

Name _____

Test Taking Strategies

Credit 1

STAR Test Preparation

10th Grade ELA

Do not write in this area-teacher use only

Date	
Grade	
Supervising Teacher	
Core Teacher	

Test Taking Tips and Strategies

Directions: Please thoroughly read the following sections of test-taking tips and strategies. The information below will help you improve your skills as a test-taker.

Guidelines When Taking Multiple-Choice Tests

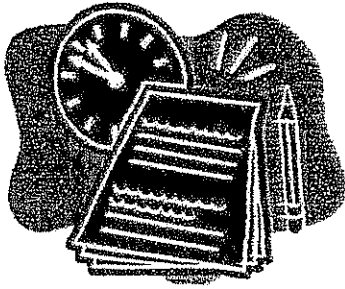
Here are some guidelines that will help you correctly answer multiple-choice items.



1. *Circle or underline important words in the item.* This will help you focus on the information most needed to identify the correct answer choice.
2. *Read all the answer choices before selecting one.* It is just as likely for the last answer choice to be correct as the first.
3. *Cross out answer choices you are certain are not correct.* This will help you narrow down the correct answer choice.
4. *Look for two answer choices that are opposites.* One of these two answer choices is likely to be correct.
5. *Look for hints about the correct answer choice in other items on the test.* The correct answer choice may be part of another item on the test.
6. *Look for answer choices that contain language used by your teacher or found in your textbooks.* An answer choice that contains such language is usually correct.
7. *Do not change your initial answer unless you are sure another answer choice is correct.* More often than not, your first choice is correct.
8. *Choose "all of the above" if you are certain all other answer choices in the item are correct.* Do not choose "all of the above" if even just one of the other answer choices is not correct.
9. *Choose "none of the above" if you are certain all other answer choices in the item are incorrect.* Do not choose "none of the above" if even just one of the other answer choices is correct.

Knowing how multiple-choice items are constructed and using these guidelines will help you improve your score on a multiple-choice test.

The **DETER** Strategy for Taking Tests



To do well on a test, you must have good knowledge of the information that is being tested. But you must also have a strategy for taking the test that allows you to show what you know. The DETER strategy can help you do your best on any test. Each letter in DETER reminds you what to do.



D = Directions

- Read the test directions very carefully.
- Ask your teacher to explain anything about the test directions you do not understand
- Only by following the directions can you achieve a good score on the test.
- If you do not follow the directions, you will not be able to demonstrate what you know.




E = Examine

- Examine the entire test to see how much you have to do.
- Only by knowing the entire task can you break it down into parts that become manageable for you.



T = Time

- Once you have examined the entire test, decide how much time you will spend on each item.
- If there are different points for items, plan to spend the most time on the items that count for the most points.
- Planning your time is especially important for essay tests in which you must avoid spending so much time on one item that you have little time left for other test items.



E = Easiest

- The second E in DETER reminds you to answer the items you find easiest first.
- If you get stuck on a difficult item that comes up early in the test, you may not get to answer items that test things you know.



R = Review

- If you have planned your time correctly, you will have time to review your answers and make them as complete and accurate as possible.
- Also make sure to review the test directions to be certain you have answered all items required.

Using the DETER strategy will help you do better on tests and get better grades.

Section I

In this section, you will learn how to answer several different types of questions that will be on the English Language Arts CST.

Directions:

1. On pages 1 -8, read the strategies for some of the questions you will come across on the CST. After each strategy, read the sample passages and answer the questions that follow.
2. On pages 9 - 12, you will read three sample reading passages and answer a question for each one. These questions focus specifically on the state content standards under Literary Response and Analysis as well as Writing Strategies.

Reading-Comprehension Questions

Here are some tips for answering critical-reading questions:

- **Look for main ideas.**

In this kind of test, pay special attention to the **introductory and concluding paragraphs**, in which writers often state their main idea. Read all footnotes or margin notes. As you read the passage, look for **key words, phrases, and ideas**. If you are allowed to write on the test, circle or underline them.

- **Look for structure.**

Try to determine how the logic of a passage is developed by paying attention to **transition words** and the **pattern of organization**. Does the author build an argument brick by brick, using words and phrases such as *also, and, as well as, furthermore*? Does the author instead offer an argument with contrasts, using words and phrases such as *however, although, in spite of, nevertheless*? Finally, **what is the writer's point?**

- **Eliminate obviously wrong choices.**

If the questions are long and complicated, it often helps to translate them into plain English to be sure you understand what's being asked. Then, anticipate the possible answers. When you have eliminated the obviously wrong choices, put your finger on the choice you think is correct, and go back to the passage. **Check it.** Do not rely on memory. This is particularly important for vocabulary in context questions.

- **Watch out for traps.**

Be wary of choices that use extreme words, like *always* and *never*. Look out for choices that are true but do not correctly answer a question - these are called distracters. Remember that questions using *except* or *least* or *not* are asking you to find the false answer. Trust your common sense.

⚡ **NOTE:**

Reading-comprehension questions seek to determine not only whether you have gotten the facts straight but also how well you can think critically about what you have read. You have to make accurate **inferences and predictions** as well as determine the **author's attitude, purpose and meaning**.

The readings and the questions may be long and complicated or short and easy. Pay **attention to the purpose of the question**, and you will have a good chance of selecting the correct answer. Following the informational reading below, you will find examples of some of the most common types of reading-comprehension questions.

DIRECTIONS: Read the following selection. Then, choose the best answer for each question that follows.

Dr. Jonas Salk began researching poliomyelitis after World War II, when epidemics of the disease were intensifying. Poliomyelitis, or polio, attacks the nervous system, causing pain and stiffness and often paralysis or even death. Salk worked on developing a vaccine to prevent this incurable disease.

First he studied how polio affects the body.

He reasoned that polio is a virus that enters the body through the mouth or nose, eventually reaching the intestines. From there the virus spreads to the central nervous system by means of either blood or nerves. Once the virus enters a nerve cell, it changes how the cell functions. Instead of expelling the virus, the cell reproduces it. The virus then enters the surrounding nerve cells. When enough nerve cells are altered or killed, the nervous system is affected, and paralysis results.

Once Salk knew how the virus spreads through the body, he looked for a substance that would kill it. After lengthy experimentation he discovered that a formaldehyde solution would destroy the virus. He then developed a vaccine using the dead virus. In 1954, the National Foundation for Infantile Paralysis, the current March of Dimes Birth Defects Foundation, gave him the money that enabled him to test the vaccine. After giving the vaccine to nearly two million schoolchildren and testing the results, he proved that the vaccine was both safe and effective.

I. FACTUAL-RECALL QUESTIONS ask you to do a **close reading** to find **details** or **facts** straight from the selection. Search carefully. The words may not be identical, but the answer will be there.

1. Jonas Salk's purpose in researching polio was to _____
 - a. determine how viruses cause disease
 - b. study how the human nervous system works
 - c. cure people who had been paralyzed by polio
 - d. develop a vaccine to prevent polio

2. All of the following are effects of the polio virus's entering a nerve cell except _____
 - a. the cell reproduces the virus
 - b. the virus leaves the cell and enters the surrounding nerve cells
 - c. the cell expels the virus
 - d. the virus changes how the cell functions

II. INFERENCE QUESTIONS ask you to connect **clues**. You read between the lines to make an **educated guess**. An inference question sometimes requires you to apply what you already know.

