

**PRAIRIE STATE ACHIEVEMENT EXAMINATION
PREPARATION AND PRACTICE WORKBOOK**



Aligned with the Illinois
Reading Assessment Framework

**GLENCOE LANGUAGE ARTS
GRADE 9**

This helpful workbook provides

- Test-taking tips and techniques for the Prairie State Achievement Examination (PSAE)
- Full-length practice tests for ACT Reading, ACT English, ACT Writing, and WorkKeys *Reading for Information*

TEACHER ANNOTATED EDITION

**PRAIRIE STATE ACHIEVEMENT EXAMINATION
PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS
GRADE 9**

Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.



Glencoe

New York, New York

Columbus, Ohio

Chicago, Illinois

Woodland Hills, California

Acknowledgments

Grateful acknowledgment is given to authors, publishers, and agents for permission to reprint the copyrighted material in this program. Every effort has been made to determine copyright owners. In case of any omissions, the Publisher will be pleased to make suitable acknowledgments in future editions.



The McGraw-Hill Companies

Copyright © by The McGraw-Hill Companies, Inc.
All rights reserved. Except as permitted under the United States Copyright Act of 1976,
no part of this publication may be reproduced or distributed in any form or by any means,
or stored in a database or retrieval system, without prior written permission of the publisher.

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

ISBN-13: 978-0-07-878177-3
ISBN-10: 0-07-878177-9

Printed in the United States of America

1 2 3 4 5 6 7 8 9 054 13 12 11 10 09 08 07 06

Contents

About the Student and Teacher Editions	iv
Teacher Introduction	v
Answer Key for the ACT Reading Practice Test	vii
Answer Key for the ACT English Practice Test	viii
Scoring Guide for the ACT Writing Practice Test	ix
Sample Essay for the ACT Writing Practice Test	xi
Answer Key for the <i>WorkKeys Reading for Information</i> Practice Test	xii
Letter to Parents and Guardians	xiii
Introduction to PSAE Testing	1
Test-Taking Tips and Techniques	3
Scoring Guide for the ACT	5
Practice Sheet for the ACT Writing Practice Test	6
Answer Sheet for the ACT Reading and English Practice Tests	7
Answer Sheet for the <i>WorkKeys Reading for Information</i> Practice Test	8
Introduction to the ACT Tests	10
The ACT Reading Test	11
Practice Test: ACT Reading	14
The ACT English Test	22
Practice Test: ACT English	25
The ACT Writing Test	37
Practice Test: ACT Writing	39
Introduction to the <i>WorkKeys Reading for Information</i> Test	41
Practice Test: <i>WorkKeys Reading for Information</i> Test	43

About the Student and Teacher Editions

The **Student Edition** of this workbook provides students with practice related to the test-taking skills they will need to successfully complete the Prairie State Achievement Examination (PSAE) administered in Grade 11. The workbook supplies general information, practice questions of various types, and a writing prompt—all of which are similar to those on the PSAE.

The **Student Edition** contains the following sections:

- The **Student Introduction** describes the overall structure of test components and gives tips on how to prepare for them.
- The **Test-Taking Tips and Techniques** section outlines general test-taking strategies that students should apply as they complete the tests.
- **Answer Sheets** are provided for the three tests with multiple-choice questions. A separate sheet is provided for students to use when responding to the writing prompt. The scoring rubric used to evaluate the ACT Writing Test response is also provided.
- The **Practice Tests** provide a simulation of the test-taking experience. An introductory section precedes each individual test segment, and each test section includes a sample test item. The practice tests in this booklet mirror the ACT Reading, ACT English, ACT Writing, and WorkKeys *Reading for Information* tests in content, but with fewer passages and questions.

The **Teacher Annotated Edition** of this workbook includes the **Student Edition** and the following resources:

- A **Teacher Introduction**, which provides an overview of the reading, English, and writing parts of the PSAE and the individual test segments as well as guidance on how to use the individual practice tests and the scoring guide for the writing segment.
- **Answer Keys** are provided for all practice tests with multiple-choice questions. A scoring guide like the one used to score the ACT Writing Test is included with a model response to the writing prompt.

Before your class begins using this workbook, you may wish to send a letter to parents that describes the PSAE and explains the purpose of this workbook. A sample letter appears on page xiii for reproduction and distribution to parents.

Teacher Introduction

About the Illinois Prairie State Achievement Examination (PSAE)

The Illinois Prairie State Achievement Examination (PSAE) is a statewide, two-day exam administered to students in Grade 11 each spring. It is the only test required by law of every public high-school student in the state of Illinois.

Reading, English, and Writing

The *Illinois English Language Arts* curriculum includes reading, writing, speaking, listening, and the study of literature. This curriculum is focused on skills articulated in the *Illinois Learning Standards*. The PSAE administered in the eleventh grade is designed to assess the extent to which students have met the goals of the Illinois Learning Standards in Vocabulary Development, Reading Strategies, Reading Comprehension, Literary Analysis, and Writing (mechanics and communication). Further, the *Illinois Assessment Frameworks at Grade 11* defines the reading content assessed on the PSAE.

Test results provide one way for parents, teachers, and school administrators to assess student achievement. The ACT segments of the PSAE also generate scores that can be used in the college admission process. Testing students in Grade 9 will provide you with a snapshot of student competencies, and it will help to identify areas where students need additional practice before taking the PSAE in Grade 11.

The PSAE is composed of four segments: ACT Reading, ACT English, ACT Writing, and *WorkKeys Reading for Information*. Tests are administered over a two-day period. Students record their responses to the questions and the writing prompt on separate answer sheets.

ACT Reading, ACT English, ACT Writing, and some mathematics and science testing are done on day one. Students read literary and informational passages and answer multiple-choice questions. They also write an essay in response to a writing prompt. *WorkKeys Reading for Information* and additional tests in mathematics and science are administered on day two. On *WorkKeys*, students read short informational selections based on real-world situations and answer multiple-choice questions.

The modified PSAE testing sessions for Grade 9 in reading, English, and writing are structured as follows:

ACT Reading	ACT English	ACT Writing	WorkKeys Reading for Information
35 minutes	45 minutes	30 minutes	45 minutes
4 passages	4 passages	1 prompt	8 selections
24 multiple-choice questions	40 multiple-choice questions	an essay	16 multiple-choice questions

Administering the Practice Tests

Explain to your students that the practice tests are preparation for the PSAE (administered in Grade 11) and should be approached seriously. The practice tests will present them with a variety of types of reading passages and will familiarize them with the format of the PSAE questions. The tests will also prepare them for other standardized tests they may take later to get into college. Review the test-taking tips in the Student Edition (SE) with the students to enhance their testing preparation.

The teacher decides when the practice tests should be taken. Some or all of the tests may be administered early in the year so that they can be more fully integrated into classroom instruction. The subtest structure of this workbook provides flexibility in testing.

The most important thing in administering the practice tests is to simulate actual testing conditions. This simulation will help students gain confidence in a testing environment that includes a time limit. The SE contains answer sheets for each of the practice tests with multiple-choice questions and a lined form for the essay response to the writing prompt.

After students complete the test, take time to gather feedback. Ask what they found challenging and discuss which test techniques they found most useful. This feedback will assist in their future preparation for the PSAE.

Scoring the Practice Test

This Teacher Annotated Edition (TAE) includes scoring keys for all the tests. A rubric for scoring the ACT Writing Test essay and a model response are also provided.

Answer Keys for Practice Tests are correlated to Illinois Learning Standards.

- Each question in the ACT Reading and WorkKeys *Reading for Information* tests is correlated to the *Illinois Reading Assessment Objectives*.
- The Illinois writing assessment objectives are not yet complete. PSAE results will not be reported as part of the state accountability program until 2007.

Answer Key for the ACT Reading Practice Test

Correct responses for the items on the ACT Reading Practice Test are listed below. Each item is correlated to the *Illinois Reading Assessment Objective* to help you determine in which areas individual students should focus their learning in preparation for the PSAE.

Test Item Number	Correct Answer	State Assessment Objective
1	C	1.11.09 Identify significant details.
2	G	2.11.06 Explain the relationship(s) between two or more characters.
3	D	1.11.09 Identify significant details.
4	F	2.11.08 Identify imagery as a literary device, and determine how language that appeals to the senses contributes to the meaning and effect of a literary selection.
5	C	2.11.07 Determine how an author's word choice contributes to the meaning and effect of a literary selection.
6	J	2.11.01 Identify elements of fiction (e.g., theme, tone, mood, foreshadowing, symbolism, irony, imagery).
7	A	1.11.13 Identify the main idea when it is not explicitly stated.
8	H	1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.
9	C	1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.
10	F	1.11.09 Identify significant details.
11	B	1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.
12	J	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.
13	D	1.11.09 Identify significant details.
14	F	1.11.09 Identify significant details.
15	D	1.11.14 Identify the causes of events in a passage.
16	G	1.11.04 Determine the meaning of jargon and/or technical terms in context.
17	C	1.11.11 Identify subtly stated details.
18	G	1.11.26 Generalize from text to situations not described.
19	A	1.11.21 Differentiate between reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.
20	J	1.11.10 Identify implied details.
21	B	1.11.01 Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.
22	H	1.11.22 Apply information to a described situation.
23	D	1.11.09 Identify significant details.
24	H	1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.

Answer Key for the ACT English Practice Test

Questions in the ACT English Practice Test support the *Illinois Learning Standard for English Language Arts 3.A.5* at the late high-school level to use correct grammar, spelling, punctuation, capitalization, and structure to “produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.”

Test Item Number	Correct Answer	Test Item Number	Correct Answer
1	B	21	C
2	J	22	G
3	D	23	D
4	F	24	G
5	A	25	A
6	G	26	J
7	A	27	D
8	H	28	G
9	D	29	A
10	G	30	G
11	D	31	C
12	J	32	G
13	A	33	A
14	H	34	H
15	B	35	B
16	J	36	J
17	D	37	A
18	G	38	G
19	A	39	D
20	H	40	F

Scoring Guide for the ACT Writing Practice Test

The following six-point rubric is used to score the ACT Writing Practice as well as the actual ACT Writing Test. Each score point, on a scale of 1 to 6, describes features typically found in essays at that level. Reviewing the criteria may help you prepare your essay.

Score	Criteria
6	<p>Effective response to the task:</p> <ul style="list-style-type: none"> • takes a position and provides context • addresses complexity of perspectives or arguments • logical, ample, and specific development of ideas • clear organization <ul style="list-style-type: none"> • effective, well-developed introduction and conclusion • good command of language • varied sentence structure • few, if any, errors in grammar, usage, and mechanics
5	<p>Competent response to the task:</p> <ul style="list-style-type: none"> • takes a position • addresses complexity in a partial way • logical and specific development of ideas • clear organization • clear, generally developed introduction and conclusion <ul style="list-style-type: none"> • competent language • somewhat varied sentence structure • a few errors in grammar, usage, and mechanics, but they are not distracting
4	<p>Adequate response to the task:</p> <ul style="list-style-type: none"> • takes a position • some recognition of complexity • adequate development of ideas • organization apparent but predictable • clear, somewhat developed introduction and conclusion <ul style="list-style-type: none"> • adequate language • some sentence variety • some distracting errors in grammar, usage, and mechanics, but they do not impede understanding
3	<p>Some developing skill shown in response to the task:</p> <ul style="list-style-type: none"> • some understanding of the task • takes a position without context • limited or repetitious development of ideas • develops an inconsistent point of view • inadequate examples and evidence • simple organization <ul style="list-style-type: none"> • underdeveloped introduction and conclusion • simple vocabulary • weak sentence structure • distracting errors in grammar, usage, and mechanics, occasionally impeding understanding
2	<p>Weak skill shown in response to the task:</p> <ul style="list-style-type: none"> • weak understanding of the task • weak or unsupported position • vague or seriously limited point of view • irrelevant examples and evidence • poorly organized <ul style="list-style-type: none"> • minimal introduction and conclusion • frequent problems in sentence structure • frequent errors in grammar, usage, and mechanics, sometimes impeding understanding
1	<p>Little or no skill shown in response to the task:</p> <ul style="list-style-type: none"> • little understanding of the task • no support for position • excessive repetition • little or no evidence of organization or logic • no or minimal introduction and conclusion <ul style="list-style-type: none"> • errors in vocabulary • severe flaws in sentence structure • pervasive errors in grammar, usage, and mechanics that interfere with meaning

Sample Essay for the ACT Writing Practice Test

Name: _____ Date: _____

ACT WRITING TEST

When a student walks through the door, the first question from a parent may be "How much homework do you have?" The further students get in school, the more time they spend on homework. Some people believe doing homework is valuable learning time. However, homework is time-consuming, may create an unfair advantage for some students, and may not meet its goal of encouraging learning.

