did agree, Tosca was ready to begin painting right away.
- 13 Suddenly, Tosca heard the apartment door open. Her mother was home. She listened to her parents talking in the living room. Without hearing the words, Tosca knew what they were discussing. Tosca held her breath and waited for the outcome of their conversation.
- 14 Finally, Tosca’s parents came upstairs to her room.
- 15 “We’ve decided to let you paint,” Tosca’s mother said.
- 16 Tosca jumped up from her chair and ran to kiss her mother.
- 17 “Hold on a moment,” Mrs. Pelizzi said. “We think that you should start with just one wall and see how that goes first. Also, we want you to spend some time drawing sketches and planning your paintings before you begin.”
- 18 “That sounds great! I was planning on making sketches first. That’s what all artists do!”

1 **In paragraph 1, the word accomplished means**

- A** highly skilled.
- B** cheerful and friendly.
- C** logical.
- D** generous.

PASS 1.1
Depth of Knowledge: 2

2 **Which of the following could be another title for this story?**

- A** *Tosca and Her Family*
- B** *Painting Your Walls*
- C** *Tosca’s New Job*
- D** *Tosca’s Painting Plan*

PASS 3.3a
Depth of Knowledge: 2

3 Which sentence **best** summarizes the main idea of the story?

- A A young girl in Italy visits a church and admires the frescoes on the walls.
- B** A young girl persuades her parents to let her paint the walls of her room.
- C The parents of a girl must decide how to deal with their rebellious daughter.
- D The father of a young girl struggles to understand her interest in the arts.

PASS 3.3a
Depth of Knowledge: 2

4 The limited third-person point of view of this story helps the reader understand

- A what Tosca's father thought about as he considered her request.
- B what Tosca's parents said to each other in the living room.
- C** Tosca's feelings as she waited to get permission from her mother.
- D Tosca's mother's reasons for asking Tosca to paint only one wall at a time.

PASS 3.4a
Depth of Knowledge: 2

5 What is the setting for **most** of the events in this story?

- A** Tosca's home
- B a church
- C the village streets
- D the town bank

PASS 4.2a
Depth of Knowledge: 1

6 Tosca can **best** be described as

- A bashful.
- B** creative.
- C forgetful.
- D bossy.

PASS 4.2a
Depth of Knowledge: 2

The Game of Chess

- 1 Many people who play chess agree that it is one of the most exciting and challenging board games in the world. The game is played by two people on a checkerboard with sixty-four squares (eight rows and eight columns of squares). Each player has sixteen playing pieces. One player's pieces are white, and the other player's pieces are typically black, brown, or red. There are six types of pieces—king, queen, bishop, knight, rook, and pawn. As each player takes a turn, the pieces are moved around the board, with the goal of capturing the opponent's king. According to the rules, each type of piece can be moved only in a particular way. For example, the king can move one only square at a time, but it can move in any direction. The bishop can move only diagonally, but it can move as many squares as the player likes. Because of the variety of the pieces and ways they can be moved, chess requires a great deal of thought and strategic planning.

How Old Is Chess?

- 2 Chess has been played since ancient times. Many historians believe that chess was first played in India or Afghanistan in the seventh century, because it is mentioned in written records from that time. From India, chess was carried by merchants along trade routes to the East and to the West, gaining popularity as it traveled. The origin of chess is hard to date precisely, however, because chess pieces resemble the playing pieces of many other ancient board games; it is difficult for archaeologists to distinguish between the different games. Archaeologists have excavated game pieces that look like chess pieces from sites in India that are more than 5,000 years old.
- 3 Over the years, many versions of chess have been played. For many centuries, the game was played with number cubes, combining skill with luck. In fact, the use of number cubes continued in Europe throughout the Middle Ages and was finally eliminated in Renaissance Italy in the 1400s. Another version of chess that was popular in ancient India was a game for four players, each with eight pieces.

The Best Chess Players

- 4 Chess has a very long tradition, and great chess players have come from all over the world. During different periods in the history of the game, players from different countries have dominated the game. Italy was the great chess center during the 1400s and 1500s, with the strongest players in Europe. By the eighteenth century, this distinction passed to France, where the great chess expert Philidor became a legend, celebrated in works of literature.