3. Salk's vaccine had to be tested in two million schoolchildren before _____.
- a. he could develop a formula for the vaccine
 - b. he could get any money to test the vaccine
 - c. he could determine how the polio virus spreads
 - d. it could be approved for general use

III. MAIN-IDEA QUESTIONS ask you to state the selection's **main idea** or **draw a conclusion**. Sometimes a main-idea question asks you to choose the best title for a selection. It also asks you to **consider the big picture**, much as you might do when you step back from a beautiful garden to focus on the entire effect rather than zoom in on the individual plants that create that effect.

Ask yourself:

- What is the subject!
- What aspect of the subject does the writer address?
- What does the writer want me to understand about this aspect?

Ⓢ **Remember: Main ideas are often found at the beginning or end of a selection.**

4. The main idea of this article is _____.
- a. how Dr. Jonas Salk developed the polio vaccine
 - b. how a new vaccine is developed
 - c. how polio affects someone who has the virus
 - d. how the polio virus spreads

5. Which of the following would make the best title for the selection?
- a. Dr. Jonas Salk Stalks the Polio Virus
 - b. How Polio Affects the Nervous System
 - c. How Viruses Reproduce
 - d. Testing a New Vaccine

IV. EVALUATION QUESTIONS ask you to use your own knowledge and life experience to give an **opinion** about the selection. Sometimes an evaluation question asks about the writer's purpose or style of writing.

6. The information in this article is probably _____.
- a. unreliable because the writer is not identified
 - b. unreliable because much of it is opinions, not facts
 - c. reliable because it gives facts that can be verified in other sources
 - d. reliable because the writer is an expert on infectious diseases

Vocabulary Questions

Vocabulary questions test your understanding of word meanings, both in and out of context. Some are simple and some are tricky. Read the question carefully.

DIRECTIONS: Read the following autobiographical excerpt. Then, choose the best answer for each question that follows.

The Chicken

As I was walking down Stanton Street early one Sunday morning, I saw a chicken a few yards ahead of me. I was walking faster than the chicken, so I gradually caught up. By the time we approached Eighteenth Avenue, I was close behind. The chicken turned south on Eighteenth. At the fourth house along, it turned in the walk, hopped up the front steps, and rapped sharply on the metal storm door with its beak. After a moment, the door opened and the chicken went in.

Linda Elegant
Portland, Oregon
from *I Thought My Father Was God*
and *Other True Tales from the Notional Story Project*

V. DEFINITION OR SYNONYM QUESTIONS are the simplest type of vocabulary question. They ask for a definition or synonym of a word. There are no clues to help you. You are expected to know the word's meaning.

7. Gradually means _____.
- a. quickly
 - b. hurriedly
 - c. quietly
 - d. little by little

VI. CONTEXT-CLUE QUESTIONS ask you to define an unfamiliar word. You will find clues to the word's meaning in the **context**, the sentence in which the word appears or the sentences immediately before or after it.

8. What does pullet mean in the following sentence? "This fine specimen was a mature hen, well beyond the pullet stage."
- a. old hen
 - b. young hen
 - c. rooster
 - d. roasted chicken

VII. MULTIPLE-MEANINGS QUESTIONS ask you to recognize which meaning of a familiar word is being used in a sentence. Then you choose the sentence that uses the word in the same way it is used in the original sentence.

9. "The chicken turned south on Eighteenth."
- a. Kerry often turned a pretty phrase when she spoke.
 - b. Jim turned his jacket inside out.
 - c. The traffic turned right onto the bridge.
 - d. The top turned around quickly

VIII. SENTENCE-COMPLETION OR FILL-IN-THE-BLANK QUESTIONS ask you to choose the appropriate word for the context of the sentence. When these questions have two blanks in an item, the trick is to find the answer that fits both blanks correctly. As a short-cut, first determine which choices contain a word that fits the first blank. Then, consider only those choices when filling in the second blank.

10. "The Chicken" is _____, but it also raises more _____ than it answers.
- a. amusing, anger
 - b. sickening, thoughts
 - c. funny, questions
 - d. autobiographical, pullets

• Here are some more helpful steps for sentence completion or fill – in – the blank questions:

• **Cover up the choices, and read the entire sentence carefully.**

Most sentences will contain clues to the intended meaning and thus to the word you want. Ask yourself, "What is this blank about?" and "What else does the sentence say about the subject of the blank?"

• **Look for clue words.**

Pay special attention to **words that change the direction of a sentence**. Look for words that reverse the sentence's main idea, such as *no, not, although, however, but*. Look also for words that indicate that a **synonym** is wanted: *and, also, in addition, likewise, moreover*.

Finally, look for words that suggest **cause and effect**: *thus, therefore, because, since, so*.

• **Anticipate answers.**

Think of words that might best fill the blank.

• **Look at the choices.**

If the word you guessed is there, it is probably the correct choice. You can double-check by eliminating any choices that are obviously wrong. Then, try *each* choice in the blank, and re-read the sentence *each* time to find the best fit. Take no shortcuts on this step.

IX. ANALOGY QUESTIONS ask you to recognize the relationship between a pair of words and to identify a second pair of words that has the same relationship. An analogy question is written in this form: **A : B :: C : D**, which can be read as "**A is to B as C is to D.**" Analogies use many kinds of relationships, among them, **classification, degree, cause and effect, part and whole, object and performer, performer and action, characteristic, synonym, antonym, and use**. The tricky part of these questions is figuring out the relationship. The more comprehensive your vocabulary, the better off you will be when you face an analogy question. If you are stumped, try breaking an unfamiliar word into its prefix, suffix, and root. In some tests the analogy questions get harder as you go, but don't give up. Everyone's vocabulary is different, and a word that seems difficult to others may be easy for you.

There are many types of relationships, including the following ones:

- degree (*pink: red :: beige: brown*)
- size (*hummingbird: ostrich :: house cat: tiger*)
- part to whole (*leg: lion :: fin: fish*)
- cause and effect (*cold: shiver :: hot: sweat*)
- synonyms (*happy: cheery :: sad: glum*)
- antonyms (*happy: sad :: nice: mean*)

Kevin's teacher asked her students to write about someone who overcame obstacles and became a success.

Below is Kevin's rough draft, which may contain errors. Read his essay and then answer the question that follows.

Julia Morgan, Distinguished Architect

- 1 Julia Morgan, California's first woman architect and the designer of Hearst Castle, was a true pioneer. During her long, distinguished career, she designed many beautiful homes, schools, hospitals, and community centers. Though Morgan faced many challenges on her way to becoming an architect, she overcame them all.
- 2 Morgan hoped to study architecture in college, but the University of California at Berkeley, which she began attending at the age of 18, did not have an architecture school. Morgan majored in civil engineering instead, but she held on to her dream of designing buildings. After she graduated, friends urged her to apply to the L'Ecole des Beaux-Arts, a famous architecture school in Paris.
- 3 The 22-year-old Morgan sailed for Paris, full of hope and excitement. This must have made it all the more crushing when school authorities told Morgan that women were not allowed to take the entrance examinations. Morgan refused to give up, however. She began to study French to prepare for the exam. In 1897, the school finally decided to let women take the entrance exams, and Morgan took the exam for the first time. She did well but did not place in the top thirty, the school's requirement for admittance. After taking the test twice more, Morgan finally gained admittance to the L'Ecole des Beaux-Arts.

CSWQPOS2.W

Which of these is Kevin's thesis?

