

Name \_\_\_\_\_

Test Taking Strategies

Credit 1

# STAR Test Preparation

## 9<sup>th</sup> Grade ELA

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|                     |  |
|---------------------|--|
| 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

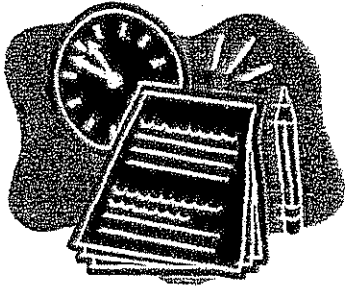
Here are some guidelines that will help you correctly answer multiple-choice items.



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 1

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*)

Once you figure out the relationship between the first pair of words, try expressing it as a sentence - for example, *A leg is a part of a lion*. Then, pick from the choices the pair of words that has the same relationship - for example, *A fin is a part of a fish*.

11. Pullet: hen ::

- a. scaffold: building
- b. tree: seed
- c. girl : boy
- d. tadpole : frog

### Multiple-Choice Writing Questions

Multiple-choice writing questions are designed to test your knowledge of standard written English. To answer them, you will need to know the rules of punctuation, such as when and how to use commas, quotation marks, end marks, italics, and so on. You will also need to know some basic rules of grammar: **active versus passive voice, subject-verb agreement, correct verb tense, correct sentence structure, correct diction, parallel construction in sentences and paragraphs**, to name a few. Here are some sample questions:

**X. IDENTIFYING-SENTENCE-ERRORS QUESTIONS** ask you to look at underlined sections of a sentence and choose the section that includes an error. You are not expected to correct the error.

12. Tara and her sister are planning a twenty-fifth anniversary party for their parents, and  
a. they have invited their parents' closest friends and relatives as well as him and I. **No error.**  
b. c. d. e.

**XII. IMPROVING-SENTENCES QUESTIONS** may ask you to choose the correct version of an underlined section of a sentence:

13. A Magazine Article written in 1949 forecast "Computers of the future may weigh no more than 1.5 tons."
- a. In 1949, a magazine article forecast "Computers
  - b. A magazine article written in 1949 forecast, "Computers
  - c. A magazine article in 1949 forecast, computers
  - d. A Magazine Article written in 1949 forecasts "Computers

14. Irving Fisher professor of economics at Yale University says in 1929, "Stocks have reached what looks like a permanently high plateau."

- a. Irving Fisher, professor of economics at Yale University, said in 1929, "Stocks
- b. Irving Fisher, professor of economics at Yale University says in 1929, "Stocks
- c. Irving Fisher, professor of economics at Yale University, says in 1929, "Stocks
- d. Irving Fisher professor of economics at Yale University said in 1929, "Stocks

**XIII. IMPROVING- THE-PARAGRAPH QUESTIONS** are preceded by a paragraph. You may be asked to pick a choice that combines or rewrites portions of sentences. You may be asked to decide which sentences could be added to or removed from the paragraph. You may be asked which sentence could be used to strengthen the argument of the writer. You may be asked to pick a thesis statement for the paragraph. As an example, refer to our paragraph-length selection, "The Chicken," on page 3 of this test. Then, look at the questions below:

15. Which of the sentences **would not** fit well into "The Chicken"?

- a. It isn't every day that you meet a chicken out for a morning walk.
- b. It is still more unusual to see a chicken knock on a door and go in when the door opens.
- c. I thought about knocking on the door myself to ask about the chicken but was afraid the chicken might answer.
- d. The numbered Streets in my neighborhood go up to Twenty-fifth Street.

16. Which of the following items could be added to "The Chicken" to support the **main idea**?

- a. A chicken can make a good pet.
- b. The world is full of unusual and unexpected pleasures.
- c. Why did the chicken cross the road?
- d. Is this a knock - knock joke?

The following is a rough draft of a student's report. It contains errors. Read the student's report and then answer the question that follows.

### Communicating with a Giant

(1) Elephants are known as one of the most respected and magnificent land-animals in the world. (2) Living peacefully with other creatures is easy for elephants because, despite their powerful strength, they do not abuse their power, and they carefully avoid harming other creatures. (3) Elephants live together easily. (4) Because they communicate well with each other. (5) Just like people, elephants use body language and sound to communicate easily with one another.

(6) The positions of an elephant's trunk, ears, and head communicate. (7) When an elephant's ears are outstretched and the head is high, it is showing signs of a threat, which indicates to smaller elephants that they should move away. (8) They recognize one another, by sight, smell, and voice. (9) Greetings to one another are communicated between two elephants by entwining their trunks and touching cheeks.