5 After the wave of French chess masters, great players began to appear in England. In fact, the first official world chess championship was held in England in the nineteenth century, and a British player took first place. He did not keep the world title for long, however, because the next crop of great chess players was already coming to maturity in Germany. For the next seventy years, Germany and central Europe supplied virtually every world chess champion. The German winning streak was finally broken by José Capablanca, a great chess master from Cuba, who held the world title from 1921 to 1927.

6 Capablanca was beaten by a Russian, and since that time almost all world chess champions have been Russians. One remarkable exception was an American player named Bobby Fischer. He became chess champion of the United States when he was only fourteen years old. In 1972, Fischer became world chess champion. He held on to the title for three years, until he was defeated by another Russian. One thing is certain: no matter which country produces the best chess players in the future, the game of chess will continue to be enjoyed around the world.

7 Which statement **best** summarizes the main idea of paragraph 5?

- A Germany produced more great chess players than England.
- B Capablanca was the greatest Cuban chess player.
- C** Great chess players have come from many countries.
- D The first official world chess championship was held in England.

PASS 3.3a
Depth of Knowledge: 2

8 Which idea from the selection is an **opinion**?

- A Many versions of chess have been played over the years.
- B** Chess is one of the most exciting and challenging board games in the world.
- C Bobby Fischer was only fourteen years old when he became a champion chess player.
- D Most chess champions since Capablanca have been Russian.

PASS 3.4e
Depth of Knowledge: 2

- 9 Which statement from the selection is an example of **opinion**?
- A** “As each player takes a turn, the pieces are moved across the board, with the goal of capturing the opponent’s king.”
- B** “The use of number cubes continued in Europe throughout the Middle Ages and was finally eliminated in Renaissance Italy in the 1400s.”
- C** “The first official world chess championship was held in England in the nineteenth century, and a British player took first place.”
- D** “One thing is certain: no matter which country produces the best chess players in the future, the game of chess will continue to be enjoyed around the world.”

PASS 3.4e
Depth of Knowledge: 2

- 10 Which question is answered in paragraph 1?
- A** How long does it take to play a game of chess?
- B** What does a chessboard look like?
- C** How many squares can the queen move at one time?
- D** Who is the best chess player of all time?

PASS 3.1c
Depth of Knowledge: 1

- 11 Which of the following statements **best** summarizes the main idea of the selection?
- A** The game of chess is played by two people using thirty-two pieces with six different kinds of pieces.
- B** Chessboards and pieces have been found at ancient archaeological sites in India.
- C** In recent times, Russia has produced more champion chess players than any other country.
- D** Chess is an ancient board game that remains popular throughout the world, with players from different countries excelling at different times.

PASS 3.3a
Depth of Knowledge: 2

- 12 In words such as **excavated**, **extract**, and **explode**, what does the prefix **ex-** mean?
- A** over
- B** out
- C** into
- D** under

PASS 1.2b
Depth of Knowledge: 2

My Journal

Friday, January 4

1 I'm excited about arriving in Nicaragua tomorrow! I'm nervous too. Will I be able to carry on a conversation with someone who doesn't speak English? The language is Spanish, and my Spanish is terrible! I called my parents to let them know I got to Miami all right, and I met up with the other students I'll be traveling with.

Saturday, January 5

2 We're here! On the drive into Managua from the airport, we saw everything from horse-drawn carts to fancy Jeeps. The country is gorgeous!

Tuesday, January 8

3 Today we went in small groups to the open-air market. Each group was given 150 cordobas (about \$10) to buy a basket of food for a typical family. My group bought rice, beans, sugar, oil, coffee, oatmeal, and onions. How different this is from the grocery shopping I'm used to! When we move in with families in the village we're going to, we'll give them these supplies to make things easier for them while they're hosting us.

Wednesday, January 9

4 The Nicaraguan people are wonderful. They welcome us, talk to us, and share with us. They treat us like honored guests. Tomorrow we're leaving for the villages where we'll stay in pairs with families in their homes. I've been paired up with Maggie, who (luckily!) knows more Spanish than I do.

Thursday, January 10

5 When we arrived in the village of Somotillo, a large group was there to welcome us. After singing and making introductions, they "gave us" to our families.

6 I have a "mother" named Consuelo and a "brother" named Ricardo, who was surprised to discover that I was happy to play catch and other games with him. He had thought only boys and men would do that. The father in the family is working in Honduras.