- a. Julia Morgan designed Hearst Castle.
- b. Julia Morgan is a pioneer because of the nature of her accomplishments.
- c. Julia Morgan became interested in buildings when she was a child.
- d. Julia Morgan's friends were behind her success.

Section 2

In this section, you will take a practice English Language Arts CST test. The questions on this test are released test questions from previous English Language Arts CST test.

Attached to the back of this packet is a list of Academic Vocabulary/Literary Terms that will be on the CST. Please take the time to get familiar with these words - knowing what these words mean and how they are used will help you answer test questions correctly.

Directions:

1. Complete the entire practice test. Highlight or mark the questions that you have a hard time with so you can go over them with your teacher.
2. Go over the Academic Vocabulary/Literary Terms attached to the back of the packet. You should know what they mean and how they are used. You can look them up online or in the English text book for your grade level. To help you remember the words, you can make flash cards and practice a few words each day before taking the CST.

These three documents are about a software program. You will need to refer to them as you answer the questions that follow.

Music to Your Ears

by Mark Sanders

If you are like most American teenagers, you probably own a music CD. In fact, you may own dozens of them—even hundreds of them. Young people are buying more compact discs than ever before! As their libraries have grown, so has the demand for a way to organize their collections.



collections. The database has the capability of maintaining an inventory of as many as 1,000 CDs. The program stores the tracking information, such as record title, artist, category, and release date, that is needed to locate any CD in seconds.

New Generation Software Company has the answer. Today, the company announced the release of **Collector's Catalog**, a new user-friendly software program that allows collectors to catalog their music

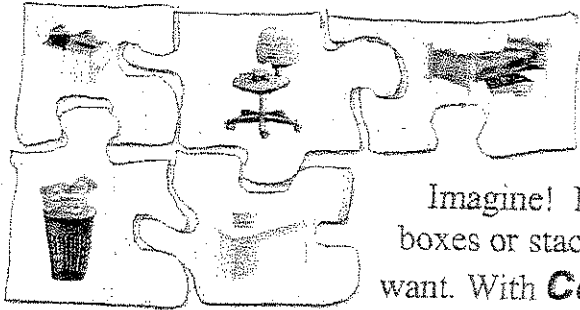
Harrison Quaille, Vice President of Marketing for New Generation, explained that with **Collector's Catalog**, "an inventory can be progressively enlarged and retrieved with ease." If you are a serious music collector, this news should be music to your ears!

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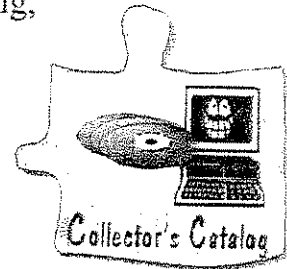
Document A

Solving the Organization Puzzle!



Collector's Catalog is the hottest new database software program for cataloging, classifying, and managing compact disc collections.

Imagine! No more digging through boxes or stacks of CDs to find what you want. With **Collector's Catalog** your entire collection is just a "mouse click" away.



Collector's
Catalog

\$39

It's no puzzle why **Collector's Catalog** is America's #1 choice.

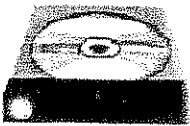
Document B

Creating a New Data Record

1. Select NEW RECORD from the FILE menu.
2. Type the title of the CD in the box below the word TITLE.
3. Use the TAB key to move from one field to the next until you have entered all the requested information.
4. Select NEW RECORD from the FILE menu. The entry is automatically saved and the title of the CD will appear on the left side of the screen under ALL RECORDS.
5. Repeat the procedure to enter additional CDs. After you have made all of your entries, simply hit EXIT. All information you entered is saved.

Note: All fields in the record except comments are "required." This means they can NOT be left blank—you must enter information in each box.

Collector's Catalog CD Organizer		DATA RECORD	
File Search Options Move Help			
All Records	Title	Category	
Friends for Better or Worse		Country	
	Artist	Label	
	Kevin Mc	Star Reco	
	Released	Cost	
	1999	\$14.99	
	Color Code	Item No.	
	White	3	
	Entry Date	Comment	
	10-3-99	One of my favorites	
Print	Exit		



Included with your User's Manual is a booklet of colored and numbered adhesive stickers. Remove the colored sticker that corresponds with the color code and number you assign to each CD, and stick it on the hinged side of the plastic CD holder.

Document C

Released Test Questions

English—Language Arts

10

- 1** In the bibliography (Document A), when information is given about a book, a colon is used to separate
- A the name of the book and the publication date.
 - B the title of the book and the name of the publisher.
 - C the name of the author and the title of the book.
 - D the name of the publishing company and city where it is located.

CSR00714.089

- 2** Based on information in the bibliography (Document A), which of these could be consulted for a report on how compact discs were invented?

- A *Keeping Pace With Consumer Demand*
- B *Music Plus Digest*
- C *Software Inside News*
- D *The Universal Encyclopedia of Technology*

CSR00716.080

- 3** The advertisement (Document B) is the only document that includes information regarding the

- A type of program.
- B cost of the software.
- C name of the program.
- D program's search capabilities.

CSR00724.081

- 4** According to Document C, how do you move from one field to the next?

- A Select the NEW RECORD option.
- B Select the PRINT option.
- C Press the EXIT key.
- D Press the TAB key.

CSR00725.081

- 5** According to Document C, a document is saved each time you select

- A FILE.
- B TITLE.
- C NEW RECORD.
- D ALL RECORDS.

CSR00722.081

Read the following two selections and think about how they are alike and how they are different.

Those Winter Sundays

by Robert Hayden

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
5 banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.

When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

10 Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?

"Those Winter Sundays" Copyright © 1966 by Robert Hayden, from
Collected Poems of Robert Hayden by Robert Hayden, edited by Frederick
Glaysher. Used by permission of Liveright Publishing Corporation.

The Grammar of Silk

by Cathy Song

- 1 On Saturdays in the morning
 2 my mother sent me to Mrs. Umemoto's sewing
 school.
 3 It was cool and airy in her basement,
 4 pleasant—a word I choose
 5 to use years later to describe
 6 the long tables where we sat
 7 and cut, pinned, and stitched,
 8 the Singer's companionable whirr,
 9 the crisp, clever bite of scissors
 10 parting like silver fish a river of calico.
- 11 The school was in walking distance
 12 to Kaimuki Dry Goods
 13 where my mother purchased my supplies—
 14 small cards of buttons,
 15 zippers and rickrack packaged like licorice,
 16 lifesaver rolls of thread
 17 in fifty-yard lengths,
 18 spun from spools, tough as tackle.
 19 Seamstresses waited at the counters
 20 like librarians to be consulted.
 21 Pens and scissors dangled like awkward pendants
 22 across flat chests,
 23 a scarf of measuring tape flung across a shoulder,
 24 time as a pincushion bristled at the wrist.
 25 They deciphered a dress's blueprints
 26 with an architect's keen eye.
- 27 This evidently was a sanctuary,
 28 a place where women confined with children
 29 conferred, consulted the oracle,
 30 the stone tablets of the latest pattern books.
 31 Here mothers and daughters paused in symmetry,
 32 offered the proper reverence—
 33 hushed murmurings for the shaantung silk
 34 which required a certain sigh,
 35 as if it were a piece from the Ming Dynasty.
- 36 My mother knew there would be no shortcuts
 37 and headed for the remnants,
 38 the leftover bundles with yardage
 39 enough for a heart-shaped pillow,
 40 a child's dimdi, a blouse without darts.
 41 Along the aisles
 42 my fingertips touched the titles—
 43 satin, tulle, velvet,
 44 peach, lavender, pistachio,
 45 sherbet-colored linings—
 46 and settled for the plain brown-and-white
 composition
 47 of polka dots on kettle cloth
 48 my mother held up in triumph.
- 49 She was determined that I should sew
 50 as if she knew what she herself was missing,
 51 a moment when she could have come up for air—
 52 the children asleep,
 53 the dishes drying on the rack—
 54 and turned on the lamp
 55 and pulled back the curtain of sleep.
 56 To inhabit the night,
 57 the night as a black cloth, white paper,
 58 a sheet of music in which she might find herself
 singing.
- 59 On Saturdays at Mrs. Umemoto's sewing school,
 60 when I took my place beside the other girls,
 61 bent my head and went to work,
 62 my foot keeping time on the pedal,
 63 it was to learn the charitable oblivion
 64 of hand and mind as one—
 65 a refuge such music affords the maker—
 66 the pleasure of notes in perfectly measured time.