While homework sounds like a great way to connect homes and families and extend the learning day, homework is not always positive. First, homework takes time, time that many busy families do not have. With more parents working, children have less time with their families. Homework reduces the amount of time that families have to spend together. It also reduces the amount of time that children can spend in extra curricular activities such as music, sports, and clubs. Second, homework can be unfair to disadvantaged students. Some students do not have resources or help at home, which can lower their grades. Without this help, they may spend hours practicing doing something wrong. Finally, education's goal should be to foster a love of life-long learning. Many times homework is rote learning, such as writing spelling words, copying definitions, and practicing math problems. These activities generally do not foster a love of learning.

Homework policy needs to be evaluated carefully. We need to question if homework is helpful to all students and what type of assignments are being given. More homework is not always beneficial.

Answer Key for the WorkKeys Reading for Information Practice Test

The correct response for each item on the WorkKeys Reading for Information Practice Test is listed below. Each item is correlated to the *Illinois Reading Assessment Objective* to help you determine in which areas individual students should focus their learning in preparation for the PSAE.

Test Item Number	Correct Answer	State Assessment Objective
1	C	1.11.09 Identify significant details.
2	E	1.11.24 Apply instructions with conditionals.
3	B	1.11.09 Identify significant details.
4	C	1.11.16 Sequence steps in instructions.
5	B	1.11.22 Apply information to a described situation.
6	D	1.11.24 Apply instructions with conditionals.
7	D	1.11.22 Apply information to a described situation.
8	A	1.11.22 Apply information to a described situation.
9	B	1.11.25 Apply information to new situations.
10	E	1.11.04 Determine the meaning of jargon and/or technical terms in context.
11	D	1.11.22 Apply information to a described situation.
12	D	1.11.22 Apply information to a described situation.
13	E	1.11.17 Identify cause-and-effect organization patterns in fiction and nonfiction passages.
14	E	1.11.22 Apply information to a described situation.
15	A	1.11.22 Apply information to a described situation.
16	E	1.11.02 Determine the meaning of a word in context when the word has multiple meanings.

Letter to Parents and Guardians

Dear Parent or Guardian:

This spring, students in Grade 11 will take the Illinois Prairie State Achievement Examination (PSAE). It is important that students start preparing for the content and skills covered by the PSAE, and even the test-taking situation, as early as Grade 9. The PSAE will assess students' ability to read and comprehend fiction and nonfiction materials, think critically, and communicate in written form. The PSAE consists of four tests: ACT Reading, ACT English, ACT Writing, and WorkKeys *Reading for Information*. The students' scores from the ACT test segments can also be used on most college applications.

Parental involvement can make a difference in the test-preparation process. Encourage your student to read on a regular basis and to look up unfamiliar words he or she encounters. Talk to your student about books, newspaper articles, and movies, and ask for an explanation of judgments and points of views expressed. Ask questions about writing assignments such as essays and reports. Encourage your student to revise his or her written work to improve it so that it communicates more clearly.

Most important, try to make your student more comfortable about taking tests. Listen to his or her concerns and help ease any anxiety by discussing observed academic strengths. Assure your student that he or she will become a better test taker with practice.

If you have any questions about the Illinois Prairie State Achievement Examination or how to prepare for it, please feel free to contact me.

Sincerely,

Introduction to PSAE Testing

What is the Prairie State Achievement Examination?

The Prairie State Achievement Examination (PSAE) is a statewide, two-day exam taken by every student in the eleventh grade. It is the only test required by law of every public high-school student in the State of Illinois. The PSAE includes ACT tests in several areas, a state-developed science test, and two WorkKeys tests. The PSAE shows the progress that students in individual schools, local districts, and the state have made toward meeting the Illinois Learning Standards. Students who perform with excellence on these tests also receive special recognition.

The Practice PSAE

The practice PSAE tests your skills and knowledge against Illinois Learning Standards in reading, English, and writing. Detailed information about each test, along with sample questions, is provided further on in this booklet. The actual PSAE also includes math and science tests; those subjects are covered by other Illinois Learning Standards.

What are the Illinois Learning Standards and the Reading Assessment Framework?

The Illinois Learning Standards define what every public school student should know and be able to do in seven core areas as a result of his or her elementary and high-school education. The standards were established after long discussion by thousands of Illinois citizens, including teachers, parents, university administrators, and business and community leaders. Students who meet the Illinois Learning Standards have the academic preparation needed for success, whether they intend to enter the workplace directly or to seek further education after high school.

In addition, the State has established the Illinois Reading Assessment Framework for PSAE Grade 11 to clearly define elements of the Learning Standards that are suitable for state testing. The Framework defines the reading content to be assessed on the PSAE.

When will I take the PSAE?

The PSAE takes place in the spring of Grade 11. You will take ACT tests in English, mathematics, reading, and science on day one. On day two you will take a test in science developed by the Illinois State Board of Education and WorkKeys tests in mathematics and reading.

It is important, however, that you test your skills early in order to determine in which areas you need more practice. It's also a good idea to get exposure to the types of questions on the PSAE. The practice test will help you prepare for the PSAE.

What tests are part of the practice PSAE? How many questions are there, and how much time will I have?

The practice tests for Grade 9 have fewer passages and questions than do the official PSAE tests. However, you have the same amount of time to answer the questions on the practice tests as you will have on the official tests.

Test Name	Number of Questions	Time Allowed
ACT Reading Test	24	35 minutes
ACT English Test	40	45 minutes
ACT Writing Test	1 writing prompt	30 minutes
WorkKeys <i>Reading for Information</i> Test	16	45 minutes

What is the ACT?

The ACT is a group of standardized tests—English, mathematics, reading, and science—given to high school juniors and seniors throughout the United States to assess students' general educational development. The ACT is also used to assess a student's ability to complete college-level work.

What is the WorkKeys test?

The WorkKeys test included in the PSAE is called *Reading for Information*. This test assesses a student's ability to apply what he or she learned in the classroom to non-classroom situations.

The WorkKeys test measures the skills most important in the workplace. The questions are taken from sample workplace materials. WorkKeys scores are used by many employers to determine whether a job applicant is suited for a particular job.

WorkKeys measures the accomplishments of a student; it does not compare his or her performance to that of other individuals taking the test.

Test-Taking Tips and Techniques

When you take the PSAE practice tests, you will have a time limit for each test. Therefore, you will need to pace yourself so you have time to answer every question. Use the strategies listed below when you take these tests so that they are automatic when you take the PSAE and other tests.

Before the test

- Be positive about the test and confident that you will do your best on the test.
- Get a good night's rest before the test.
- Eat a good meal on the morning of testing so you aren't hungry when you take the test.
- Stay calm about the test and do your best.

Be a smart test taker

- Listen carefully to instructions during the test sessions, and ask questions if you don't understand something.
- Read directions carefully and completely.
- Preview the questions to locate the important ideas before reading a passage.
- Find the easy questions and answer them first.
- Consider each question carefully before choosing the answer so that you can determine what the question is really asking.
- Read all the answer choices carefully.
- Eliminate choices that you are sure are wrong; select your answer from the remaining choices.
- Select the best answer for each question.
- Always pace yourself and come back to the harder questions for further consideration.
- If there are essay or short-answer questions that require you to think about what you have learned and to write about it, be sure to leave enough time to answer those questions. Reread your response when you are finished writing, and make corrections as needed.

Test Techniques: Process of Elimination

The most useful technique for answering a multiple-choice question is the process of elimination. The multiple-choice questions on the PSAE give you four answer choices, but only one of the choices is the best answer. Figuring out which three answer choices are either wrong or not as applicable is just as good as figuring out which one answer choice is correct. This is when the process of elimination can help. Following is an easy example.

What is the capital of Illinois? You are given the following four possible answers:

- Springfield
- Austin
- Dover
- Phoenix

Do you know the capital of Illinois? Even if you don't, you can still figure it out! Use the process of elimination. First, eliminate the answer choices that you KNOW are wrong. Then choose from the remaining answers. Narrowing down the number of answer choices gives you a better chance of picking the correct answer.

Take a look at how it works. Which cities do you know are NOT the capital of Illinois? You may know that Austin is the capital of Texas, Dover is the capital of Delaware, and Phoenix is the capital of Arizona, so none of those can be the correct answer. That leaves you with only *Springfield*. Springfield must be the capital of Illinois. Even if you didn't know the capital of Illinois, the process of elimination helped you get the right answer!

To use the process of elimination for multiple-choice questions on the test, eliminate all the answers you KNOW are wrong. Then take your best guess from the choices that are left.

Read this paragraph, and then use the process of elimination to help you answer the question.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on 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. The word *irksome* means —
 - A. kind
 - B. mean
 - C. annoying
 - D. friendly

Do you know what the word *irksome* means? If not, you can use the process of elimination to increase your chances of choosing the correct answer.

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, so it is unlikely that Laura would describe Roberta as *kind* or *friendly*. Answer choices A and D must be wrong.

That leaves only answer choices B and C, *mean* and *annoying*. Now you must choose between those two answers. Even if you still don't know what *irksome* means, you have a better chance of picking the correct answer. The answer to the question is C, *annoying*.

Use the process of elimination on every multiple-choice question for which you don't know the answer immediately. Getting rid of even one answer will help you through this process.

Scoring Guide for the ACT Writing Practice Test

The following six-point rubric is used to score the ACT Writing Practice Test as well as the actual ACT Writing Test. Each score point, on a scale of 1 to 6, describes features typically found in essays at that level. Reviewing the criteria may help you prepare your essay.

Score	Criteria
6	<p>Effective response to the task:</p> <ul style="list-style-type: none"> • takes a position and provides context • addresses complexity of perspectives or arguments • logical, ample, and specific development of ideas • clear organization <ul style="list-style-type: none"> • effective, well-developed introduction and conclusion • good command of language • varied sentence structure • few, if any, errors in grammar, usage, and mechanics
5	<p>Competent response to the task:</p> <ul style="list-style-type: none"> • takes a position • addresses complexity in a partial way • logical and specific development of ideas • clear organization • clear, generally developed introduction and conclusion <ul style="list-style-type: none"> • competent language • somewhat varied sentence structure • a few errors in grammar, usage, and mechanics, but they are not distracting
4	<p>Adequate response to the task:</p> <ul style="list-style-type: none"> • takes a position • some recognition of complexity • adequate development of ideas • organization apparent but predictable • clear, somewhat developed introduction and conclusion <ul style="list-style-type: none"> • adequate language • some sentence variety • some distracting errors in grammar, usage, and mechanics, but they do not impede understanding
3	<p>Some developing skill shown in response to the task:</p> <ul style="list-style-type: none"> • some understanding of the task • takes a position without context • limited or repetitious development of ideas • develops an inconsistent point of view • inadequate examples and evidence • simple organization <ul style="list-style-type: none"> • underdeveloped introduction and conclusion • simple vocabulary • weak sentence structure • distracting errors in grammar, usage, and mechanics, occasionally impeding understanding
2	<p>Weak skill shown in response to the task:</p> <ul style="list-style-type: none"> • weak understanding of the task • weak or unsupported position • vague or seriously limited point of view • irrelevant examples and evidence • poorly organized <ul style="list-style-type: none"> • minimal introduction and conclusion • frequent problems in sentence structure • frequent errors in grammar, usage, and mechanics, sometimes impeding understanding
1	<p>Little or no skill shown in response to the task:</p> <ul style="list-style-type: none"> • little understanding of the task • no support for position • excessive repetition • little or no evidence of organization or logic • no or minimal introduction and conclusion <ul style="list-style-type: none"> • errors in vocabulary • severe flaws in sentence structure • pervasive errors in grammar, usage, and mechanics that interfere with meaning

Answer Sheet for the ACT Reading and English Practice Tests

Directions

Fill in the bubble that corresponds to the answer choice you think is best.