7 There are three rooms in the house—a front room with two benches and four plastic chairs, a small bedroom with one mattress where the family sleeps, and a kitchen with a wood-burning stove. The stove is really just a clay cube with one side missing (so you can put the wood inside) and a hole on the top to put a pan over. The house has one lightbulb. You have to unscrew the bulb to turn it off because there's no switch. Maggie and I will sleep on hammocks that have been hung in the front room. I will lead a simple life this next week, that's for sure!

8 Luckily some of the students who speak better Spanish will stop by often. Everyone in my Nicaraguan family talks so fast! I get only a vague idea of what they're saying.

Friday, January 11

9 I taught Ricardo and his friends how to play "Monkey in the Middle." I had to show more than tell, and it was pretty funny, but they got it. We had a great time!

Monday, January 14

10 This morning we met with three teachers who told us about education in the countryside. Teachers there are paid very little, and there is a terrible shortage of them. The schools in rural areas seldom have more than a roof and a dirt floor. Students have to carry chairs to school if they want something to sit on. There are few books and almost no supplies—no globes, maps, or blackboards. I don't know how the teachers manage to teach.

Wednesday, January 16

11 After breakfast, we got together with people from the village. We told them what we had learned about their country and how we had come to feel about it. Because my Spanish is so poor, I read a quotation from a book that expressed my feelings. This is the translation of what I said: "Ay, Nicaragua, you are a spirit that will not be broken. You are constantly battered, but you will not be broken. You grow only more courageous, more beautiful, more true. You are a love and a laughter I will never forget. Your struggles break my heart, but your courage and your humanity make me want never to leave you."

13 **Read this sentence from paragraph 7 of the selection.**

"I will lead a simple life this next week, that's for sure!"

Which meaning of the word simple is used in this sentence?

- A easy to do or understand
- B not difficult
- C not luxurious or fancy; plain**
- D uneducated or foolish

PASS 1.1
Depth of Knowledge: 2

14 **Based on the journal entries, the reader can conclude that the narrator is most worried about**

- A being hungry.
- B being a burden to others.
- C being safe.
- D being able to communicate.**

PASS 3.2b
Depth of Knowledge: 2

15 In the entry for Thursday, January 10, paragraphs 5–8, the author provides details about the house to support her claim that

- A** living conditions in the village can be challenging.
- B** village life is relaxed and comfortable.
- C** the village’s schools lack many important resources.
- D** life in the village is very similar to the author’s life at home.

PASS 3.4d
Depth of Knowledge: 2

16 Which detail from the narrator’s journal **best** supports the idea that the villagers displayed great love and humanity during her visit?

- A** “On the drive into Managua from the airport, we saw everything from horse-drawn carts to fancy Jeeps.”
- B** “I taught Ricardo and his friends how to play ‘Monkey in the Middle.’”
- C** “They welcome us, talk to us, and share with us. They treat us like honored guests.”
- D** “Teachers there are paid very little, and there is a terrible shortage of them.”

PASS 3.2b
Depth of Knowledge: 2

17 The narrator can **best** be described as

- A** nervous.
- B** objective.
- C** complaining.
- D** enthusiastic.

PASS 3.4c
Depth of Knowledge: 2

18 Which statement **best** summarizes the main idea of the journal entry for Tuesday, January 8, paragraph 3?

- A** Students bought food to help their host families.
- B** Each group made different selections at the store.
- C** Open-air markets sell foods of all kinds.
- D** Families in Nicaragua appreciate gifts of food.

PASS 3.3a
Depth of Knowledge: 2

19 Which of the following relates most closely to the theme of “My Journal”?

- A** the value of attending a good school in another country
- B** the challenges and rewards of learning about another culture
- C** the joy of learning to speak Spanish well
- D** the difficulty of helping others