"The Grammar of Silk" is from *School Figures*, by Cathy Song, © 1994. Reprinted by permission of the University of Pittsburgh Press.

6 Which word from “The Grammar of Silk” is derived from a Latin word meaning “to stay behind”?

- A dangled
- B linings
- C remnants
- D triumph

CSR10101.088

7 In lines 19 through 26 of “The Grammar of Silk,” the speaker compares the seamstresses to librarians and architects. The use of these comparisons helps create a tone that can *best* be described as

- A sentimental.
- B respectful.
- C objective.
- D amusing.

CSR06071.074

8 Read this sentence from lines 27–30 of “The Grammar of Silk.”

This evidently was a sanctuary, / a place where women confined with children / conferred, consulted the oracle, / the stone tablets of the latest pattern books.

What is the meaning of the phrase “the stone tablets of the latest pattern books”?

- A The pattern books at that store look as if they are made of stone.
- B The pattern books are regarded as objects of great authority.
- C The pattern books have been passed down through the generations.
- D The pattern books are so thick that they are difficult to carry.

CSR10106.088

9 In “The Grammar of Silk,” Song is making a statement about the need for women to establish a sense of community for themselves. What does the speaker do that *best* illustrates this idea?

- A The speaker describes the sewing group as a sanctuary in stanza 3 and the sewing school as a refuge in the last stanza.
- B In stanza 2, the speaker uses such words as tough, awkward, and deciphered to illustrate the difficulty involved in sewing.
- C The speaker tells about an experience that happened when she was young rather than describing a more recent experience.
- D The speaker makes references to music to show that she would have rather taken music lessons than learned to sew.

CSR06072.074

10 Which universal theme is addressed in *both* poems?

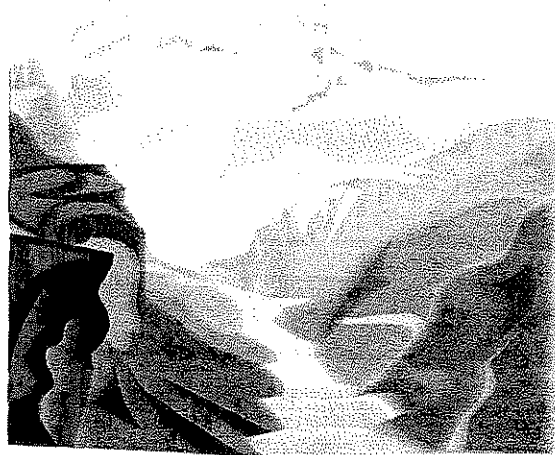
- A As they grow older, children become disillusioned by their surroundings.
- B Children are to be seen and not heard.
- C As they grow older, children often come to admire their parents.
- D Children are responsible for themselves.

CSR06063.073

The Man Who Gave Us Yellowstone

by Cliff Yudell

1 On a brilliant summer afternoon in 1871, a young artist sat high upon a cliff in the American West, mesmerized by the grandeur of the wilderness he saw. In the distance the untamed Yellowstone River came crashing down a huge waterfall into a basin of sapphire blue. Below him lay massive canyon walls, violently etched out of the cream-yellow stone.



2 To paint these wonders, the thin, sturdy man had endured a four-day ride on the fledgling Northern Pacific Railroad, a dangerous stagecoach journey and a painful trek by horse and pack mule. He was traveling as an artist on a survey team, and the work he created as a result of this trip would introduce thousands of Americans to the sublime landscape of their own country—and help to establish Yellowstone as our first national park.

3 While the bearded figure sat gazing at the splendor around him, he wondered if he could capture on paper all the glories he saw. Alone with his watercolors and drawing pencils, 34-year-old Thomas Moran began to sketch.

4 The artist who did so much for the American West was born into a family of weavers in Bolton, England, in 1837. When Moran was seven, his family moved to Philadelphia, where they worked long hours at the loom.

5 A sensitive young man, Moran spent his early adulthood refining his art without formal education. Day trips outside the city introduced him to the beauty of sloping hillsides and sparkling riverbeds, sights he translated brush stroke by brush stroke onto canvases that grew more assured as time went by. He sold enough of these early works to keep going.

6 In Philadelphia he met a young woman named Mary Nimmo, who became his wife and, later, his companion in work. Moran helped Mary develop her talent for painting and etching while he continued to develop his own artistic style.

7 By 1870 Moran was illustrating articles for *Scribner's Monthly* magazine. One article, written by explorer Nathaniel Langford, described a mysterious region in the West called Yellowstone as "the place where hell bubbled up." Langford wrote of a threatening underworld marked by foul-smelling sulfur steam. By reworking crude drawings made by members of Langford's expedition and using his own imagination, Moran drew a fantastic world of erupting geysers and jagged pinnacles.

- 8 At the time, little was known about this part of the West. The area we now call Yellowstone—encompassing sections of Wyoming, Montana and Idaho—was nearly inaccessible. Plans to explore the region had been halted by the start of the Civil War in 1861.
- 9 With the end of the war came new explorations, spurred in part by a celebration of freedom and patriotism. In 1867 the government began funding a number of survey teams to visit uncharted territories in the West. The initial teams produced vital information accompanied by rudimentary sketches done by soldiers. But these reports to Congress could not convey the visual reality of this stunning region.
- 10 One team, however, was led by Ferdinand V. Hayden, a former Union Army surgeon who had tremendous enthusiasm for both scientific discovery and natural beauty. Hayden possessed one important skill that the other team leaders lacked: he was adept at political lobbying. Hayden's goal was not merely to issue technical reports, but to excite public imagination, to popularize the West and make it accessible.
- 11 Hayden knew it would take a landscape painter of enormous talent, even genius, to show Congress what he himself had seen. At the suggestion of Northern Pacific Railroad financier Jay Cooke, who had seen Moran's sketches in *Scribner's*, Hayden took along the young artist. Cooke and *Scribner's* each put up \$500 to finance Moran's journey.
-
- 12 With his small carpetbag stuffed full of clothing and art materials, Moran went into the wilderness. He was so thin he had to put a pillow beneath him on the saddle, but he still couldn't ride without pain.
- 13 The trip proved worthwhile, however. Finally reaching the foothills of Yellowstone's Mount Washburn, Moran was dazzled by the deep greens of ancient pines and the aspens that seemed to steal color from the sun. As he approached the Yellowstone River's Lower Falls, he was astounded by copper-stained boulders and yellow sulfur springs—only to see them upstaged by the violent blues of cascading waters.
- 14 Back in Philadelphia after the expedition, Moran was eager to communicate the profound experience of Yellowstone. He spent months at his easel, often painting into the night, the only light coming from flickering gas lamps. "I have always held that the grandest, most beautiful or wonderful in nature would, in capable hands, make the grandest, most beautiful or wonderful pictures," the artist later wrote. "If I fail to prove this, I fail to prove myself worthy of the name *painter*."
- 15 Thomas Moran proved himself more than worthy. His "Grand Canyon of the Yellowstone," a monumental seven-by-12-foot oil painting, is one of the finest landscapes in 19th-century American art.
- 16 While Moran worked in his studio, Hayden knocked on Congressional doors. With expedition photos and Moran's vivid field sketches in hand, Hayden had an arsenal of visual ammunition to push forward the park legislation.
- 17 By March 1, 1872, when President Ulysses S. Grant signed the bill, Yellowstone had been described in the Congressional debates not as an unfriendly, underworld place but as "a pleasuring ground for the benefit and enjoyment of the people." Curious to discover the West they had previously spurned, even feared, thousands