(10) A variety of sounds make up their language, including the rumbling sound produced in the larynx and the high-pitched trumpet-like sound produced with a raised trunk. (11) Elephants are animals that love to chatter when they are around each other! (12) A purring vibration can indicate pleasure when two meet. (13) On the other hand, their throats let out a rumbling sound when they are in pain. (14) Elephants are constantly in contact with one another through infrasound, even over long distances. (15) Infrasonds are sounds we can't hear that animals make which causes a vibration in the air. (16) Humans are unable to hear the sounds because the frequencies are too low. (17) If strong enough, the frequencies can be felt physically.

Which of the following would improve the structure of sentence 15?

- a. Infrasonds which animals make are sounds which causes a vibration in the air which is an inaudible sound.
- b. Infrasonds, inaudible to humans, are vibrations in the air caused by animals.
- c. Infrasonds are sounds we can't hear that animals make that cause a vibration in the air.
- d. Infrasonds are sounds humans can't hear that animals make that make a vibration in the air.

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.

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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.

Read the short story by Mark Twain and then answer the question that follows.

**My Watch**  
**An Instructive Little Tale**  
*by Mark Twain*

- 1 My beautiful new watch had run eighteen months without losing or gaining, and without breaking any part of its machinery or stopping. I had come to believe it infallible in its judgments about the time of day, and to consider its anatomy imperishable. But at last, one night, I let it run down. I grieved about it as if it were a recognized messenger and forerunner of calamity. But by and by I cheered up, set the watch by guess.
- 2 Next day I stepped into the chief jeweler's to set it by the exact time, and the head of the establishment took it out of my hand and proceeded to set it for me. Then he said, "She is four minutes slow-regulator wants pushing up."
- 3 I tried to stop him-tried to make him understand that the watch kept perfect time. But no; all this human cabbage could see was that the watch was four minutes slow, and the regulator must be pushed up a little; and so, while I danced around him in anguish, and implored him to let the watch alone, he calmly and cruelly did the shameful deed.
- 4 My watch began to gain. It gained faster and faster day by day. Within the week it sickened to a raging fever, and its pulse went up to a hundred and fifty in the shade. At the end of two months it had left all the timepieces of the town far in the rear, and was a fraction over thirteen days ahead of the almanac. It was away into November enjoying the snow, while the October leaves were still turning. It hurried up house rent, bills payable, and such things, in such a ruinous way that I could not abide it. I took it to the watchmaker to be regulated.
- 5 After being cleaned and oiled, and regulated, my watch slowed down to that degree that it ticked like a tolling bell. I began to be left by trains, I failed all appointments, I got to missing my dinner. I went to a watchmaker again.
- 6 He took the watch all to pieces while I waited, and then said the barrel was "swelled." He said he could reduce it in three days. After this the watch averaged well, but nothing more. For half a day it would go like the very mischief, and keep up such a barking and wheezing and whooping and sneezing and snorting, that I could not hear myself think for the disturbance; and as long as it held out there was not a watch in the land that stood any chance against it. But the rest of the day it would keep on slowing down and fooling along until all the clocks it had left behind caught up again. So at last, at the end of twenty-four hours, it would trot up to the judges' stand all right and just in time. It would show a fair and square average, and no man could say it had done more or less than its duty. But a correct average is only a mild virtue in a watch, and I took this instrument to another watchmaker.
- 7 He said the king-bolt was broken. He repaired the king-bolt, but what the watch gained in one way it lost in another. It would run awhile and then stop awhile, and then run awhile again, and so on, using its own discretion about the intervals. And every time it went off it kicked back like a musket. I padded my breast for a few days, but finally took the watch to another watchmaker.
- 8 He picked it all to pieces, and turned the ruin over and over under his glass; and then he said there appeared to be something the matter with the hair-trigger. He fixed it, and gave it a fresh start. It did well now, except that always at ten minutes to ten the hands would shut together like a pair of scissors, and from that time forth they would travel together. The oldest man in the world could not make head or tail of the time of day by such a watch, and so I went again to have the thing repaired.