PASS 4.2a
Depth of Knowledge: 3

Nicaragua

- 1 Nicaragua lies between the Caribbean Sea and the Pacific Ocean and between Honduras and Costa Rica. With an area of roughly 50,000 square miles—slightly larger than Louisiana—Nicaragua is the largest country in Central America. About 5 million people live in Nicaragua, most of whom are mestizos, people who have both Indian and Spanish ancestors. Most people live in or near the city of Managua, Nicaragua’s capital and largest urban center, or in other large towns. In contrast, not many Nicaraguans live on the land near the Caribbean because of the hot, wet climate and lack of farmland.
- 2 Wealth is as unevenly distributed in Nicaragua as the population. A small upper class controls most of the nation’s land and its economic power; the rest of the people are very poor. Although free hospital care is offered to everyone, people who live in remote farming communities often have to travel great distances to get to health-care facilities. Children are required to attend school through the elementary grades, as education is also free, but schools in rural areas are few and far apart.
- 3 The country’s economy is based on agriculture, especially on products that are grown for export. Most farming occurs in the western areas of the country, where the climate is good for agriculture and the soil is fertile because of frequent volcanic eruptions. Coffee, cotton, sugar, bananas, and sesame seeds are grown for sale in other countries. Corn, some of which is exported, is the most important crop grown for local consumption.
- 4 Nicaragua has had a tragic history. Its people have suffered from natural disasters such as frequent earthquakes and volcanoes, and also from crises such as revolution, war, and corrupt governments. For more than forty years, the country was governed by the Somoza family, which enriched itself at the expense of the citizens. In 1979, this dictatorship was overthrown by a political group known as the Sandinistas. Soon after, a rebel group—the Contras—fought a civil war against the Sandinistas. Today members of various parties are elected to serve in the government.

20 In paragraph 1 of the selection, the term mestizo refers to a person’s

- A occupation.
- B religious beliefs.
- C cultural background.
- D political beliefs.

PASS 1.2a
Depth of Knowledge: 2

21 Which book would be the best source of information about Nicaragua?

- A *The World’s Wealthiest Nations*
- B *Central American Life Today*
- C *Imports and Exports Worldwide*
- D *A Brief History of South America*

PASS 5.1b
Depth of Knowledge: 2

22 Which word or phrase in the first paragraph connects opposite ideas?

- A “between”
- B “most of whom”
- C** “in contrast”
- D “because of”

PASS 3.1b
Depth of Knowledge: 2

23 Which detail **best** supports the idea that falling prices for agricultural products will cause big economic problems for Nicaragua?

- A “Most farming occurs in the western areas of the country, where the climate for agriculture is good and the soil is fertile . . .”
- B** “The country’s economy is based on agriculture, especially on products that are grown for export.”
- C “Coffee, cotton, sugar, bananas, and sesame seeds are grown for sale in other countries.”
- D “Corn, some of which is exported, is the most important crop grown for local consumption.”

PASS 3.4d
Depth of Knowledge: 2

24 According to the selection, Nicaragua’s soil has been *positively* affected by the country’s

- A** volcanic activity.
- B earthquake activity.
- C crowded urban areas.
- D hot and wet climate.

PASS 3.1c
Depth of Knowledge: 1

25 If you were taking notes on “Nicaragua,” which heading would **best** summarize the information in the first paragraph?

- A** Size, Location, and Population
- B Agriculture and Distribution of Wealth
- C Geography and Major Cities
- D Center of Central America

PASS 5.2c
Depth of Knowledge: 2

26 **Both** “Nicaragua” and “My Journal” contain sufficient details to support which research paper thesis statement?

- A** Education in Nicaragua’s rural areas is inadequate.
- B Corn is an essential part of the Nicaraguan diet.
- C Health care is a primary concern in Nicaragua’s farming communities.
- D Despite their country’s challenges, Nicaraguans remain warm, welcoming, and friendly.

PASS 5.2d
Depth of Knowledge: 3

- 27 **Read the following statements from “Nicaragua.”**

“Wealth is as unevenly distributed in Nicaragua as the population. A small upper class controls most of the nation’s land and its economic power; the rest of the people are very poor.”

Which sentence from “My Journal” best supports these statements?

- A** “I have a ‘mother’ named Consuelo and a ‘brother’ named Ricardo, who was surprised to discover that I was happy to play catch and other games with him.”
- B** “On the drive into Managua from the airport, we saw everything from horse-drawn carts to fancy Jeeps.”
- C** “My group bought rice, beans, sugar, oil, coffee, oatmeal, and onions.”
- D** “When we arrived in the village of Somotillo, a large group was there to welcome us.”

PASS 5.2c
Depth of Knowledge: 2

- 28 **Both “Nicaragua” and “My Journal” would be useful resources for a researcher seeking to learn more about**

- A** government and politics in Nicaragua.
- B** volcanic eruptions in Nicaragua.
- C** Nicaraguan sports and games.
- D** Nicaragua’s social problems.

PASS 5.2d
Depth of Knowledge: 3

If

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
5 If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;
10 If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
15 Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
20 And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

25 If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
30 With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

29 The reader can tell that “If” is a poem because it

- A is organized in stanzas.
- B is not too long.
- C uses punctuation.
- D presents ideas.