Released Test Questions

English—Language Arts



of Americans traveled there to experience its awe-inspiring beauty. Congress echoed this enthusiasm by purchasing Moran's "Grand Canyon of the Yellowstone" for display in the Capitol.

- 18 With his reputation launched, Moran literally began using "Yellowstone" as his middle name. Keen-eyed observers will note a tiny monogram on many of his landscapes, combining his initials, TM, with a Y for the park that became such a part of his identity.
- 19 Moran continued to explore the West, producing canvases so precise that even today geologists can identify rock formations from studying his works. By the time he died in 1926 at age 89, Moran had created some 1000 oils, more than 2000 magazine illustrations and over 300 watercolors.
- 20 The artist's greatest legacy, however, was to future generations. The establishment of Yellowstone National Park led to the development of the National Park Service, which now administers more than 350 sites, including national parks, battlefields, and memorials attracting more than 265 million visitors a year.
- 21 It's not surprising, then, that Thomas Moran has been called the Father of the National Parks. What his landscapes proved, said Stephen Tyng Mather, director of the Park Service in the 1920s, was that an American "did not have to leave his native shores to look on something more wonderful than the Alps."

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CSR119644

11 Which question could be answered by doing fact-based research?

- A What is the most dramatic part of Yellowstone?
- B Which period of Moran's life most likely had the least influence on his ability to paint?
- C How did the establishment of Yellowstone National Park lead to the development of the National Park Service?
- D Why should an art critic view Moran's paintings of Yellowstone as magnificent?

CSR11589.044

12 The last four paragraphs of the passage

- A tell how the onset of the Civil War prevented people from exploring Yellowstone.
- B describe the amazing beauty and unique natural features that can be found in Yellowstone.
- C explain how Yellowstone became a national park as a result of Hayden lobbying in Congress.
- D describe the impact that Thomas Moran had on Yellowstone and the impact that Yellowstone had on Moran.

CSR11592.044

USING YOUR GOLDEN ARROW MULTIPURPOSE CALCULATOR TO DETERMINE THE DATE AND TIME AT YOUR LOCATION AS WELL AS LOCATIONS AROUND THE GLOBE

SETTING THE DATE AND TIME FOR YOUR LOCATION

Use the **TIME ZONE** chart below to locate the code that corresponds with the time zone in which you live. Select the major city that shares your time zone. Press the code that corresponds to that city (e.g., if you live in Washington, Oregon, California, or Nevada, all of which are located in the Pacific time zone, you would choose Los Angeles and press the corresponding code which is the 1 key).

1. Press **TIME** twice. The two digits representing hours will begin to flash.
2. Depress and hold the ▲ or ▼ key until the desired hour flashes. Then release.
3. Press **SET**. The two digits representing minutes will begin to flash.
4. Depress and hold the ▲ or ▼ key until the desired minute flashes. Then release.
5. Press **SET**. The two digits representing seconds will begin to flash.
6. Depress and hold the ▲ or ▼ key until 00 flashes. Then release.
7. Press **SET**.

To set the year, month, and day press **DATE** three times. Then repeat steps 2 through 7. **NOTE:** At this point, hours, minutes, and seconds will change to year, month, and day.

DETERMINING DATE AND TIME FOR THE WORLD'S 16 TIME ZONES

1. Press **ZONE** twice.
2. Use the **TIME ZONE** chart below to locate the code that corresponds to the time zone for which you desire the date and time. Press that code (e.g., press = to determine the date and time in Hong Kong). The selected date and time will alternately display for 10 seconds and then return automatically to your home date and time.

CODE	CITY	TIME
0	Honolulu	-10
1	Los Angeles	-8
2	Denver	-7
3	Chicago	-6
4	New York	-5
5	Rio de Janeiro	-3
6	London	0
7	Paris	+1

CODE	CITY	TIME
8	Cairo	+2
9	Moscow	+3
+	Karachi	+5
-	Bangkok	+7
=	Hong Kong	+8
*	Tokyo	+9
/	Sydney	+10
#	Wellington	+12

The TIME column shows the number of hours each city is ahead of or behind London.

**USING THE 100-YEAR CALENDAR**

You can view the calendar for the years 1950 to 2050.

1. Press **CAL** twice. The four digits representing the year will begin to flash.
2. Depress and hold down the ▲ or ▼ key until the desired year flashes. Then release.
3. Press **SET**. The two digits representing the month will begin to flash.
4. Depress and hold down the ▲ or ▼ key until the desired month flashes. Then release.
5. Press **SET**. The calendar for the month and year you have selected will display.
6. To return to the current clock/calendar display, press **CAL** once.

CSR1P284

Released Test Questions

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13 Which function requires an additional step to return the display to normal?

- A setting the local time
- B setting the local date
- C using the 100-year calendar
- D determining the time in another time zone

CSR11310.284

14 Which word from the passage is derived from a Latin root meaning to run?

- A current
- B hour
- C major
- D zone

CSR11301.284

15 The main purpose of the headings in this passage is

- A to describe the different physical parts of the calculator.
- B to list the time zones for which the calendar function will work.
- C to direct the reader to the instructions for different functions of the calculator.
- D to suggest to the reader the calculator function he or she is most likely to use.

CSR11304.284

16 Why are the words TIME, SET, DATE, ZONE, and CAL most likely set in a typeface different from the rest of the text?

- A to draw attention to complicated technical terms
- B to indicate words that appear on the calculator's buttons
- C to designate words that are defined in the passage
- D to provide variety and interest to the appearance of the document

CSR11302.284

17 If you live in London, what is the difference in time between your home and Los Angeles?

- A 10 hours
- B 8 hours
- C 6 hours
- D 12 hours

CSR11308.284

18 What sequence of steps would you follow to check the time in Moscow?

- A Press ZONE twice. Press 9.
- B Press ZONE twice. Press +3.
- C Press ZONE twice. Press 9 three times.
- D Press ZONE twice. Press 9. Press +3.

CSR11309.284

*excerpt from A Man for All Seasons**by Robert Bolt*

This scene is based on the life of Sir Thomas More, an author, lawyer, and statesman in England. Richard Rich is a young man who has been invited to dinner at More's home. For some time, Rich has been asking More to recommend him for a political office.