ACT Reading Test

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

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

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

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

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

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

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

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

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

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

13 (A) (B) (C) (D)

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

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

16 (F) (G) (H) (J)

17 (A) (B) (C) (D)

18 (F) (G) (H) (J)

19 (A) (B) (C) (D)

20 (F) (G) (H) (J)

21 (A) (B) (C) (D)

22 (F) (G) (H) (J)

23 (A) (B) (C) (D)

24 (F) (G) (H) (J)

ACT English Test

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

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

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

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

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

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

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

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

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

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

13 (A) (B) (C) (D)

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

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

16 (F) (G) (H) (J)

17 (A) (B) (C) (D)

18 (F) (G) (H) (J)

19 (A) (B) (C) (D)

20 (F) (G) (H) (J)

21 (A) (B) (C) (D)

22 (F) (G) (H) (J)

23 (A) (B) (C) (D)

24 (F) (G) (H) (J)

25 (A) (B) (C) (D)

26 (F) (G) (H) (J)

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

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

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

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

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

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

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

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

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

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

37 (A) (B) (C) (D)

38 (F) (G) (H) (J)

39 (A) (B) (C) (D)

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

Answer Sheet for the WorkKeys Reading for Information Practice Test

Directions

Fill in the bubble that corresponds to the answer choice you think is best.

1 (A) (B) (C) (D) (E)

2 (A) (B) (C) (D) (E)

3 (A) (B) (C) (D) (E)

4 (A) (B) (C) (D) (E)

5 (A) (B) (C) (D) (E)

6 (A) (B) (C) (D) (E)

7 (A) (B) (C) (D) (E)

8 (A) (B) (C) (D) (E)

9 (A) (B) (C) (D) (E)

10 (A) (B) (C) (D) (E)

11 (A) (B) (C) (D) (E)

12 (A) (B) (C) (D) (E)

13 (A) (B) (C) (D) (E)

14 (A) (B) (C) (D) (E)

15 (A) (B) (C) (D) (E)

16 (A) (B) (C) (D) (E)



ACT Practice Tests



Introduction to the ACT Tests

This workbook helps you prepare for the Grade 9 practice ACT Reading, English, and Writing tests.

Structure of the ACT Tests and the Practice Tests

- The **ACT Reading Test** has a time limit of 35 minutes for its 40 questions. The Grade 9 practice test also has a time limit of 35 minutes for its 24 questions. Both measure how well you can read and understand texts from a variety of subject areas. Nonfiction passages are taken from the natural sciences, social studies, and the humanities. There are also prose fiction passages.
- The **ACT English Test** allows 45 minutes for 75 questions. You will have 45 minutes for 40 questions for the Grade 9 practice test. Both measure your ability to recognize errors, to correct them, and to improve the structure of sentences and paragraphs.
- The **ACT Writing Test** and the Grade 9 practice test both give you 30 minutes to write one essay on a specified topic. Both measure your ability to write a well-organized and grammatical essay in a limited amount of time.

Why practice?

Practice tests help you review the material and get better at answering questions. They can also make you comfortable with testing formats and with various directions.

An improved understanding of the type of material covered and a familiarity with the test's structure will help you do your best when you take the official PSAE.

Test-Taking Tips

- Answer as many questions as possible in the time provided.
- Don't get hung up on any particular question. Move on to an easier question and come back to difficult ones if you have time.
- Make an educated guess if you are not sure of the answer.
- To get a good score, you need to answer as many questions as possible.
- Cross out answer choices that are obviously wrong. Select your answer from the choices that remain.
- Remember that other students will also be making guesses.

The ACT Reading Test

The ACT Reading Test and the practice test measure how well you can read course materials you are likely to encounter as a first-year college student. There are four passages on each of the tests. Each passage on the actual ACT Reading Test is followed by 10 multiple-choice questions. There are 6 multiple-choice questions after each passage on the Grade 9 practice test. Each question has four possible answers. Neither the passages nor the questions are arranged in order of difficulty.

The Passages: ACT Reading passages usually fill two printed columns on a single page. Most passages in the actual test are between 600 and 1,000 words long. On the Grade 9 practice test, most passages are between 500 and 800 words long.

Each passage starts with a note that explains its general topic.

- *Prose Fiction:* Passages include complete short stories and excerpts from novels.
- *Social Science:* Subject areas include anthropology, archeology, biography, business, economics, education, geography, history, psychology, and sociology.
- *Natural Sciences:* Subject areas include anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physics, physiology, technology, and zoology.
- *Humanities:* Subject areas include architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television, and theater, as well as memoirs and personal essays.

The Questions: The questions that follow each passage on the ACT Reading Test measure your understanding of that passage. Following are examples of what the questions may ask you to do.

Recall facts. What are some of the key details in the passage?

Draw inferences and make conclusions. Authors do not always state ideas directly; some questions may ask you to read “between the lines.”

- What is the author’s purpose or point of view?
- What is the main idea of the passage?
- What is the theme or meaning of the passage?

The ACT Reading Test—Sample Passage and Questions

This sample passage is shorter than passages you will read on the practice and official ACT tests. The difficulty of this passage matches the difficulty of passages used on those tests. The two sample questions are similar to questions used on the tests.

5 If you are late meeting me, I attribute your lateness to your character. You are rude and show no consideration for my feelings. But if I'm the one behind schedule, I attribute my lateness to situational factors such as traffic conditions.

10 Social psychologists call this discrepancy in explanations the Fundamental Attribution Error, or FAE; other terms used to describe the same phenomenon are the actor-observer bias, correspondence bias, or overattribution effect. People seem to have a default assumption that another individual's behavior is based on what kind of person the individual is rather than on the outside forces acting on that individual. In other words, we emphasize personality-based or dispositional explanations and downplay situational factors when looking at the behavior of others. Yet when we look at our actions, the explanatory power of situational factors grows remarkably more powerful.

25 Why should this be so? One possibility is that when we look at another person's actions, our view focuses on the person. The forces acting on the person are much less visible. But when we look inward at ourselves, the situational factors become obvious.

30 One unfortunate consequence of the FAE is the tendency to "blame the victim." Thus the consequences of poverty are blamed on the personal shortcomings of poor people, and social isolation on the personalities of the lonely.

- S1.** The function of the first paragraph in relation to the passage as a whole is to:
- A.** orient the reader to the topic by defining the Fundamental Attribution Error.
 - B.** prove to the reader how universal the Fundamental Attribution Error is.
 - C.** introduce the reasons that Fundamental Attribution Error influences our behavior.
 - D.** interest the reader in the Fundamental Attribution Error by providing an example.

The correct answer is D. The first paragraph is intended to capture the reader's interest by providing an example of FAE from daily life.

- S2.** The author uses the phrase "default assumption" (line 13) to refer to the:
- F.** way some people behave dishonestly in business situations.
 - G.** fact that people judge others' actions in the same way they judge their own.
 - H.** general tendency to ascribe others' behavior to their characters.
 - J.** importance of situational factors in determining how we act.

The correct answer is H. Use the line reference to find the phrase; then use the context to determine the meaning of the phrase. In this context, "default assumption" refers to the way we attribute others' behavior to their personalities.

Notice that odd-numbered questions have answer choices A, B, C, and D. Even-numbered questions have answer choices F, G, H, and J. Use this pattern to make sure you mark your choice on the correct line of your answer sheet.

The ACT Reading Test—Test-Taking Tips

Remember that you score points for correct answers. Spend only one to two minutes reading each passage so that you will have enough time to answer all the questions.

Read the easiest passage first. Glance at the topics of all the passages and start with the ones you think are easiest.

- Read each passage quickly to grasp its structure and overall meaning.
- Answer the easiest questions first.
- Use line references to find quickly the parts that are identified in questions.
- Note carefully the wording of each question: Are you being asked to recall a detail or to interpret the meaning of the passage?

How to Prepare for the ACT Reading Test

Read widely. Read novels and short stories, newspaper and magazine articles, and nonfiction books. Explore a wide variety of topics and writing styles. Stretch yourself. Read books and articles outside your main areas of interest.

- Read challenging material.
- Read material with topics that are unfamiliar to you.

Ask yourself questions as you read.

- What is the piece about?
- What was the author’s purpose in writing?
- Why did the author write in this particular style?
- Does the writer have an obvious bias or point of view?

Expand your vocabulary. Although none of the questions focus directly on vocabulary, a strong knowledge of words will help you understand what you read.

- Look up unfamiliar words, and practice using them in conversation and in writing.
- A large vocabulary will make you a better reader, and the more you read, the larger your vocabulary will become.

Analyze the author’s style and writing technique. Apply what you have learned about writing as you analyze what you read. Think about the author’s reason for writing the text and consider the author’s point of view.

READING TEST*35 Minutes—24 Questions*

DIRECTIONS: There are four passages in this test. Each passage is followed by several questions. After reading a passage, choose

the best answer to each question. You may refer to the passages as often as necessary.

PASSAGE I

PROSE FICTION: This passage is from “A Sound of Thunder,” a short story by Ray Bradbury. In the story, a man named Eckels has purchased a ride on a time machine in order to travel back into the past and hunt a *Tyrannosaurus rex*. His tour guides, Lesperance and Travis, explain that he must remain on a specially constructed path so that he won’t come into contact with anything in this time period: to do so, his guides explain, might change the future. However, getting more than he anticipated in his encounter with the *T. rex* (the “Monster”), Eckels runs off the path in fear.

Q5

“The Monster’s dead, you idiot. The bullets! The bullets can’t be left behind. They don’t belong in the Past; they might change anything. Here’s my knife. Dig them out!”

5 The jungle was alive again, full of the old tremorings and bird cries. Eckels turned slowly to regard the primeval garbage dump, that hill of nightmares and terror. After a long time, like a sleepwalker, he shuffled out along the Path.

10 He returned, shuddering, five minutes later, his arms soaked and red to the elbows. He held out his hands. Each held a number of steel bullets. Then he fell. He lay where he fell, not moving.

15 “You didn’t have to make him do that,” said Lesperance.

“Didn’t I? It’s too early to tell.” Travis nudged the still body. “He’ll live. Next time he won’t go hunting game like this. Okay.” He
20 jerked his thumb wearily at Lesperance. “Switch on. Let’s go home.”

1492. 1776. 1812.

They cleaned their hands and faces. They changed their caking shirts and pants. Eckels
25 was up and around again, not speaking. Travis glared at him for a full ten minutes.

“Don’t look at me,” cried Eckels. “I haven’t
done anything.” **Q2**

“Who can tell?”

30 “Just ran off the Path, that’s all, a little mud on my shoes—what do you want me to do—get down and pray?”

“We might need it. I’m warning you, Eckels, I might kill you yet. I’ve got my gun ready.”

35 “I’m innocent. I’ve done nothing.”

1999. 2000. 2055.

The Machine stopped.

“Get out,” said Travis.

The room was there as they had left it. But
40 not the same as they had left it. The same man sat behind the same desk. But the same man did not quite sit behind the same desk.

Travis looked around swiftly. “Everything okay here?” he snapped.

45 “Fine. Welcome home!”

Travis did not relax. He seemed to be looking at the very atoms of the air itself, at the way the sun poured through the one high window.

50 “Okay, Eckels, get out. Don’t ever come back.”

Eckels could not move. “You heard me,” said Travis. “What’re you *staring* at?”

GO ON TO THE NEXT PAGE.