PASS 4.1a

Depth of Knowledge: 1

30 The poem “If” can best be described as

- A patterned verse (a cinquain or diamante).
- B free verse.
- C rhyming verse.
- D blank verse.

PASS 4.3c

Depth of Knowledge: 2

31 Which lines use personification?

- A “If neither foes nor loving friends can hurt you,
If all men count with you,
but none too much”
- B “If you can meet with Triumph and Disaster/
And treat those two impostors just the same”
- C “If you can wait and not be tired by waiting,
Or, being lied about, don’t deal in lies”
- D “If you can trust yourself when all men doubt you,
But make allowance for their doubting too”

PASS 4.3a

Depth of Knowledge: 2

32 Read the following from the poem.

“If you can bear to hear the truth
you’ve spoken
Twisted by knaves”

What is the meaning of the metaphor used in these lines?

- A Only fools speak the truth.
- B Set a trap with your words.
- C It is hard to tell the truth.
- D People will lie about what you say.

PASS 4.3a

Depth of Knowledge: 3

33 In the first line of the poem, the idiom “keep your head” means

- A stay calm.
- B stay ahead.
- C stay alive.
- D stay angry.

PASS 1.3a

Depth of Knowledge: 2

34 What is the effect of the repetition of the word *If* throughout the poem?

- A It gives the poem a lighthearted, carefree tone.
- B It builds anticipation for the speaker’s final message.
- C It emphasizes the enjoyment of the small things in this world.
- D It proves that everyday life is not too challenging.

PASS 4.3

Depth of Knowledge: 2

Interview with Isabel Mendez, Expert on Vulcanism

1 INTERVIEWER: *How do you describe what it is like to see a volcano erupt?*

2 ISABEL: Well, when I was studying about volcanoes, I came across these words that were supposedly spoken by a British ship's crew member in 1902 after he watched a volcano erupt at Mount Pelée on the Caribbean island of Martinique:

3 *"Flames spurted straight up in the air. There was a constant muffled roar. There was a tremendous explosion. The mountains were blown to pieces. There was no warning. The side of the volcano was ripped out. It sounded like thousands of cannons."*

4 INTERVIEWER: *Where do most volcanoes occur?*

5 ISABEL: All around the world there are areas that have volcanoes. In fact, some places that have volcanoes are part of the "Ring of Fire." This is an area in the Pacific Ocean that is rimmed by volcanically active areas. Some of the volcanoes are above ground and look like mountains, and others exist beneath the ocean.

6 INTERVIEWER: *What causes a volcano to erupt?*

7 ISABEL: Whether volcanoes are above water or under water, they are always caused by movement under the earth's crust, or outermost layers of rock and dirt. The word *volcano* comes from the Latin word for "fire." Volcanoes are like pipelines directly to the center of the earth. When the earth's surface cracks and forms a hole, the hole is like a chimney. We call this chimney a volcano because it is like a vent for the hot liquid inside the earth. The name of this hot liquid is *magma*. When it reaches the surface, we call it *lava*. Lava is usually 2,000 degrees Fahrenheit or more and is red-hot when it pours out of the volcano.

8 INTERVIEWER: *How many volcanoes have erupted on our planet?*

9 ISABEL: There have been many thousands of volcanic eruptions in the history of the earth. One of the more recent eruptions in the United States occurred at Mount St. Helens in the state of Washington. Mount St. Helens's previous major eruption occurred in 1857. Then, on May 18, 1980, it erupted again. Thousands of acres of forest were flattened, and black ash was blown twelve miles upward into the sky.

10 INTERVIEWER: *Do we know when volcanoes are going to erupt?*

11 ISABEL: Volcano eruptions are still highly unpredictable occurrences. Modern science is helping us understand more about how to predict a volcanic eruption. All over the world, scientists use sensitive equipment to keep watch on volcanically active areas.

35 According to Isabel Mendez, volcanic eruptions can be

- A uninteresting.
- B** unexpected.
- C misunderstood.
- D rare.

PASS 3.2b

Depth of Knowledge: 2

36 Which of these interview questions could you ask Isabel Mendez to get a better understanding of her qualifications?

- A When did you first become interested in volcanoes?
- B Why do you find volcanoes so fascinating?
- C Which volcano do you think is most interesting?
- D** What did you have to study to become a volcano expert?