MORE: Mm . . . *(He takes him by the arm and walks with him)* And . . . who recommended you to read Signor Machiavelli?¹ *(RICH breaks away laughing—a fraction too long. MORE smiles)* No, who? *(More laughter)* . . . Mm?

RICH: Master Cromwell.

MORE: Oh . . . He's a very able man.

RICH: And so he is!

MORE: Yes, I say he is. He's very able.

RICH: And he will do something for me, he says.

MORE: I didn't know you knew him.

RICH: Pardon me, Sir Thomas, but how much do you know about me?

MORE: Whatever you've let me know.

RICH: I've let you know everything!

MORE: Richard, you should go back to Cambridge; you're deteriorating.

RICH: Well, I'm not used! . . . D'you know how much I have to show for seven months' work—

MORE: Work?

RICH: Work! Waiting's work when you wait as I wait, hard! . . . For seven months, that's two hundred days, I have to show: the acquaintance of the Cardinal's outer doorman, the indifference of the Cardinal's inner doorman, and the Cardinal's chamberlain's hand in my chest! . . . Oh—also one half of a Good Morning delivered at fifty paces by the Duke of Norfolk. Doubtless he mistook me for someone.

MORE: He was very affable at dinner.

RICH: Oh, everyone's affable *here* . . . *(MORE is pleased)* Also, of course, the friendship of Sir Thomas More. Or should I say acquaintance?

¹Niccolo Machiavelli: an Italian statesman who wrote a book explaining the ruthless strategies used by political leaders to get and maintain power.

- MORE:** Say friendship.
- RICH:** Well, there! "A friend of Sir Thomas and still no office? There must be something wrong with him."
- MORE:** I thought we said friendship . . . (*He considers; then*) The Dean of St. Paul's offers you a post; with a house, a servant and fifty pounds a year.
- RICH:** What? What post?
- MORE:** At the new school.
- RICH:** (*Bitterly disappointed*) A teacher!
- MORE:** A man should go where he won't be tempted. Look, Richard, see this. (*He hands him a silver cup*).
Look . . . Look . . .
- RICH:** Beautiful.
- MORE:** Italian . . . Do you want it?
- RICH:** Why?
- MORE:** No joke; keep it; or sell it.
- RICH:** Well—Thank you, of course. Thank you! Thank you! But—
- MORE:** You'll sell it, won't you?
- RICH:** Well—I—Yes, I will.
- MORE:** And buy, what?
- RICH:** (*With sudden ferocity*) Some decent clothes!
- MORE:** (*With sympathy*) Ah.
- RICH:** I want a gown like yours.
- MORE:** You'll get several gowns for that I should think. It was sent to me a little while ago by some woman. Now she's put a lawsuit into the Court of Requests. It's a bribe, Richard.
- RICH:** Oh . . . (*Chagrined*) So you give it away, of course.
- MORE:** Yes!
- RICH:** To me?

Released Test Questions

English—Language Arts

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MORE: Well, I'm not going to keep it, and you need it. Of course—if you feel it's contaminated . . .

RICH: No, no. I'll risk it.

(They both smile)

MORE: But, Richard, in the office they offer you all sorts of things. I was once offered a whole village, with a mill, and a manor house, and heaven knows what else—a coat of arms, I shouldn't be surprised. Why not be a teacher? You'd be a fine teacher. Perhaps even a great one.

RICH: And if I was, who would know it?

MORE: You, your pupils, your friends, God. Not a bad public, that . . . Oh, and a *quiet* life.

RICH: *(Laughing)* You say that!

MORE: Richard, I was commanded into office; it was inflicted on me . . . *(RICH regards him)* Can't you believe that?

RICH: It's hard.

MORE: *(Grimly)* Be a teacher.

From A MAN FOR ALL SEASONS by Robert Bolt, copyright © 1960, 1962 by Robert Bolt. Used by permission of Random House, Inc.

CSR1P187

19 Which line best supports a theme from the play?

- A And he will do something for me, he says.
- B A man should go where he won't be tempted.
- C You'll get several gowns for that I should think.
- D But, Richard, in the office they offer you all sorts of things.

CSR11765.187

20 The silver cup sent to More is most likely a symbol of

- A success.
- B friendship.
- C temptation.
- D nobility.

CSR11767.187

21 Which factor does *not* indicate that this excerpt comes from a play?

- A Characters' emotions are described in parentheses.
- B A speaker's name appears before lines of dialogue.
- C Stage directions are given in parentheses.
- D Two characters are engaged in conversation.

CSR11774.187

Document A

The following letter describes a new pharmaceutical service offered by the shipping company Worldwide Express (WW-EX). The new service, called Medical Express Solutions, specializes in transporting medical products and specimens from one location to another, such as from a hospital to a medical laboratory and back.

To: Director of Operations, Greensboro Hospital

From: Worldwide Express (WW-EX)

Date: September 3, 2004

- 1 We are writing to inform you that our company, *Worldwide Express (WW-EX)*, now provides the innovative *Medical Express Solutions* system, a state-of-the-art packaging and delivery service customized especially for the pharmaceutical, research, and healthcare industries. The transport of materials can be costly, but our service can offer your hospital a safe, inexpensive, technologically advanced method for shipping your healthcare materials. *Worldwide Express*, already a trusted name in packaging and delivery, can assure you that you can place your confidence in our new *Medical Express Solutions*.
- 2 As fierce competition and tighter regulations force companies to operate in a more cost-effective manner, the pace of change in the healthcare market is creating some difficult challenges. *Medical Express Solutions* helps address these challenges with a fast and reliable transportation system that utilizes unique protective packaging. By joining forces with *Medical Express Solutions*, your medical facility will have an unbroken delivery chain, providing temperature-controlled protection for all medical products and diagnostic specimens at various stages of storage and transport.
- 3 *Medical Express Solutions'* special packaging system provides reliable delivery of time- and temperature-sensitive materials without the need for replenishing dry ice during transit. Made of recyclable, low-density polyethylene, our patented packaging is more environmentally friendly and ensures secure and code-compliant storage, support, and delivery of healthcare-related products in cooled or deep-frozen states for up to 120 hours. In addition, our service is easy to use. Attached, please find a sample copy of our WW-EX Airbill. Hospital staff simply fill out the information on the Airbill, and *Medical Express Solutions* takes care of the rest, including the packing.
- 4 If your hospital facility seeks strong adherence to the safety codes of regulatory agencies or seeks to demonstrate compliance with the needs of your clients, our temperature control system and safe delivery of pharmaceutical/biomedical products and diagnostic specimens can give you peace of mind. With reliable and speedy service, guaranteed delivery times, and dependable tracking of sensitive shipments, your hospital staff can track the progress of their deliveries at all times. Do not wait another day. Phone 1-800-290-5992, and one of our qualified staff will assist you in obtaining further information on setting up a *WW-EX Medical Express Solutions* account for your facility today.

Thank you for your attention,
 Bill Grawley
 President, Worldwide Express

Document B

Sample International Airbill

SHIPPER'S ACCOUNT NO.: Enter account number here. This is required unless a receiver payment option has been selected.

SHIPMENT DETAILS: Use a separate line for each individual parcel, giving shipment dimensions and weight.

DESCRIPTION OF CONTENTS: Give a full and accurate description of the items being shipped. If there is insufficient space, write "Refer to Invoice" and include full details in your company invoice.