ACT Reading Practice

- Q1 Eckels stood smelling of the air, and there was a thing to the air, a chemical taint so subtle, so slight, that only a faint cry of his subliminal senses warned him it was there. The colors, white, gray, blue, orange, in the wall, in the furniture, in the sky beyond the window, were . . . were . . . And there was a *feel*. His flesh twitched. His hands twitched. He stood drinking the oddness with the pores of his body. Somewhere, someone must have been screaming one of those whistles that only a dog can hear. His body screamed silence in return. Beyond this room, beyond this wall, beyond this man who was not quite the same man seated at this desk that was not quite the same desk . . . lay an entire world of streets and people. What sort of world it was now, there was no telling. He could feel them moving there, beyond the walls, almost, like so many chess pieces blown in a dry wind. . . .

But the immediate thing was the sign painted on the office wall, the same sign he had read earlier today on first entering.

Somehow, the sign had changed:

TYME SEFARI INC.

SEFARIS TU ANY YEER EN THE PAST.

YU NAIM THE ANIMALL.

80 WEE TAEKYUTHAIR.

YU SHOOT ITT.

Eckels felt himself fall into a chair. He fumbled crazily at the thick slime on his boots. He held up a clod of dirt, trembling, “No, it *can’t* be. Not a *little* thing like that. No!”

Embedded in the mud, glistening green and gold and black, was a butterfly, very beautiful and very dead.

- Q3 90 “Not a little thing like *that!* Not a butterfly!” cried Eckels.

It fell to the floor, an exquisite thing, a small thing that could upset balances and knock down a line of small dominoes and then big dominoes and then gigantic dominoes, all down the years across Time. Eckels’ mind whirled. It *couldn’t* change things. Killing one butterfly couldn’t be *that* important! Could it?

- At what point does Eckels first suspect that he may have changed the future? **1.11.09**
 - after getting the bullets from the *T. rex*
 - when Lesperance switches on the time machine
 - after Travis kicks him out of the time machine
 - when he sees the butterfly on the sole of his boot
- It can be reasonably inferred from the passage that Travis regards Eckels as: **2.11.06**
 - a valuable customer.
 - a dangerous incompetent.
 - an experienced hunter.
 - an innocent bystander.
- What specifically had Eckels done in the Past that changed the Future? **1.11.09**
 - He left the time machine.
 - He shot a *T. rex*.
 - He got mud on his shoes.
 - He stepped on an insect.
- What is the purpose of lines 53–61? **2.11.08**
 - to create a sense of mystery and foreboding
 - to show the complexity of Eckels’s character
 - to explain why Travis is such a tense person
 - to help the reader visualize the setting
- Why does the author capitalize the word *Past* in line 3? **2.11.07**
 - to show how angry Travis is at Eckels
 - because that is the proper name of the jungle they’re hunting in
 - to emphasize that the past is a real geographic place in the story
 - because Eckels still doesn’t believe that he has ridden in a time machine
- Which of the following statements best describes the overall theme of the story? **2.11.01**
 - It is impossible to predict the future.
 - Humanity must never meddle with nature.
 - You must be careful of what you wish for.
 - Any action can have consequences.

GO ON TO THE NEXT PAGE.

ACT Reading Practice

PASSAGE II

SOCIAL SCIENCE: This passage is from Franklin D. Roosevelt’s Fourth Inaugural Address, given on January 20, 1945.

Roosevelt served as U.S. president from 1932 until his death in April of 1945. At the time of this speech, World War II had been raging since 1939, although the United States didn’t join the war until the attack on Pearl Harbor in 1941.

Mr. Chief Justice, Mr. Vice President, my friends, you will understand and, I believe, agree with my wish that the form of this inauguration be simple and its words brief.

5 We Americans of today, together with our allies, are passing through a period of supreme test. It is a test of our courage—of our resolve—of our wisdom—our essential democracy.

10 If we meet that test—successfully and honorably—we shall perform a service of historic importance which men and women and children will honor throughout all time.

15 As I stand here today, having taken the solemn oath of office in the presence of my fellow countrymen—in the presence of our God—I know that it is America’s purpose that we shall not fail.

20 In the days and in the years that are to come we shall work for a just and honorable peace, a durable peace, as today we work and fight for total victory in war.

We can and we will achieve such a peace.

25 We shall strive for perfection. We shall not achieve it immediately—but we still shall strive. We may make mistakes—but they must never be mistakes which result from faintness of heart or abandonment of moral principle.

30 I remember that my old schoolmaster, Dr. Peabody, said, in days that seemed to us then to be secure and untroubled: “Things in life will not always run smoothly. Sometimes we will be rising toward the heights—then all will seem to reverse itself and start downward. The great fact

35 to remember is that the trend of civilization itself is forever upward; that a line drawn through the middle of the peaks and the valleys of the centuries always has an upward trend.”

40 Our Constitution of 1787 was not a perfect instrument; it is not perfect yet. But it provided a firm base upon which all manner of men, of all races and colors and creeds, could build our solid structure of democracy. Q10

45 And so today, in this year of war, 1945, we have learned lessons—at a fearful cost—and we shall profit by them.

We have learned that we cannot live alone, at peace; that our own well-being is dependent on the well-being of other nations far away. We have learned that we must live as men, not as ostriches, nor as dogs in the manger. Q11

We have learned to be citizens of the world, members of the human community.

55 We have learned the simple truth, as Emerson said, that “The only way to have a friend is to be one.” Q7

60 We can gain no lasting peace if we approach it with suspicion and mistrust or with fear. We can gain it only if we proceed with the understanding, the confidence, and the courage which flow from conviction. Q12

GO ON TO THE NEXT PAGE.

ACT Reading Practice

7. The main idea of lines 46–60 is that: **1.11.13**
- A. America can no longer afford to live in isolation from the rest of the world.
 - B. other nations must win the current war in order to protect America.
 - C. America must avoid all alliances in the future because they lead to war.
 - D. our enemies in World War II would have to become friends in order to achieve peace.
8. The author implies throughout the speech that his ultimate goal is: **1.11.30**
- F. to help the economy flourish once the war is over.
 - G. to further democracy through the establishment of alliances.
 - H. to win the war in a way that ensures a lasting peace.
 - J. to keep America out of future wars through diplomacy.
9. The author uses the quote from his schoolmaster (lines 30–37) in order to make which of the following points? **1.11.18**
- A. Human history is a series of wars, punctuated by brief periods of peace.
 - B. Education is the only way to maintain a peaceful society.
 - C. History is moving in a positive direction, though the present period seems bleak.
 - D. We must be prepared for difficult times because they are inevitable.
10. The author states that the Constitution was: **1.11.09**
- F. a foundation upon which to build.
 - G. a perfect document.
 - H. an instrument to create peace.
 - J. an ideal guide for a democracy.
11. The author uses the symbol of the ostrich in lines 48–50 in order to imply that: **1.11.30**
- A. Americans must learn to pull together in times of crisis.
 - B. in the past, America has ignored international problems.
 - C. America has always stood its ground boldly, never running from battle.
 - D. the world has always viewed America as an international peacekeeper.
12. The word *conviction* as used in line 60 most nearly means: **1.11.02**
- F. an accusation.
 - G. a guilty verdict.
 - H. a victory.
 - J. a strong belief.

GO ON TO THE NEXT PAGE.

ACT Reading Practice

PASSAGE III

NATURAL SCIENCE: This passage is titled “Asteroid.” It explores asteroids and their relationship to our solar system.

In our solar system, planets revolve around the Sun, and these planets have natural satellites, or moons. In addition, the solar system is home to an extremely large number of asteroids.

5 Asteroids are rocks that are composed mostly of the same materials as rocks here on Earth—calcium, iron, and nickel, for example. These space rocks inhabit the far reaches of our solar system, but the largest concentration of asteroids
10 can be found between the orbits of Mars and Jupiter. This area has so many asteroids, in fact, that it has been named the Asteroid Belt. The belt is made up of thousands of asteroids, which vary in size from tiny pebbles to behemoths, but
15 few are more than 120 miles in diameter.

Q17 Scientists believe that asteroids formed in much the same way as did the planets. As solid material slowly condensed from the early gaseous universe, pieces of this material were
20 drawn together by the force of gravity. With the help of many violent collisions, chunks of this material became larger and larger, eventually growing into the moons and planets of our solar system. Although asteroids in the belt began to
25 form at the same time and in the same way as the planets, they were never able to combine into anything approaching planetary size. This
Q15 was mostly due to the influence of their colossal neighbor, the planet Jupiter.

30 Jupiter is so large and exerts such a strong gravitational pull on objects near it that the asteroids in the belt have never been able to overcome Jupiter’s attraction. As a result, these asteroids’ own gravitational fields were never
35 strong enough to result in collisions that would create larger and larger asteroid combinations. Jupiter’s gravitational pull also speeds up and alters the asteroids’ orbits so much that even if the asteroids managed to attract one another
40 and collide, they would be traveling too quickly for the collisions to “stick.” Instead, the impacts

would smash the asteroids into even smaller pieces.

The enormous gravitational power of Jupiter
45 is also responsible for the occasional asteroid that comes closer to Earth. Sometimes an asteroid
Q16 that is traveling through space is pulled by Jupiter into an extended elliptical orbit closer to our home. In fact, scientists at NASA sent a
50 spacecraft to study one of these asteroids that came within 22 million miles of Earth. This asteroid, nicknamed Eros, is estimated to be twice the size of New York’s Manhattan Island.

Scientists wanted to study Eros because it
55 may hold some clues about how our own planet formed. Though asteroids are nothing more than large rocks that consist of the same minerals as rocks on Earth, they are not affected by forces
Q18 such as weather and erosion, which affect Earth
Q13 rocks. Scientists believe that by comparing the
60 “pristine” rock of an asteroid with rock samples
Q14 on Earth, they will be able to track the changes that have occurred on our planet since it was created.

GO ON TO THE NEXT PAGE.

ACT Reading Practice

13. According to the passage, how are asteroids different from Earth rocks? **1.11.09**
- A. They are not formed of the same minerals.
 - B. They exert their own gravitational pull.
 - C. They do not “stick” to each other.
 - D.** They are not affected by weather and erosion.
14. According to the passage, why are asteroids important to scientists? **1.11.09**
- F.** They help scientists track changes that have occurred on Earth.
 - G. They offer a clue into how the solar system was formed.
 - H. They contain minerals found only deep in Jupiter’s core.
 - J. They offer clues about how the Sun breaks down certain minerals.
15. According to the passage, which of the following is responsible for keeping these asteroids from forming into larger planets? **1.11.14**
- A. the shape of their orbit
 - B. their extreme speed
 - C. constant violent collisions
 - D.** Jupiter’s gravitational pull
16. An extended elliptical orbit of an asteroid (lines 46–49) is most likely: **1.11.04**
- F. a sudden stop in the asteroid’s orbit.
 - G.** a longer form of the asteroid’s usual orbit.
 - H. a gradual speeding up of the asteroid’s orbit.
 - J. an unexpected wavering of the asteroid’s orbit.
17. According to the passage, the universe began as: **1.11.11**
- A. asteroids.
 - B. pebbles.
 - C.** gases.
 - D. light.
18. What was likely the purpose of the spacecraft that scientists sent to intercept the asteroid Eros? **1.11.26**
- F. to destroy the asteroid
 - G.** to collect a piece of the asteroid
 - H. to bump the asteroid back into orbit
 - J. to study the asteroid’s shape

ACT Reading Practice

PASSAGE IV

HUMANITIES: This passage is adapted from the newspaper article “‘Hamlet’ Too Hard? Try a Comic Book,” by Teresa Méndez.

Q20 At Oneida High School in upstate New York, Diane Roy teaches the students who failed ninth-grade English the first time around. Last year, on the heels of “Hamlet,” she presented her class with a graphic novel—essentially a variety of comic book. . . .