PASS 5.1c

Depth of Knowledge: 2

37 Which detail in the interview supports the statement that volcanoes are violent and destructive?

- A “All over the world, scientists use sensitive equipment to keep watch on volcanically active areas.”
- B “Whether volcanoes are above water or under water, they are always caused by movement under the earth’s crust, or outermost layers of rock and dirt.”
- C** “Thousands of acres of forest were flattened, and black ash was blown twelve miles upward into the sky.”
- D “Modern science is helping us understand more about how to predict a volcanic eruption.”

PASS 3.3d

Depth of Knowledge: 2

38 Which best describes the type of detail Isabel Mendez uses to support her answer to the first interview question?

- A statistic
- B** quotation
- C analogy
- D fact

PASS 3.4d

Depth of Knowledge: 1

39 Read the following sentence from the interview.

“Volcanoes are like pipelines directly to the center of the earth.”

This is an example of

- A** a simile.
- B** a metaphor.
- C** an idiom.
- D** personification.

PASS 1.3d
Depth of Knowledge: 1

40 If you were writing a research paper on what causes volcanoes to erupt, which graphic would be the best to include?

- A** a graph
- B** a time line
- C** a diagram
- D** a word web

PASS 5.2b
Depth of Knowledge: 2

The Sky Tree

from the Huron tradition, retold by Joseph Bruchac

- 1 In the beginning, Earth was covered with water. In Sky Land, there were people living as they do now on Earth. In the middle of that land was the great Sky Tree. All of the food which the people in that Sky Land ate came from the great tree.
- 2 The old chief of that land lived with his wife, whose name was Aataentsic, meaning “Ancient Woman,” in their longhouse near the great tree. It came to be that the old chief became sick, and nothing could cure him. He grew weaker and weaker until it seemed he would die. Then a dream came to him, and he called Aataentsic to him.
- 3 “I have dreamed,” he said, “and in my dream I saw how I can be healed. I must be given the fruit which grows at the very top of the Sky Tree. You must cut it down and bring that fruit to me.”
- 4 Aataentsic took her husband’s stone ax and went to the great tree. As soon as she struck, it split in half and toppled over. As it fell, a hole opened in Sky Land, and the tree fell through the hole. Aataentsic returned to the place where the old chief waited.
- 5 “My husband,” she said, “when I cut the tree, it split in half and then fell through a great hole. Without the tree, there can be no life. I must follow it.”
- 6 Then, leaving her husband, she went back to the hole in Sky Land and threw herself after the great tree.
- 7 As Aataentsic fell, Turtle looked up and saw her. Immediately Turtle called together all the water animals and told them what she had seen.
- 8 “What should be done?” Turtle said.
- 9 Beaver answered her. “You are the one who saw this happen. Tell us what to do.”
- 10 “All of you must dive down,” Turtle said. “Bring up soil from the bottom and place it on my back.”
- 11 Immediately all of the water animals began to dive down and bring up soil. Beaver, Mink, Muskrat, and Otter each brought up pawfuls of wet soil and placed the soil on Turtle’s back until they had made an island of great size. When they were through, Aataentsic settled down gently on the new Earth, and the pieces of the great tree fell beside her and took root.

41 What type of literature is “The Sky Tree”?

- A science fiction
- B** folktale
- C mystery
- D biography

PASS 4.1b
Depth of Knowledge: 1

42 Which statement **best** describes Aataentsic’s goal at the beginning of the story?

- A** She wants to help her husband.
- B She wants to save the Sky Tree.
- C She wants to explore the world beyond Sky Land.
- D She wants to eat fruit from the Sky Tree.

PASS 3.4c
Depth of Knowledge: 2

43 What problem does Aataentsic face when she cuts down the tree?

- A The tree has no fruit on it.
- B She falls into a hole.
- C She is unable to chop it down.
- D** The tree falls through a hole.

PASS 3.4b
Depth of Knowledge: 1

44 What is Aataentsic’s **main** motivation for returning to the hole in Sky Land and jumping in?

- A to escape Sky Land
- B to heal the chief
- C** to preserve life
- D to punish herself

PASS 3.4c
Depth of Knowledge: 2

45 How do the water animals help solve Aataentsic’s problem?

- A** They use soil to build an island for her to settle on.
- B They replant the Sky Tree.
- C They cure her husband’s illness.
- D They return her to Sky Land.

PASS 3.3c
Depth of Knowledge: 2

46 Which detail helps establish the resolution of the plot?

- A** “. . . the pieces of the great tree fell beside her and took root.”
- B “He grew weaker and weaker until it seemed he would die.”
- C “Aataentsic returned to the place where the old chief waited.”
- D “. . . in my dream I saw how I can be healed.”