WW-EX WORLDWIDE EXPRESS		<i>International Airbill</i> ORDER NUMBER 9172883648	
From (Shipper)		Shipment Details	
Account No.		Size	Weight
Company Name			
Shipper's Name		Description of Contents	
Address		Parcel Number	Description
Zip Code (required)	Phone/Fax/E-Mail		
To (Recipient)		Type of Service	
Company Name		<input type="checkbox"/> NEXT DAY AIR	<input type="checkbox"/> INT'L EXPRESS
Attention		<input type="checkbox"/> DOCUMENTS ONLY	
Delivery Address (No P.O. Boxes, please)		Optional Services	
		<input type="checkbox"/> SATURDAY Pickup	
		<input type="checkbox"/> SATURDAY Delivery	
Zip Code (required)		Method of Payment	
Phone/Fax/E-Mail		<input type="checkbox"/> BILL Sender	
Shipper's Authorization and Signature		<input type="checkbox"/> BILL Receiver	
Authorized by (Please Print)		Declared Value	
		Declared Value of the Shipment	
Signature		Type of Export	
Date of Shipment		<input type="checkbox"/> Permanent	
		<input type="checkbox"/> Temporary	
		<input type="checkbox"/> Repair	
		<input type="checkbox"/> Return	

- 22 To convince pharmaceutical, research, and healthcare industries to use Medical Express Solutions, Document A emphasizes the
- A length of time that WW-EX has been in business.
 - B wide geographic area covered by all WW-EX services.
 - C special savings offered to frequent customers.
 - D secure and reliable delivery of products.

CSR20149.018

- 23 Paragraph 1 of Document A serves to introduce which information to the reader?

- A the addition of a new service from WW-EX
- B the qualifications for opening an account with WW-EX
- C the technology of WW-EX's packaging methods
- D the processes of WW-EX's delivery chain

CSR20978.018

- 24 Which device is used in Document A to market the WW-EX brand?

- A bold text that emphasizes the company name and service provided
- B specific facts about the delivery schedule of the company
- C statistics that compare the WW-EX packaging system to that of other companies
- D detailed information on how to open a WW-EX account

CSR20981.018

- 25 Which information, if added to Document A, would be *most* helpful to a medical facility interested in using Medical Express Solutions?

- A a description of how polyethylene packaging is made
- B price estimates for Medical Express Solutions' services
- C charts showing the most popular pharmaceutical products
- D a list of Medical Express Solutions' competitors

CSR20986.018

- 26 Which line in Document B would benefit *most* from further explanation?

- A Company Name
- B Zip Code
- C Date of Shipment
- D Type of Export

CSR20979.018

Released Test Questions

English–Language Arts

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The following questions are not about a passage. Read and answer each question.

27 Which of these words denoting “thinness” has a negative connotation?

- A slender
- B lean
- C scrawny
- D slim

CSR20771.05A

28 Which of the following words is derived from the mythological name of the Greek god of fear?

- A oceanic
- B cosmetic
- C phobic
- D psychic

CSR00159.05A

29 In which sentence does the underlined word refer to a kind of metal?

- A My brother is the lead singer of a rock band.
- B Poor study habits will lead you down the road of bad grades.
- C Joseph got the lead role in the school play.
- D The lead weight clanged loudly when it fell on the floor.

CSR10532.05A

30 The word *spectator* is derived from a Latin root meaning

- A to find.
- B to send.
- C to run.
- D to look.

CSR13847.05A

31 Which of the following words is derived from the name of the Greek god of sleep?

- A labyrinthian
- B titanic
- C hypnotic
- D geocentric

CSR00155.05A

The following is a rough draft of a student's report. It may contain errors.

The Beginnings of the Globe

(1) Everyone knows that the Globe Theater is a cool place. (2) In 1996, it was voted the "best attraction in Europe"; however, this version of the Globe, completed in the mid-1990s with funds from the Shakespeare Globe Playhouse Trust, is not the original Globe built in the 1500s.

(3) During the 16th century, plays were popular entertainment among all kinds of people from the wealthy nobles to the working class. (4) Queen Elizabeth I of England had a great love for the arts—music, poetry, dance, and plays. (5) Actors performed in inns throughout the countryside and in London. (6) James Burbage, an actor and painter, built the first public playhouse in England called The Theater because it was the first ever built in London. (7) Now the audience could come to the actors rather than the other way around, and The Theater was a huge success.

(8) When Burbage died, his sons, Cuthbert and Richard, took over The Theater. (9) The land, however, on which the playhouse was built was not owned by Burbage. (10) A man named Giles Allen owned the land and did not want to renew the lease. (11) The actors decided they would build their own theater. (12) They rented land near another theater, The Rose, and used timber from The Theater to build the first Globe Theater. (13) It was here that Shakespeare's famous plays were performed. (14) Success was instantaneous. (15) This theater was a favorite of audiences and actors alike. (16) The actors' love for The Globe was so strong that when it burned down in 1613, they pooled their own money to rebuild it, making it even better than before with elaborate decoration and detail adorning the stage. (17) Even though this version of the Globe Theater did not survive through the century, its legacy lives on.

CSL1P038

32 Which of these is the *best* way to revise sentence 1 to match the tone of the passage?

- A When one enters the Globe Theater, one is in the greatest theater.
- B I think that the Globe Theater is one of the most popular theaters ever.
- C The Globe Theater is one of the most well-known theaters in the world.
- D Leave as is.

CSL10448.058

33 Which sentence *least* fits the purpose of the passage?

- A sentence 3
- B sentence 4
- C sentence 5
- D sentence 6

CSL10447.058

34 Which is the *best* substitute for the underlined words in sentence 8?

- A inherited
- B got
- C made
- D formed

CSL10449.058

35 What is the correct way to combine sentences 14 and 15?

- A Success was instantaneous the theater was a favorite of audiences and actors alike.
- B Success was instantaneous, and the theater was a favorite of audiences and actors alike.
- C The theater was a favorite of audiences and actors alike because success was instantaneous.
- D The theater was a favorite of audiences and actors alike, success was instantaneous.

CSL10442.058



The following is a rough draft of a student's report. It contains errors.

Eurlene Jarzembek
English
Mr. Carter
September 4, 2003

Walt Whitman: America's Poet

- 1 Walt Whitman was born in 1819 in Long Island, New York. Outside of the classroom, most of Whitman's education was received. His parents, Walter and Louisa Whitman, were uneducated but hard-working people. At the age of eleven, he worked in a law office as an office boy where he became interested in reading. He was soon reading the works of prominent authors like William Shakespeare and Homer, and was well on his way to becoming one of America's most well-known and endearing poets.
- 2 By the time Whitman was seventeen years old, he had already worked as a printer's apprentice, worked as a compositor, and a teacher. Despite his aversion to teaching, he excelled in the profession, developing an amicable relationship with his students; he even allowed them to address him by his first name. He also developed fresh teaching techniques and learning games to help his students with spelling and arithmetic. In his early twenties, however, he gave up teaching to pursue a full-time career as a journalist and poet.
- 3 When Walt Whitman first emerged as a poet, his arrival onto the American literary scene was met with controversy. His first collection of poems, *Leaves of Grass*, was so unusual that no commercial publisher would print the work. In 1855 Whitman published, at his own expense, the first edition of his collection of twelve poems.
- 4 Whitman's poetic style was uncommon in the sense that he wrote poems in a form called *thought-rhythm*, or *parallelism*, in which his goal was to mimic the movement of the sea and the transitory nature of human emotion. A recurrent theme in Whitman's poetry is self-realization. In his work, Whitman deviates from conventional patterns of rhyme and meter to create a unique rhythm and a multi-layered, but truly American, voice.
- 5 "Although Whitman was considered a revolutionary by many, there is little doubt he was fiercely patriotic" (Ryan 42). In his prose-like verse, he used slang and various personas, or voices, to create a sense of national unity. Using a process known as *skaz*, he also incorporated national idioms into his writing.
- 6 For Whitman, the "proof of a poet is that his country absorbs him as affectionately as he has absorbed it" (Ryan 42). Whitman has undoubtedly become a part of the cultural history and persona of America.