Today, the comic book—and its lengthier sibling, the graphic novel—are growing in scope and popularity. In 2002, the theme of the annual Teen Read Week sponsored by YALSA, the youth branch of the American Library Association, was “Get Graphic.” Graphic novels can be found in public and school libraries, as well as bookstores, where entire shelves are often devoted to the genre. Manga, the Japanese graphic novels, have swept up teen readers.

Q21 And in July, the *New York Times Magazine* ran a cover story positing that the comic book could become the next “new literary form.”

Roy’s experiment with the graphic novel as text struck gold when she assigned Art Spiegelman’s “Maus,” the story of his parents’ experience in the Holocaust told as a cat and mouse allegory—a highly regarded work that won the Pulitzer Prize. From there, some students moved to graphic novels about Hitler, and finally made their way to traditional books about the Holocaust.

Each student was required to read five graphic novels. But “there wasn’t a single student in this class of kids—nonreaders who don’t enjoy reading—who didn’t read double that number,” Roy says. “They would read them overnight . . . they were reading them at lunch, in the hallway.”

Roy adapted her curriculum on graphic novels from a series developed for teachers by the New York City Comic Book Museum.

Literacy efforts have traditionally focused not on adolescents, but on younger students.

40 And some reading experts are worried that with most reform efforts being directed at students in the third grade or lower, another crisis is being ignored.

45 Even as elementary student scores on federal tests are increasing slightly, high school scores are declining. Only about one third of 12th-graders were reading at a proficient level in 2002, down from 40 percent in 1992.

Adolescent readers face a host of complicated problems, ranging from general reluctance to pick up a book to aliteracy, an inability to fully grasp the meaning of words. Proponents suggest that comic books and graphic novels can help.

For the reluctant reader, they are absorbing. For the struggling reader or the reader still learning English, they offer accessibility: pictures for context, and possibly an alternate path into classroom discussions of higher-level texts. They expand vocabulary, and introduce the ideas of plot, pacing, and sequence.

But such arguments remain unconvincing to many other educators who firmly believe this form of pop culture has no place in the classroom.

65 “Once kids know how to read, there is no good reason to continue to use dumbed-down materials,” writes Diane Ravitch, a professor of education at New York University, in an e-mail. “They should be able to read poems, novels, essays, books that inform them, enlighten them, broaden their horizons.”

And there is always a concern about the appropriateness of content.

75 But just getting reluctant adolescents to read—anything—can be a boon to their discovery of the joy of reading, says Marilyn Reynolds, author of “I Won’t Read and You Can’t Make Me: Reaching Reluctant Teen Readers.”

80 Ms. Reynolds, who worked for decades at an alternative high school for struggling students in a Los Angeles suburb, tells the story of a girl

Q23

Q22

GO ON TO THE NEXT PAGE.

ACT Reading Practice

“steeped” in graphic novels whom she met at a library.

- 85 “That’s probably all she will read in high school,” says Reynolds. “She’s a rebel. She’s probably failing English . . . because she doesn’t conform, but she’s got this fervor for that kind of expression. How much better that than not
90 having any fervor at all.”

Reynolds may be extreme in her belief that reading a comic book or graphic novel is a worthy end in itself. Most educators hold that the genre is best used as a bridge to more
95 complex material.

19. Which of the following statements is an opinion? **1.11.21**
- A. Graphic novels have no place in regular classroom reading curriculum.
 - B. Comic books and graphic novels are growing in scope and popularity.
 - C. National high school reading scores decreased from 1992 to 2002.
 - D. Teacher Diane Roy has had a lot of success using graphic novels with her students.
20. It can be inferred from the passage that Diane Roy introduced graphic novels in her English class because she believed: **1.11.10**
- F. it would give her already overloaded students a pleasant break.
 - G. it would help her students understand the Holocaust.
 - H. the New York City Comic Book Museum’s curriculum was among the best.
 - J. graphic novels would get her students interested in reading.
21. The word *positing* as used in line 18 most likely means: **1.11.01**
- A. lamenting.
 - B. suggesting.
 - C. denying.
 - D. insisting.
22. The expert quoted in lines 65–71 would most likely be against which of the following situations? **1.11.22**
- F. reading books about the Holocaust
 - G. reading Pulitzer Prize–winning novels
 - H. reading graphic novels about Hitler
 - J. reading “Hamlet” and other Shakespeare plays
23. Which of the following reasons in favor of the use of graphic novels was NOT found in the passage? **1.11.09**
- A. They offer engrossing reading to struggling students.
 - B. They introduce the concepts of plot and sequence.
 - C. They incorporate pictures to give context for vocabulary.
 - D. They typically have age-appropriate content.
24. One can conclude from the passage that the use of graphic novels in reading programs: **1.11.19**
- F. is soon to be the subject of scientific studies.
 - G. raises adolescent test scores by getting teens to read.
 - H. is still in debate but gaining broader acceptance.
 - J. is too controversial for educators to address.

The ACT English Test

The ACT English Test and the Grade 9 practice test measure your ability to recognize errors, correct them, and improve the structure of sentences and paragraphs. There are five passages in the ACT English Test. Each passage is followed by approximately 15 multiple-choice questions. The Grade 9 practice test has four passages, each followed by 10 multiple-choice questions. Each question has four possible answers.

Taking the ACT English Test is similar to revising the first draft of an essay or a report you are writing. The weaknesses in the test passages are like those that appear in student writing. Sentences and paragraphs may be wordy or have poor structure, and meanings may not be clear. You will need to determine how the author's ideas can be expressed more clearly and effectively.

The Questions

About half of the questions will refer to specific words or phrases underlined in the passage. Some, but not all, will contain obvious errors in mechanics, grammar, or usage. You will be asked to select the answer that most accurately expresses the idea in the underlined section. The first choice in each of these questions is NO CHANGE.

The remainder of the questions will be about the passage as a whole. These questions will focus on strategy and organization.

- *Strategy* involves deciding on appropriate content and style in writing, given the purpose of the piece and its intended audience. Improvements in strategy might be adding or deleting material, changing the opening and closing sentences, and changing or adding transitions between sentences or paragraphs.
- *Organization* relates to the sequence in which ideas or events are presented and the relevance of statements within the text. It requires judgment about the overall order, coherence, and unity of the writing.

Test Content

Grammar and Usage

- Agreement between subject and verb, modifier and object, and pronoun and antecedent
- Verb tenses and verb formation
- Comparative and superlative forms of adjectives and adverbs
- Pronouns (those used as subjects of verbs or as objects of verbs or those used to show possession)
- Idioms and idiomatic usage

Sentence Structure

- Relationships between and among clauses
- Placement of modifiers (adjectives and adverbs) and of modifying clauses

Punctuation: apostrophes, commas, periods, question marks, exclamation points, quotation marks, and other punctuation

- Questions will focus on ways that punctuation makes the writer’s meaning clear.

The ACT English Test—Sample Passage and Questions

This sample passage is shorter than passages on the practice test and the official ACT test. The three sample questions, however, are similar to questions used on the tests.

I know of two kinds of pack rats: the
1
furry four-footed ones that live in the desert
and the smooth-skinned, two-footed ones that
live in my house. The desert pack rats build
complex nests called “middens” and search
their environment for interesting objects to
carry back to enhance their nests. The pack rats
in my house collect mostly useless objects such
as china that is chipped,
2
strange stones, and moldy magazines. Like their
desert counterparts, my family pack rats carry
their treasures home and refuse to be parted
from them. But unlike the desert rats, my
mother, father, and younger brother crave my
admiration for their precious finds. 3

- S1. A.** NO CHANGE
B. rats the
C. rats; the
D. rats. The

The correct answer is A. A colon is the appropriate punctuation in this situation.

- S2. F.** NO CHANGE
G. china likely to be chipped,
H. chipped china,
J. china, which has been chipped,

The correct answer is H. This choice avoids wordiness and maintains parallel structure.

- S3.** At this point the writer is considering adding the following true statement:

Nevertheless, I continue to love these people.

Should the writer make this addition here?

- A.** Yes, because it explains the writer’s feelings about her subject.
B. Yes, because it answers a question the reader is likely to have.
C. No, because it does not explain how the writer feels about desert pack rats.
D. No, because it distracts the reader from the main focus of the essay.

The correct answer is D. The additional material would be distracting rather than useful.

The ACT English Test—Test-Taking Tips

Remember that you score points for correct answers. Read the passages quickly so that you will have enough time to answer all the questions.

- *Read the whole essay without pausing to think about errors.* Get a sense of the essay’s purpose and intended audience before you answer any questions.
- *Read each question carefully.* Some questions ask you to recognize specific errors, such as the incorrect use of an apostrophe. Other questions ask you to make a judgment about whether the passage as a whole meets a particular writing goal.
- *Look for a specific problem in a sentence where some words have been underlined.* Is the sentence a fragment? Does it run on? Do all the parts fit together the way they should?
- *Identify subjects and their verbs and pronouns and their antecedents.* Make sure that they are in agreement. Don’t be distracted by words, phrases, or clauses that appear between the subjects and verbs or the pronouns and their antecedents.
- *Watch for redundant expressions such as “difficult dilemma” and awkward wording such as “the reason is because.”*
- *Consider the context.* Passages are written in a variety of styles, and the correct answer to a question will conform to the style of the passage. Regardless of style, all correct answers will follow the rules of Standard English.

How to Prepare for the ACT English Test

The following procedures will help you prepare for the ACT English Test well beforehand.

- *Review key points about grammar and usage in a grammar handbook.*
- *Read widely books and articles that use Standard English.* The more Standard English you are exposed to, the more likely you are to recognize errors in grammar and usage.
- *As you read, notice good writing.* Take note of how a sentence presents a complicated thought clearly and how a paragraph shows coherence and unity.
- *Reread your own writing.* Look at first drafts of past essays or reports. Think about comments made by teachers or by others who have helped edit your work. In particular, notice changes you made that improved the sequence and unity of the final draft.
- *Write often and for different reasons.* Edit your writing to correct mistakes and improve coherence and unity. Strive for expression that is clear, concise, and interesting.

ENGLISH TEST*45 Minutes—40 Questions*

DIRECTIONS: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, is the most appropriate Standard English statement, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is the best choice, mark NO CHANGE.

You will also find questions about a section of the passage or about the passage as a whole.

Underlining is not used to highlight this material; instead it is identified by a number in a box.

Read each passage through once before you begin to answer the questions. For each question, choose the alternative you consider best. Generally, you cannot determine an answer without reading several sentences beyond the numbered part. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I**Costa Rica: Land of Diversity**

[1]

Where can you snorkel in the Pacific Ocean, white water raft down a river, see an active volcano, and ride on a zip line through a rain forest, all only a few hours apart by car? The answer is Costa Rica;

1

a land of diversity. That diversity makes it an

1

appealing tourist destination.

[2]

Costa Rica is located in the heart of Central America. This small country is tucked between the Caribbean Sea and the Pacific Ocean. It takes only three hours to drive from coast to coast. The terrain includes mountains, tropical rain forests, and beaches. Because one of Costa Rica's largest sources of income is agriculture, a portion of its land is also cultivated fields. Most of those fields produce these export crops; coffee, bananas, cocoa, and sugar.

2

1. **A.** NO CHANGE
B. The answer is Costa Rica, a land of diversity.
C. The answer is: Costa Rica, a land of diversity.
D. The answer is Costa Rica: a land of diversity.

2. **F.** NO CHANGE
G. crops; such as coffee, bananas, cocoa, and sugar.
H. crops: such as, coffee, bananas, cocoa, and sugar.
J. crops: coffee, bananas, cocoa, and sugar.

GO ON TO THE NEXT PAGE.

ACT English Practice

In as much,
3 some would argue that Costa Rica's

greatest natural resource is its
4 abundance of flora

and fauna. Even though the country has a small land mass, it represents over five percent of the world's biodiversity. Few places on Earth nurture this many species of plants and animals.