PASS 3.4b
Depth of Knowledge: 2

An Uncomfortable Bed

by Guy de Maupassant

- 1 One autumn I went to spend the hunting season with some friends in a chateau in Picardy.
- 2 My friends were fond of practical jokes.
- 3 When I arrived, they gave me a princely reception.
- 4 I said to myself:
5 “Look out! They have something in store for you.”
- 6 During the entire evening everyone laughed in an exaggerated fashion. I scented a practical joke in the air, as a dog scents game. But what was it? I was watchful, restless. Every one seemed to me an object of suspicion.
- 7 The hour struck for retiring; and the whole household came to escort me to my room. Why?
- 8 They called to me: “Good-night.” I entered the apartment, shut the door, and remained standing, without moving a single step, holding the wax candle in my hand.
- 9 I heard laughter and whispering in the corridor. Without doubt they were spying on me. I cast a glance round. I saw nothing to justify suspicion. I heard persons moving outside my door. I had no doubt they were looking through the keyhole.
- 10 An idea came into my head: “My candle may suddenly go out and leave me in darkness.”
- 11 Then I lighted all the candles. After that I cast another glance around me without discovering anything. I advanced with short steps, carefully examining the apartment. Nothing. I inspected every article. Still nothing. I went over to the window. The shutters, large wooden shutters, were open. I shut them with great care, so as to have nothing to fear from outside.
- 12 Then I cautiously sat down. So I made up my mind to go to bed. But the bed was particularly suspicious-looking. I pulled at the curtains. They seemed to be secure.
- 13 All the same, there was danger. I was going perhaps to receive a cold shower from overhead, or perhaps, the moment I stretched myself out, to find myself sinking to the floor with my mattress. I searched in my memory for all the practical jokes of which I ever had experience. And I did not want to be caught. Then I suddenly bethought myself of a precaution which I considered insured safety. I caught hold of the side of the mattress, and drew it toward me. It came away, followed by the sheet and the rest of the bedclothes. I dragged these into the very middle of the room, facing the door. I made my bed over again as best I could. Then I extinguished all the candles, and slipped under the bedclothes.

- 14 For at least another hour I remained awake, starting at the slightest sound. Everything seemed quiet in the chateau. I fell asleep.
- 15 All of a sudden I was awakened with a heavy body tumbling right on top of my own, and, at the same time, a burning liquid which made me utter a howl of pain. And a dreadful noise almost deafened me.
- 16 I was smothering beneath the weight. I stretched out my hand. I felt a face, a nose, and whiskers. Then, I launched out a blow at this face. But I immediately received a hail of cuffings which made me jump and rush in my nightshirt into the corridor.
- 17 Oh, heavens! It was broad daylight. The noise brought my friends into my apartment, and we found the dismayed manservant, who, while bringing me my tea, had tripped and fallen on his stomach, spilling my breakfast over my face.
- 18 The precautions I had taken had only brought about the practical joke I had been trying to avoid.
- 19 Oh, how they laughed that day!

47 **Based on his thoughts, words, and actions, the narrator can best be described as**

- A humorless.
- B** suspicious.
- C gloomy.
- D timid.

PASS 3.4c
Depth of Knowledge: 2

48 **Which sentence is an example of direct characterization?**

- A** “My friends were fond of practical jokes.”
- B “The hour struck for retiring; and the whole household came to escort me to my room.”
- C “I stretched out my hand.”
- D “One autumn I went to spend the hunting season with some friends in a chateau in Picardy.”

PASS 4.2b
Depth of Knowledge: 2

49 **The theme of the story can be best inferred from which of the following sentences?**

- A “When I arrived, they gave me a princely reception.”
- B “Then I suddenly bethought myself of a precaution which I considered insured safety.”
- C** “The precautions I had taken had only brought about the practical joke I had been trying to avoid.”
- D “An idea came into my head: ‘My candle may suddenly go out and leave me in darkness.’”

PASS 4.2d
Depth of Knowledge: 3

50 By describing the events from the narrator’s point of view, the author helps the reader understand

- A** what the narrator’s friends are really thinking about during the evening.
- B** that the narrator is planning to play a practical joke on his friends.
- C** what specific tricks the narrator’s friends have played on him in the past.
- D** that the narrator feels nervous and distrustful of his friends.