Works Cited

- Adams, Wesley. *The Many Faces of Walt Whitman*. London: Bungalow Publishing, 1998.
- Moseley, Carrie. *Walt Whitman: A Poet for All Time*. New York: Standard Books, 2002.
- Ryan, Tom. *Whitman: An American Voice*. Chicago: Noland, 1999.
- Stevens, Constance. "Stylistic Innovations in the Poetry of Walt Whitman." *Poetry Today* 12 (2000): 27–37.

CSL2P042.3

- 38** Read this sentence from paragraph 1 of the report.

Outside of the classroom, most of Whitman's education was received.

What is the correct way to rewrite the sentence using the active voice?

- A Most of his education outside of the classroom was received by Whitman.
- B Whitman received most of his education outside of the classroom.
- C By Whitman, most of his education outside the classroom was received.
- D Leave as is.

CSL20598.042

- 39** Which sentence would *best* conclude the report?

- A Walt Whitman's poetry, then, was a means by which he could depict his life and deal with difficult experiences.
- B He believed that music is the poet's greatest source of wealth and inspiration.
- C As he once predicted, future generations of readers continue to embrace and celebrate his work.
- D Whitman believed that he owed his career as a poet to his friend and mentor, Ralph Waldo Emerson.

CSL20603.042

- 40** Which research question most likely contributed to the development of paragraph 1?

- A How did Whitman spend his childhood?
- B What were Whitman's opinions about America?
- C What styles did Whitman incorporate into his poetry?
- D How did the public react to Whitman's first publication?

CSL20607.042

- 41 Read this sentence from paragraph 2 of the report.

By the time Whitman was seventeen years old, he had already worked as a printer's apprentice, worked as a compositor, and a teacher.

What is the correct way to rewrite this sentence using parallel structure?

- A By the time Whitman was seventeen years old, he had already worked as a printer's apprentice, he had worked as a compositor, and a teacher.
- B By the time Whitman was seventeen years old, he had already worked as a printer's apprentice, a compositor, and a teacher.
- C By the time Whitman was seventeen years old, he had already worked as a printer's apprentice, and a compositor, and also worked as a teacher.
- D By the time Whitman was seventeen years old, he had already worked as a printer's apprentice, as a compositor, and had worked as a teacher.

CSL20601.042

- 42 Which Works Cited entry is most likely the source for the information in paragraph 2 about Whitman's teaching career?

- A Adams, Wesley. *The Many Faces of Walt Whitman*. London: Bungalow Publishing, 1998.
- B Moseley, Carrie. *Walt Whitman: A Poet for All Time*. New York: Standard Books, 2002.
- C Ryan, Tom. *Whitman: An American Voice*. Chicago: Noland, 1999.
- D Stevens, Constance. "Stylistic Innovations in the Poetry of Walt Whitman." *Poetry Today* 12 (2000): 27–37.

CSL20609.042

- 43 Read this sentence from paragraph 4 of the report.

Whitman's poetic style was uncommon in the sense that he wrote poems in a form called *thought-rhythm*, or *parallelism*, in which his goal was to mimic the movement of the sea and the transitory nature of human emotion.

Which is the *best* way to rewrite the underlined part of the sentence to include more sensory details?

- A the ebb and flow of the sea
- B the big waves of the sea
- C the changes in size of the sea
- D the sound of the sea

CSL20605.041

- 44 Read this sentence from paragraph 4.

In his work, Whitman deveates from conventional patterns of rhyme and meter to create a unique rhythm and a multi-layered, but truly American, voice.

Which underlined word in the sentence is spelled incorrectly?

- A deveates
- B conventional
- C rhyme
- D unique

CSL20603.042

Released Test Questions

English—Language Arts

10

45 Read this sentence from the letter.

(6) Young children love it when they have your full attention, and they listen to your every word which is why mentoring is so important.

Which is the correct way to punctuate the underlined part of the sentence?

- A word, which is why
- B word; which is why
- C word. Which is why
- D Leave as is.

CSL20560.038

46 Read this sentence from paragraph 1 of the report.

She also was publishing a daily syndicated newspaper column, hosted her own radio program, and lectured throughout the country.

Which is the *best* way to rewrite the underlined part of the sentence using correct grammar?

- A publishes
- B published
- C has published
- D was published

CSL20726.033

47 Read this sentence from the letter.

(7) It is in early childhood that children begin to form their own opinions about school and begin to illicit the input of peers.

Which underlined word in the sentence is used incorrectly?

- A their
- B own
- C illicit
- D peers

CSL20562.038

48 Read this sentence.

In places where the water has evaporated, limestone has formed again creating unusual and exotic shapes.

What is the correct way to write the underlined words?

- A formed again; creating
- B formed again: creating
- C formed again, creating
- D Leave as is.

CSL00049.08A

The following Literary Terms and Vocabulary words will more than likely appear on the 10th grade English Language Arts CST. Try your best to get familiar with them and understand their meanings. You will also be asked questions about correct grammar usage and the features of drafting a final report. (I have provided highlights of both at the end of these lists).

⚡ **NOTE:** These may not be the only terms on the test so take some time to read the **Handbook of Literary Terms** as well as the **Handbook of Reading and Informational Terms** which can be found at the back of the 10th grade Holt Literature book.

Literary Terms

author references periods of time

narrator

narrator's ordeal

literary device

connotation (negative and positive)

denoting (denotation)

repetition

symbolism

irony

personification

bibliography

sensory details

compares

comparisons

tone

formal tone

universal theme

author

motivation

passage

fact-based research

bibliography

terms for Poetry

vivid descriptive details

phrase repetition

short line length

character trait

dramatic convention

dialogue

monologue

speech

aside

main purpose

sequence of steps

symbolism

symbol

dialogue

thesis (thesis statement)

Latin word meaning

Latin roots, prefixes, and suffixes

Greek roots, prefixes, and suffixes

Anglo-Saxon/Old English (German) roots,

Vocabulary Words

statement	<i>most</i> descriptive
establish	revise
reveal	<i>best</i> substitute
phrase	<i>least</i> relevant
imply	inserted
effect	conflicting facts
impact	<i>best</i> source
significance	effective
formal language	identify
clarifies	justify
motivation	illustrate
implied	emphasize
refers	indication
best supports	comparison
factor	consulted
indicate	derived
excerpt	precise
concept	diagram
convince	scenario
benefit	hypothesis
refer	function (when using technology)
version	

★ **Grammar:** parts of speech, modifiers, sentence structure, complete and incomplete sentences, maintain coherence, active voice, passive voice, parallel structure, consistent verb tense, correct use of hyphen, punctuation rules, capitalization rules

★ **Know the parts of a report:** what's on the cover page, body, works cited page (how are different sources cited), line spacing to use when typing the final draft