[3]

5 The majority of Costa Ricans are of Spanish
6

descent. So Spanish traditions and culture are a
6

major influence in Costa Rica. Other influences
6

on the Ticos, as the Costa Ricans call themselves,
7

include cultures present before the Spanish arrived in the 1500s and those that were introduced to the country after its independence in 1821. Costa Rica

3. A. NO CHANGE
B. Consequently,
C. Fortunately,
D. However,
4. F. NO CHANGE
G. it is
H. its'
J. it's
5. Which of these choices provides the best transition between the second and third paragraphs?
A. Costa Rica is diverse not only geographically and ecologically but also culturally.
B. Costa Rican culture is influenced by many groups.
C. The Spaniards conquered the native populations early in the nation's development.
D. These plants and animals play a major part in the culture.
6. F. NO CHANGE
G. The majority of Costa Ricans are of Spanish descent, so Spanish traditions and culture are a major influence in Costa Rica.
H. The majority of Costa Ricans are of Spanish descent; So Spanish traditions and culture are a major influence in Costa Rica.
J. The majority of Costa Ricans are of Spanish descent: so Spanish traditions and culture are a major influence in Costa Rica.
7. A. NO CHANGE
B. Ticos, as the Costa Ricans call themselves;
C. Ticos, as the Costa Ricans call themselves
D. Ticos as the Costa Ricans call themselves;

GO ON TO THE NEXT PAGE.

ACT English Practice

was the meeting point of Mesoamerican (Mayan) and South American native cultures. Although many of the native Indians died from disease during the Spanish invasion, their influences are still seen in the faces and crafts of the country today.

Actually, many Ticos are descended from Italian,
8
German, Polish, and other European groups. Large numbers of immigrants came to Costa Rica for economic opportunities; for example, immigrants from Jamaica, China, and Italy came in the 19th century to work in the railway construction industry.

[4]

Tourism has become increasingly important to Costa Rica, with its beautiful scenery and rich culture. Twenty-five percent of the nation's land is set aside from destruction from construction and
9

farming in national parks. As a result, eco-tourism
9
has flourished.

[5]

Visitors come to explore the natural areas, and their experiences foster an appreciation and understanding of the natural environment as well as promote conservation efforts. Tourists love Costa Rica for its rich diversity, and Ticos love tourists for helping to keep it that way. ¹⁰

8. F. NO CHANGE
G. Surprisingly,
H. In addition,
J. By contrast,

9. A. NO CHANGE
B. consumed
C. reserved
D. preserved

Question 10 asks about the preceding passage as a whole.

10. The writer intends to add the following sentence to the essay to provide a comparison of the income producers for Costa Rica.

Like agriculture, industry remains an important part of Costa Rica's economy, and tourism is now the key industry.

To accomplish this purpose, it would be most logical and appropriate to place this sentence:

- F. after the second sentence in Paragraph 2.
G. after the last sentence in Paragraph 3.
H. before the first sentence in Paragraph 4.
J. before the first sentence in Paragraph 5.

GO ON TO THE NEXT PAGE.

PASSAGE II

Knock Out Violent Television for Children

[1]

Whenever you watch television, chances are you see some form of violence on the screen. Movies have it. News programs have it. Even cartoons have it. With television in almost every home in the United States, millions of Americans are exposed to multiple acts of violence each week. It is not just adults who are exposed to television violence. Young children are watching increasing amounts of television. ^[11] As a result, they may be watching increasing amounts of violence. Some

type of system to control what young children watch
12

needs to occur to protect children from the potentially harmful effects of witnessing violent acts.

[2]

Some people argue that watching television is an individual choice and that it therefore should not be regulated. However, the American Medical Association has identified media violence as a

11. At this point, the author is thinking of adding the following sentence:

Television programs can be educational too.

Should the writer make that addition here?

- A. Yes, it is important to provide both sides of the issues.
 - B. Yes, people need information about educational programming for children.
 - C. No, the sentence should appear as the main idea at the beginning of the paragraph.
 - D. No, this information does not support the author's argument.
12. The author here wants to suggest a method of controlling what young children see on television. Which word choice best achieves the writer's objective?
- F. label
 - G. viewing
 - H. message
 - J. monitoring

GO ON TO THE NEXT PAGE.

public health issue. The association has issued policy statements urging producers of media, including television, to reduce the amount

13

of violence in their programming. [14] Television violence is a public health issue. Do we have a public policy to protect young children from this health threat?

[3]

Currently, we have only a ratings system that evaluates the content of television shows. The rating appears at the beginning of each program. Some television sets are also equipped with a v-chip. This allows parents to block the viewing of shows regarded as violent. People opposed to creating a public policy argue that the chip is an adequate way to protect children.

15

[4]

[1] If factories were releasing dangerous chemicals in the air, would it be enough for them to issue warnings? [2] Would it be more to give us masks that we could wear if we did not want to

16

13. Which shows the correct placement of this phrase?
- A. NO CHANGE
 - B. (Place after *association*)
 - C. (Place after *statements*)
 - D. (Place after *violence*)
14. At this point, the author wants to demonstrate how society protects children from other public health concerns. Assuming all are true, which of these statements achieves that goal?
- F. NO CHANGE
 - G. Parents give their children helmets and padding to protect them from injury when bike riding and skating.
 - H. As a society, we regulate the access of young children to dangerous items such as tobacco and alcohol.
 - J. The food pyramid provides guidelines suggesting healthful foods for children and adults alike.
15. A. NO CHANGE
- B. Opponents of
 - C. Supporters of
 - D. People who support
16. F. NO CHANGE
- G. worst
 - H. less
 - J. better

GO ON TO THE NEXT PAGE.

breathe the polluted air? [3] Similarly, we should not be satisfied with the illusion of the v-chip as protection. [4] No, we would want factories to rid

17

the air of dangerous elements and we would expect

17

public policy to protect us from this exposure. [18]

17

[5]

Television is a powerful medium. It has the

19

potential to educate and entertain young viewers.

It also has the potential to expose them to acts of violence on a regular basis. Research has linked

20

viewing violence to aggression violent behavior

20

and fear in children. This is not an individual

20

issue. It is a public health issue. As a result, we as a society need to create policies to protect our young children from exposure to television violence.

17. **A.** NO CHANGE
B. we would want factories to rid the air of dangerous elements; and we would expect public policy to protect us from this exposure.
C. we would want factories to rid the air of dangerous elements: and we would expect public policy to protect us from this exposure.
D. we would want factories to rid the air of dangerous elements, and we would expect public policy to protect us from this exposure.
18. Which of the following sequences of sentences will make Paragraph 4 most logical?
F. NO CHANGE
G. 1, 2, 4, 3
H. 1, 3, 4, 2
J. 3, 1, 2, 4

19. **A.** NO CHANGE
B. They have
C. It will have
D. It have
20. **F.** NO CHANGE
G. Research has linked viewing violence to aggression violent behavior, and fear in children.
H. Research has linked viewing violence to aggression, violent behavior, and fear in children.
J. Research has linked viewing violence to aggression, violent, behavior, and fear in children.

GO ON TO THE NEXT PAGE.

PASSAGE III

**It's a Bird! It's a Plane!
It's a High School Student!**

My little brother has recently become fixated
on superheroes running around the house with his
21

blanket tied around his neck as a cape. Peering
21

intently at my closed and locked door, he's certain
that with his X-ray vision eyes he can determine
what I'm up to! Annoying? Yes. Cute? Yes.

Inspiring? Hmmm. He has started me thinking
that it might be useful to have superhero powers to
tackle the challenges of high school.

Of course, I want superhero strength. This is
curiously a must for dragging my ten pounds of
22
homework onto and off the bus every day.

The X-ray vision would come in handy, too. I
could have used that yesterday to see around the
corner. I will have spied that pack of girls walking
23

down the hall. Rather than running directly into
that gaggle of giggles, I could have like avoided the
24

embarrassment. It would also come in handy to
peer into a teacher's lesson plan book and find out
when those "oh-so-popular" pop quizzes are
25
scheduled!

21. A. NO CHANGE
B. superheroes. Running around the house with his blanket tied around his neck as a cape.
C. superheroes, running around the house with his blanket tied around his neck as a cape.
D. superheroes; running around the house with his blanket tied around his neck as a cape.

22. F. NO CHANGE
G. certainly
H. possibly
J. probably

23. A. NO CHANGE
B. would
C. was
D. would have

24. F. NO CHANGE
G. neatly
H. noisily
J. nearly

25. A. NO CHANGE
B. "oh so-popular" pop quizzes
C. "oh so popular-pop" quizzes
D. "oh-so" popular pop quizzes

GO ON TO THE NEXT PAGE.

ACT English Practice

I would need all the cool superhero, without a
₂₆
doubt, gadgets on a utility belt. Surely there is
₂₆
one that can open a jammed locker. What about a
device that would allow me to levitate my lunch to
the table without managing to trip and dumping
₂₇
the tray everywhere? Most important would be a
portable holograph projector so that I could send
an image of myself paying attention in one class
while I was in the library cramming for a test in
another subject.

OK, I won't show up at school with my
brothers blanket tied snugly around my neck, and
₂₈
I definitely won't try to fly. 29

26. What is the best placement for this phrase in the sentence?

- F. NO CHANGE
- G. (Place after *gadgets*)
- H. (Place after *need*)
- J. (Place before *I*)

27. A. NO CHANGE

- B. dumped
- C. dumps
- D. dump

28. F. NO CHANGE

- G. brother's blanket
- H. brothers' blanket
- J. brother blanket

29. Which of the following, if added here, would best conclude the essay and communicate the main point?

- A. Perhaps what I need the most to survive high school is a superhero-sized sense of humor and the confidence that I can handle anything.
- B. At least I learned to appreciate my brother with all of his crazy antics. Perhaps next time he comes to my room, I'll actually let him in.
- C. Brothers! You can't live with them; you can't live without them.
- D. But, I am definitely going to be watching many more superhero movies. Look out video store; here I come!

GO ON TO THE NEXT PAGE.

Question 30 asks about the preceding passage as a whole.

30. Suppose the writer had intended to write a brief essay describing the high school experience. Would this essay successfully fulfill the writer's goal?
- F. Yes, it makes a compelling argument that high school expectations are too high.
 - G. Yes, it provides a glimpse into one high school student's experiences and frustrations.
 - H. No, it only expresses the author's opinions and does not support the conclusions with evidence.
 - J. No, it does not contain any persuasive language.

GO ON TO THE NEXT PAGE.

PASSAGE IV

Beating the Odds

When Wilma Rudolph was born in 1940
31
tiny and very ill no one predicted that she would
31

become an international track star. Her story is one of fame, but it is also a story of overcoming obstacles and beating the odds.

Wilma Rudolph was born prematurely and
32
had weighed only 4.5 pounds. She was the 20th of
32

22 children born to a poor, hardworking family during the Depression. Because at that time, she
33 34
did not have professional medical care. Her family
34

nursed her through many illnesses. Some of these
35
were measles, mumps, scarlet fever, chicken pox,
35

and double pneumonia. At one point, her family noticed that her left leg and foot were becoming weak and deformed. After a 50-mile trip to a hospital, she was diagnosed with polio, a

31. **A.** NO CHANGE
B. 1940, tiny and very ill. No
C. 1940, tiny and very ill, no
D. 1940 tiny and very ill, no

32. **F.** NO CHANGE
G. and weighed
H. and she weighed
J. and she had weighed

33. **A.** NO CHANGE
B. near a depression
C. in a depression
D. around the Depression

34. The author wants to add this phrase to the sentence:

access to the best doctors and hospitals
 was denied to African-American children

Where would be the best place to add the phrase?

- F.** (Place before *because*)
G. (Place after *care*)
H. (Place after *time*)
J. (Place before *she*)
35. The author wants to combine this sentence with the previous one. Which is the best way to do that?
- A.** NO CHANGE.
B. illnesses, including measles,
C. illnesses; some included measles,
D. illnesses, and some of these were measles,

GO ON TO THE NEXT PAGE.

ACT English Practice

crippling disease with no cure. Today there is a
36
vaccine against polio. Her family feared she would
36
never walk again. With the help of braces and
two years of therapy by her family, she was able
to walk. At 9 years of age, she was able to walk
without her braces.