PASS 4.2c
Depth of Knowledge: 3

51 Read the following sentence from paragraph 5 of the selection.

“They have something in store for you.”

In this story, what does this idiom mean?

- A** They are going to present you with a gift.
- B** They are plotting to surprise you.
- C** They are going to treat you to a fancy evening.
- D** They have taken something that belongs to you.

PASS 1.3a
Depth of Knowledge: 2

52 Read the following sentence from the selection.

“I scented a practical joke in the air, as a dog scents game.”

“As a dog scents game” is an example of which literary device?

- A** a simile
- B** personification
- C** a metaphor
- D** an idiom

PASS 1.3d
Depth of Knowledge: 1

53 What type of literature is “An Uncomfortable Bed”?

- A** a drama
- B** a lyric poem
- C** a short story
- D** a novel

PASS 4.1a
Depth of Knowledge: 1

54 The resolution of the plot takes place after the narrator has a surprising encounter with

- A** a servant.
- B** his host.
- C** his best friend.
- D** an animal.

PASS 3.4b
Depth of Knowledge: 1

Guide Dog Training

- 1 Guide dogs are bred and trained to be helpful in many situations. Some learn to help blind people move around safely, while others are trained to care for people who have certain diseases.
- 2 It can cost up to \$30,000 to breed, raise, and train a guide dog and make the right match with a master. Guide dogs go through a challenging training process. Only a few dogs complete their education. Successful dogs learn to guide their masters safely along a path, to avoid obstacles, and to avoid danger. Dogs that do not complete the program are adopted as pets by people who do not need service animals. One group that trains guide dogs has a waiting list of more than 500 families who are willing to adopt these dogs. If you ever see a guide dog, remember that it is a working animal with an important job.

Seven Stages of Guide Dog Training

Phase 1	<ul style="list-style-type: none"> • Physical exam, neutering/spaying, eye exam • First walk on leash • Socializing with other dogs
Phase 2	<ul style="list-style-type: none"> • Preliminary harness and obedience training • Beginning commands • Introduction to obstacle course
Phase 3	<ul style="list-style-type: none"> • Harness training • Advanced commands • Street crossings • Exposure to mall and approaching escalator
Phase 4	<ul style="list-style-type: none"> • Heavier traffic conditions • Riding on escalator • Mid-training health evaluation
Phase 5	<ul style="list-style-type: none"> • Introduction to stairs, elevators, buses • Advanced obstacle course • Practice in residential and rural areas
Phase 6	<ul style="list-style-type: none"> • Practice in heavy vehicle and pedestrian traffic • Wide crossings, <u>h</u>ectic atmosphere • Advanced obedience training
Phase 7	<ul style="list-style-type: none"> • Final blindfold guide work testing • Final physical exam • Exposure to a variety of environments

55 What is the **main** purpose of the “Seven Stages of Guide Dog Training” chart?

- A to teach people how to care for guide dogs
- B to persuade people to adopt guide dogs
- C** to summarize the main steps of guide dog training
- D to advertise a specific guide dog training school

PASS 3.1a

Depth of Knowledge: 2

56 In which phase of training does a guide dog first practice working at street crossings?

- A Phase 6
- B Phase 5
- C Phase 4
- D** Phase 3

PASS 5.2b

Depth of Knowledge: 2

57 The reader can infer that which of the following qualities is **most** important for a successful guide dog?

- A** obedience
- B type of breed
- C size and strength
- D speed

PASS 3.2a

Depth of Knowledge: 2

58 In Phase 6, the word **hectic** probably means about the same as

- A open.
- B** busy.
- C empty.
- D rural.

PASS 1.1

Depth of Knowledge: 2

59 Which detail **best** supports the statement that guide dog training is very difficult for many dogs?

- A “Successful dogs learn to guide their masters safely along a path . . .”
- B “Dogs that do not complete the program are adopted as pets . . .”
- C “It can cost up to \$30,000 to breed, raise, and train a guide dog . . .”
- D** “Only a few dogs complete their education.”

PASS 3.3d

Depth of Knowledge: 2

60 Which would be the **best** way to gather more reliable information about the guide dog training process?

- A typing “guide dog” into an Internet search engine
- B watching an action movie about the adventures of a guide dog character
- C** contacting a trainer at a guide dog organization
- D sitting in a park and observing whether anyone walks by with a guide dog

PASS 5.1b

Depth of Knowledge: 2