When she was 11, Wilma began her sports
career by joining the basketball team at school.
She was fast and agile. The track coach at a local
university saw her running on the court. He
recognized her talent. ³⁷ She later received a full
scholarship to attend the university.

In 1956 Wilma competed in the Olympic
Games in Melbourne, Australia, and helped
the American team win a bronze medal in the
4 × 100-meter relay. Wilma continued training and
competed four years later at the Olympic Games
in Rome, Italy, winning three gold medals in the
100- and 200-meter races and the 4 × 100-meter
relay. She was the first American woman to
win three gold medals in a single Olympics. She
gained international fame. When she returned
38
home from the Olympics, her hometown wanted
to hold a parade in her honor. Wilma refused to
appear in the parade unless it was a parade for
39
blacks and whites together. It was the first parade
39
in her town where blacks and whites were together.
⁴⁰

36. F. NO CHANGE
G. Today there is a vaccine for polio.
H. In those days, there was no vaccine against polio.
J. (OMIT the sentence)
37. At this point, the writer is considering adding a sentence describing the way Wilma's coach helped her overcome an obstacle. Which of these sentences would most effectively show how the coach helped?
- A. Because her high school did not have a track team, he let her practice with the college team.
B. The coach nicknamed her "Skeeter," short for mosquito, since she was little and fast and always in the way.
C. The coach trained her to run in several events, including relays and meter runs.
D. The coach believed she would be a star someday.
38. F. NO CHANGE
G. (Begin new paragraph) When she
H. (Begin new paragraph) Before she
J. (Do NOT begin new paragraph) Before she
39. A. NO CHANGE
B. huge
C. consistent
D. integrated

GO ON TO THE NEXT PAGE.

40. The author wants to link the beginning and the end of the essay. Which of these choices best achieves that goal?
- F. Wilma Rudolph overcame the obstacles of her health, poverty, and segregated conditions to win a victory not only for herself but also for women, African Americans, and her community.
 - G. Wilma Rudolph is a national treasure and an inspiration to our nation to excel.
 - H. Wilma Rudolph, once unknown, has grown to international acclaim and recognition. She will be remembered throughout history as a great athlete.
 - J. After her success at the Olympics, Wilma Rudolph went on to become a physical education teacher, training other track stars and passing on the Olympic dream.

**END OF TEST.
STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.**

The ACT Writing Test

The ACT Writing Test measures your ability to write a short, well-organized, and grammatical essay in a limited amount of time. The question provides a writing prompt that defines an issue and describes two points of view on that issue.

In your essay, you may develop one of the perspectives offered in the prompt, or if you prefer, you may present an original point of view on the issue.

Scoring the ACT Writing Test

Two trained readers score the actual ACT Writing Test essay. You can review the scoring guide for the test at the front of this workbook to get more information on how the writing tests are scored.

Your practice essay will be evaluated on how well you do the following:

- define your position on the issue
- develop your point of view
- use details and arguments to support your point of view
- organize your ideas
- use Standard English, appropriate vocabulary, and varied sentence structure
- avoid errors in grammar, usage, and mechanics

ACT Writing Test—Sample Prompt

Think about how you would develop an essay based on the following prompt.

Good teachers are the heart of education: nothing is more important to the process of learning than having teachers who are passionate about their subjects and eager to explore them with students. Yet, despite the importance of what they do, teachers' salaries remain low in comparison with those of other professions. Some people maintain that the best way to improve American education is to raise teachers' salaries, attracting new teachers, including those who have previously worked in other fields. Others argue that, since the amount teachers' salaries would be raised is most likely insignificant, it is more important to give teachers a greater voice in the school and to support them in creating an environment that truly stimulates learning.

In your opinion, is raising teachers' salaries the most effective approach to recruiting and retaining good teachers?

The ACT Writing Test—Writing Tips

Remember that your essay will be scored as a rough draft. Scorers do not expect to see a polished essay, but they are looking for a well-developed point of view, correct grammar and mechanics, and neat handwriting.

- *Choose the point of view for which you think you can write the best essay.* Your goal is to write a clear, strong essay that includes a persuasive argument.
- *Use your time wisely.* Take a few minutes to think about the question and plan your response. You may want to make notes or create an outline of your argument.
- *Follow the rules of good writing.* Use the active voice and strong verbs. Do not depend on adjectives and adverbs to express your ideas. Use accurate and specific vocabulary, and avoid obscure and pretentious language.
- *Stick to the topic.* Essays that wander from the topic or are poorly organized get low scores. Essays that are off the topic receive a score of zero.
- *Think of relevant and meaningful examples to support your point of view.* You are writing about what you think, not about what most people think.
- *Use your own expertise.* If possible, choose an aspect of the topic mentioned in the prompt that you may be familiar with. Use that special knowledge to make your essay more persuasive and interesting.
- *Accentuate the positive.* Some people are good at writing descriptions, and others can present persuasive arguments. Try to write a well-rounded essay, and use your specific writing skills to your benefit.

How to Prepare for the ACT Writing Test

Following are ways in which you can prepare for the writing test.

- *Read opinion articles* in your local newspapers and in the national press. Analyze the arguments the authors make and the examples they use.
- *Keep up with current events.* Discuss issues in the news with your family and friends. Practice your persuasive skills.
- *Listen to other people debate.* If your school has a debate team, go to the meets or attend a few practices. See how trained debaters build an argument and support their point of view.
- *Write often, for different purposes and for different audiences.* In addition to the writing you do in school, consider writing a letter to the editor of your local paper about an issue in your town.

ACT Writing Practice

WRITING TEST

30 Minutes—1 Question

DIRECTIONS: In this test of your writing skills, you will have 30 minutes to write an essay in English. Read the prompt carefully before you plan and write your essay. Your essay will be scored on how well you develop your position

on the issue in the prompt, using logical reasoning to support your ideas. Write clearly and effectively according to the conventions of Standard English. Write or print clearly; illegible essays cannot be scored.

ACT Assessment Writing Test Prompt

The PTA (Parent Teacher Association) is having a forum to discuss developing a homework policy for your school. Some parents feel that there is too much homework. Other parents feel that homework is an important extension to the school day and should be increased. What is your feeling about the amount of homework? Should there be more or less? Take a stand on this issue. Give three reasons to support your stand, and provide examples to back up your reasons.

Remind students to read the prompt carefully.
Emphasize that they must respond to the specific assignment given.



WorkKeys Reading for Information Practice Test

Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.

The WorkKeys *Reading for Information* Test

The *WorkKeys Reading for Information* test measures your ability to read and understand literary and informational texts. The test focuses on skills that are critical to success in the workplace, such as reading, listening, locating information, and working as a team member.

The actual *WorkKeys Reading for Information* test includes 15 passages and 33 multiple-choice questions. The Grade 9 practice test has 8 passages and 16 multiple-choice questions. The time limit for each version of the test is 45 minutes.

- Passages range in length from 50 to 300 words.
- They include memos, policy statements, procedures, government regulations, and other business-related texts.
- Passages are arranged in order of difficulty from the easiest to the most difficult.
- Each passage is followed by one, two, or three multiple-choice questions.

What skills does the *WorkKeys Reading for Information* test measure?

Questions on the test assess the following skills:

- Identifying significant details
- Identifying main ideas
- Understanding word meanings
- Applying instructions, information, and reasoning

The *WorkKeys* test rates students' skills on 5 levels, from Level 3 to Level 7. Although the materials at all levels are basically the same type, they represent increasing difficulty, ranging from simple policy statements to complex reading materials with technical language and complicated concepts.

- At **Level 3**, students can read basic words and identify main ideas and stated details in a passage. They can follow and apply a simple step procedure in a set of instructions.
- At **Level 4**, students can apply instructions with several steps, identify cause-and-effect relationships, and use context to determine the meaning of new words.
- At **Level 5**, students can apply straightforward instructions to new situations. They understand specialized vocabulary, words with more than one meaning, and acronyms.
- At **Level 6**, students can understand complex documents and apply information to new situations. They can also understand the rationale behind written policies and procedures.
- At **Level 7**, students can analyze underlying principles in complex documents and apply those principles to situations that are quite different from the ones described in the material.

Why should I care about my WorkKeys *Reading for Information* test results?

Your WorkKeys test results will be combined with scores from other parts of the PSAE to demonstrate how much you have accomplished in English language arts in school. The WorkKeys test results can also be used to determine what jobs you are prepared to assume. The results will also indicate which skills need improvement.

WorkKeys *Reading for Information* Test – Sample Passage and Question

Employment Opportunities

DBA Sales and Service, Inc., is expanding staff at our company headquarters. We have openings for the following positions:

Secretaries and office managers
Truck drivers
Warehouse workers
Customer service representatives
Sales and marketing consultants

Application forms are available at our office at 321 Main Street, Cityville, IL 60199, weekdays from 9:00 a.m. to 5:00 p.m. All employees receive health insurance and two weeks paid vacation. Veterans and individuals fluent in a foreign language are encouraged to apply. Applicants must provide names and telephone numbers for two individuals who can supply references.

DBA Sales and Service, Inc., is an Equal Opportunity Employer.

Which of the following is a benefit of working at DBA Sales and Service, Inc.?

- | | |
|------------------------------------|---|
| A. foreign-language classes | A. INCORRECT People who speak a foreign language are encouraged to apply. |
| B. health insurance | B. CORRECT Employees of DBA Sales and Service, Inc., receive health insurance. |
| C. personal days | C. INCORRECT The job notice makes no mention of personal days. |
| D. one week paid vacation | D. INCORRECT The job notice states that employees receive TWO weeks paid vacation. |
| E. training in sales | E. INCORRECT Sales jobs are available at DBA Sales and Service, Inc. |

WORKKEYS READING FOR INFORMATION PRACTICE TEST

45 Minutes—16 Questions

Employee Time Card Notice



It has been brought to the attention of CRX Management that some employees are clocking in for others. This is strictly against company policy. Anyone found punching a time card for another employee may be dismissed from employment.

Company policy states that employees are responsible for their own time cards. If an employee is late for work in the morning or in returning from lunch, it is the responsibility of that employee to contact his or her manager with the reason for the delay. The manager will then determine if the employee's pay will be reduced.

Moving forward, CRX Management expects that each employee will punch in using only his or her own time card.

Sincerely,
CRX Management

1. According to this memo, what should an employee do if he or she is late to work? 1.11.09
 - A. Call the human resources manager.
 - B. Determine the reason for being late.
 - C. Contact his or her manager upon returning to work.
 - D. Have another employee punch his or her time card.
 - E. Go directly to the work area.

GO ON TO THE NEXT PAGE.



Important Information for all Mariner Garage Mechanics



All mechanics must be made aware of the dangers of carbon monoxide poisoning. Carbon monoxide (CO) is a poisonous gas without odor, color, or taste and is commonly emitted into the air by automobile exhaust. Since it has no odor, it is difficult to detect, and you can inhale it without knowing.

When inhaled, carbon monoxide is very dangerous because it deprives vital organs of oxygen. A person who breathes in a large amount of carbon monoxide may pass out and eventually suffocate. Therefore, workers in the garage area should be aware of signs of possible CO poisoning.

Symptoms of CO poisoning:

- Dizziness
- Headache
- Drowsiness
- Fatigue
- Nausea

If CO poisoning is suspected:

1. The most important thing is to get fresh air to the victim. Immediately open doors and windows or move the victim to a well-ventilated area.
2. Call for emergency medical assistance.
3. Provide the victim with 100 percent oxygen, using one of the masks that are located in every work area.
4. If the victim is not breathing, administer mouth-to-mouth resuscitation.

2. According to the safety procedures for carbon monoxide poisoning, what should you do if the victim has stopped breathing? **1.11.24**
 - A. Transport the victim to an emergency room.
 - B. Put an oxygen mask over the victim's mouth.
 - C. Call the victim's personal physician.
 - D. Call the manager on duty for help.
 - E.** Administer mouth-to-mouth resuscitation to the victim.
3. What is carbon monoxide? **1.11.09**
 - A. a replacement for oxygen in the blood
 - B.** a colorless, odorless, tasteless, and poisonous gas
 - C. a product made from carbon and gasoline
 - D. a mixture of oxygen-rich gases used as an inhalant
 - E. a gasoline mixture used by mechanics

GO ON TO THE NEXT PAGE.

PUBLIC TRANSPORTATION SAFETY

CARTA's primary goal is to safely deliver our passengers to their destinations in a timely manner. Towards that goal, CARTA feels that it is important for passengers to understand how to use the safety features found in each train car.

BE PREPARED—BE AWARE

In Case of Fire

Fire extinguishers can be found in the train station, on the train platforms, and at the rear of each train car. Instructions are provided on the extinguisher's label and on the wall next to the fire extinguisher.

Emergency Exit

In case of emergency, all doors have been equipped with emergency door releases and directions for operating the door release.

After the train has come to a complete stop, press the red release button and then turn the door release handle to the left. Slide open the doors.

To Contact a Conductor

There is an intercom provided in each train car to be used in case of an emergency or to report suspicious activity.

Press and then release the Talk button to contact the conductor. The conductor will then act accordingly to address your needs or concerns.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

4. According to the procedures for the emergency exit, what should you do immediately after you press the red release button? 1.11.16
- A. Wait until the train stops and the doors open automatically.
 - B. Call an emergency technician or the conductor.
 - C. Move the release handle to the left and slide open the doors.
 - D. Use the intercom system for assistance.
 - E. Get the fire extinguisher.
5. You want to report something that is happening in your train car, but you do not want to be seen calling the conductor. What might you do? 1.11.22
- A. Pull the emergency stop lever to stop the train.
 - B. Move to another car and use the intercom there.
 - C. Use your cell phone to call the conductor.
 - D. Press the Talk button and then sit down.
 - E. Walk to the front of the train to speak to the conductor.

GO ON TO THE NEXT PAGE.

Baker Brothers' Family Leave Policy

Family leave is available for all employees who have worked for Baker Brothers Corporation for at least twelve months. An employee requesting family leave must have worked 1,250 hours within that year.

- The employee must submit a request to his/her manager at least three months before the requested leave date.
- An employee may request up to twelve workweeks of leave without pay for the following reasons:
 - Caring for a newborn child
 - Handling an adoption
 - Caring for a sick child or family member
 - Being physically unable to perform his/her job
- The employee may return to the same position if it is available. If the same job is not available, the company will provide the employee with a job that is equal in pay and benefits.
- Employee benefits will be restored upon return to work. These include health and dental insurance, vacation days, and overtime pay.

WorkKeys Reading for Information Practice Test

6. According to the Baker Brothers' Family Leave Policy, who is eligible for family leave? 1.11.24
- A. any employee who is caring for a sick child
 - B. any employee who works for Baker Brothers
 - C. any employee who has health and dental benefits
 - D. any employee who has worked at least 1,250 hours within that year
 - E. any employee who has worked for Baker Brothers for one year
7. If an employee wanted to take family leave beginning in September, what would be the latest he or she could submit the request? 1.11.22
- A. October
 - B. August
 - C. July
 - D. June
 - E. May

GO ON TO THE NEXT PAGE.



Bayside City Utilities

Ordinance Number #708

Section I.

I.1: Utility Deposits

If a customer's service is discontinued due to lack of payment, any reconnection of service will require a deposit equal to an average of all customers' charges for two months.

I.2: Water Lines and Meters

A. Water Lines

1. Water lines must measure a minimum of 1 inch in diameter. Water lines of this size can be either plastic or copper tubing.
2. Water lines between 1 and 2 inches in diameter must be of copper tubing.
3. Materials for water lines that are larger than 2 inches in diameter will be decided on a case-by-case basis.
4. Each property lot must have its own water line.

B. Water Meters

1. All city water will be measured by water meter boxes. Meters will include standard backflow stoppers to prevent tampering and contamination. Water meters are the sole property of Bayside City.
2. Each single-occupancy commercial site and residence will have its own meter.
3. Commercial complexes such as strip malls and multifamily residences such as apartment buildings can have either a separate meter for each unit or a master water meter that serves all units in the complex.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

8. A customer has not paid the water bill for his house, and the city has shut off his service. According to City Ordinance #708, Section I.1, what will that customer have to do before it is turned on again? 1.11.22
- A. Pay another deposit equal to all customers' average payment for two months of service.
 - B. Pay the city an average customer deposit before two months has passed.
 - C. Have an individual water meter installed prior to paying his bill.
 - D. Pay his utility bill in addition to a deposit equal to two months of his average service bill.
 - E. Request that copper tubing be installed in a separate water line.
9. If you are the owner of a real estate office building, what type of water meter would be used for your building? 1.11.25
- A. a master water meter
 - B. an individual water meter
 - C. a water meter with 2-inch rubber tubing
 - D. a water meter with ½-inch copper tubing
 - E. a water meter with a shared water line

GO ON TO THE NEXT PAGE.

Homeowners' By-Laws

Association

The association's purpose is to provide guidelines for all homeowners. These include but are not limited to maintenance of buildings and common areas, safety issues, and collection of assessment fees. The Homeowners' Board of Directors shall consist of five persons who shall be elected by a majority of the voting membership of the Homeowners' Association for a term of two years. Each board member is required to reside on the property.

1. Voting

Each unit must designate a voting member. This voting member may be the Unit Owner or a person designated by a Unit Owner to act as proxy on his/her behalf and who may also be a Unit Owner. The identification of this proxy voter must be submitted to the Board in writing.

2. Meetings

Regular meetings of the Association will be held once a month. The presence in person of voting members representing at least fifty-five percent of the voting members shall constitute a quorum for holding a meeting. Any issue voted on with an affirmative vote at a quorum meeting will be instituted as legal and binding.

3. Special Meetings

Special meetings of the Association may be called by any member of the Board of Directors or by any homeowner as authorized by a majority of the Board or twenty percent of the Unit Owners. A written petition to hold a special meeting must be delivered to the Board thirty days prior to the proposed meeting.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

10. According to these by-laws, what does the word *proxy* mean? 1.11.04
- A. a Unit Owner who is also a Voting Member
 - B. a visitor who attends a Board meeting
 - C. a member of the Homeowners' Board of Directors
 - D. any resident who chooses to vote in place of a Unit Owner
 - E. a person who is authorized to vote for another
11. In order for a special meeting to be called, what needs to happen? 1.11.22
- A. A majority of the Unit Owners must send a written request to the Board twenty days prior to the meeting.
 - B. A voting member of the Association must deliver in person a written request to at least fifty-five percent of the voting members.
 - C. The Association must issue a written permission to the Board of Directors to authorize a homeowner to hold the proposed meeting.
 - D. Twenty percent of the Unit Owners or any homeowner authorized by a majority of the Board must send a written request to the Association.
 - E. The Board must receive a written request from a Board member or an authorized homeowner thirty days prior to the proposed meeting.

GO ON TO THE NEXT PAGE.



H & H Pest Detectors

What are termites?

Termites are small, winged insects that live in wood and soil. They will feed on any cellulose material, such as wood, mulch, and newspapers. These materials are most appealing when they are moist. Termites have thin skin and will quickly dry out when exposed to wind or heat. By boring tunnels in cellulose materials, they can maintain the high level of humidity that they need to survive.

Termites can enter your home through small cracks, holes in concrete blocks, or insulation that is in contact with the soil. Even if there is no direct contact with soil, termites can create mud tubes along the walls of your foundation. By making mud tubes, they can reach an elevated crack or hole without drying out. These mud tubes are a sign that your home may be infested. Another warning sign is the shed wings of termites on windowsills. As termites swarm to develop new colonies, their wings may fall off. This can occur either inside or outside your home.

Termites consume wood from the inside and work their way out, thus effectively disguising termite damage. Wood with termite damage has a very thin surface layer and can be punctured easily by a screwdriver.

If you are unsure whether your home is infested with termites, it is best to call a licensed exterminator to conduct an inspection.

What can homeowners do to prevent termites?

There are many precautions you can take to prevent termites from breeding and destroying your home. Remove any wood on the house that is in direct contact with soil, such as latticework, windows, or doors. Do not stack firewood or old newspapers against your house.

Termites need moisture, so gutters and all other drainage should be directed away from the foundation of the house. Use landscaping mulch sparingly around your foundation. A chemical barrier can also be applied directly to the wood, the foundation, and/or the soil surrounding the foundation.

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

12. Based on the information in the document, which action would an inspector probably NOT suggest for termite prevention? 1.11.22
- A. Install steel doors and frames.
 - B. Use lumber that has been treated to repel moisture.
 - C. Replace wooden latticework with plastic latticework.
 - D. Landscape soil so that it slopes toward the house.
 - E. Unclog gutters and install downspout extensions.
13. Which of the following is a warning sign that termites may have infested your home? 1.11.17
- A. mud tubes on firewood
 - B. thin layers of punctured wood
 - C. cracks or holes in insulation
 - D. moist cellulose material on interior walls
 - E. termite wings on windowsills

GO ON TO THE NEXT PAGE.



Merchant Charge Card Use

Merchants must submit charges for goods as outlined in the Card Acceptance Agreement. A transaction that does not comply with such terms becomes the merchant's liability in the event that the Card member disputes the charge. Below is an overview of the merchant's responsibilities, per the Card Acceptance Agreement terms.

For charges made within a store:

- Complete a Charge Record.
- Confirm that the card is not visibly altered in any way.
- Confirm that the card is signed in the same name as that embossed on the front of the card.
- Obtain an authorization approval code from NOVA, regardless of dollar amount. Authorization approval codes are valid for thirty (30) days from the date issued.
- For charges relating to goods shipped more than sixty (60) days after the order is made, obtain authorization for each charge at the time the order is made and again immediately before the goods are shipped to the Card member.

For charges made by mail, Internet, or telephone:

- Create a Charge Record. Write the words "Mail Order," "Telephone Order," or "Internet Order," as applicable, on the Card member signature line.
- Obtain authorization as described above.
- If the merchant submits the charge electronically, the electronic Charge Record should also be identified with the terms "Mail Order," "Telephone Order," or "Internet Order" on the Card member signature line.

Unacceptable charges:

- Penalties or fines of any kind or any other costs or fees that are beyond the normal price (plus applicable taxes) for the goods provided to the Card member
- Cash back to the Card member
- Returned-check fees
- Goods that will be used as inventory or resold

GO ON TO THE NEXT PAGE.

WorkKeys Reading for Information Practice Test

14. If a merchant has charged a Card member a returned-check fee for a mail order and the Card member has disputed the charge, what must the merchant do? 1.11.22
- A. Follow the normal procedures described for charges made within the store.
 - B. Create a Charge Record, obtain an authorization approval code, and write “Mail Order” on the signature line.
 - C. Resubmit the mail order as an unacceptable charge.
 - D. Contact NOVA to obtain authorization to give cash back to the Card member for the returned-check fee.
 - E.** Accept liability for the mail order charge and the returned-check fee involved in the transaction.
15. If you are the owner of a retail store and merchandise purchased in your store will be shipped in twenty days, what do you need to do? 1.11.22
- A.** obtain an authorization code at the time of purchase and ship the product when it is ready
 - B. wait sixty days and then obtain an authorization code before shipping the goods
 - C. obtain an authorization code and ship the product after thirty days
 - D. obtain an authorization code at the time of purchase and then again at the time of shipping
 - E. obtain an authorization code at the time of purchase, after thirty days, and after sixty days
16. Based on this document, what is the BEST meaning of the word *liability*? 1.11.02
- A. burden
 - B. nuisance
 - C. probability
 - D. disadvantage
 - E.** responsibility



READING EXCELLENCE AT ALL LEVELS



Glencoe

The McGraw-Hill Companies

ISBN-13: 978-0-07-878177-3
ISBN-10: 0-07-878177-9



www.glencoe.com