- 9 This person said that the crystal had got bent, and that the mainspring was not straight. He also remarked that part of the works needed half-soling. He made these things all right, and then my timepiece performed unexceptionably, save that now and then, after working along quietly for nearly eight hours, everything inside would let go all of a sudden and begin to buzz like a bee, and the hands would straightway begin to spin round and round so fast that their individuality was lost completely, and they simply seemed a delicate spider's web over the face of the watch. She would reel off the next twenty-four hours in six or seven minutes, and then stop with a bang.
- 10 I went with a heavy heart to one more watchmaker, and looked on while he took her to pieces. Then I prepared to cross-question him rigidly, for this thing was getting serious. The watch had cost two hundred dollars originally, and I seemed to have paid out two or three thousand for repairs.
- 11 While I waited and looked on I presently recognized in this watchmaker an old acquaintance - a steamboat engineer of other days, and not a good engineer, either. He examined all the parts carefully, just as the other watchmakers had done, and then delivered his verdict with the same confidence of manner.
- 12 He said: "She makes too much steam-you want to hang the monkey-wrench on the safety-valve!"
- 13 My uncle William used to say that a good horse was a good horse until it had run away once, and that good watch was a good watch until the repairers got a chance at it.

**What literary device is the narrator using when he says, "Within the week it sickened to a raging fever, and its pulse went up to a hundred and fifty in the shade"?**

- a. repetition
- b. symbolism
- c. irony
- d. personification

# 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.

## A Visit with the Folks

by Russell Baker

- 1 Periodically I go back to a churchyard cemetery on the side of an Appalachian hill in northern Virginia to call on family elders. It slows the juices down something marvelous.
- 2 They are all situated right behind an imposing brick church with a tall square brick bell-tower best described as honest but not flossy. Some of the family elders did construction repair work on that church and some of them, the real old timers, may even have helped build it, but I couldn't swear to that because it's been there a long, long time.
- 3 The view, especially in early summer, is so pleasing that it's a pity they can't enjoy it. Wild roses blooming on fieldstone fences, fields white with daisies, that soft languorous air turning the mountains pastel blue out toward the West.
- 4 The tombstones are not much to look at. Tombstones never are in my book, but they do help in keeping track of the family and, unlike a family, they have the virtue of never chafing at you.
- 5 This is not to say they don't talk after a fashion. Every time I pass Uncle Lewis's I can hear it say, "Come around to the barber shop, boy, and I'll cut that hair." Uncle Lewis was a barber. He left up here for a while and went to the city. Baltimore. But he came back after the end. Almost all of them came back finally, those that left, but most stayed right here all along.
- 6 Well, not right here in the churchyard, but out there over the fields, two, three, four miles away. Grandmother was born just over that rolling field out there near the woods the year the Civil War ended, lived most of her life about three miles out the other way there near the mountain, and has been right here near this old shade tree for the past 50 years.
- 7 We weren't people who went very far. Uncle Harry, her second child, is right beside her. A carpenter. He lived 87 years in these parts without ever complaining about not seeing Paris. To get Uncle Harry to say anything, you have to ask for directions.
- 8 "Which way is the schoolhouse?" I ask, though not aloud of course.
- 9 "Up the road that way a right good piece," he replies, still the master of indefinite navigation whom I remember from my boyhood.
- 10 It's good to call on Uncle Lewis, grandmother and Uncle Harry like this. It improves your perspective to commune with people who are not alarmed about the condition of NATO or whining about the flabbiness of the dollar.
- 11 The elders take the long view. Of course, you don't want to indulge too extensively in that long a view, but it's useful to absorb it in short doses. It corrects the blood pressure and puts things in a more sensible light.
- 12 After a healthy dose of it, you realize that having your shins kicked in the subway is not the gravest insult to dignity ever suffered by common humanity.

- 13 Somewhere in the vicinity is my great-grandfather who used to live back there against the mountain and make guns, but I could never find him. He was born out that way in 1817—James Monroe was President then—and I'd like to find him to commune a bit with somebody of blood kin who was around when Andrew Jackson was in his heyday.
- 14 After Jackson and Abraham Lincoln and the Civil War, he would probably not be very impressed about much that goes on nowadays, and I would like to get a few resonances off his tombstone, a cool *frisson* of contempt maybe for a great-grandchild who had missed all the really perilous times.
- 15 Unfortunately, I am never able to find him, but there is Uncle Irvey, grandmother's oldest boy. An unabashed Hoover Republican. "Eat all those string beans, boy," I hear as I nod at his tombstone.
- 16 And here is a surprise: Uncle Edgar. He has been here for years, but I have never bumped into him before. I don't dare disturb him, for he is an important man, the manager of the baseball team, and his two pitchers, my Uncle Harold and my Cousin-in-law Howard, have both been shelled on the mound and Uncle Edgar has to decide whether to ask the shortstop if he knows anything about pitching.
- 17 My great-grandfather who made guns is again not to be found, but on the way out I pass the tombstone of another great-grandfather whose distinction was that he left an estate of \$3.87. It is the first time I have passed this way since I learned of this, and I smile his way, but something says, "In the long run, boy, we all end up as rich as Rockefeller," and I get into the car and drive out onto the main road, gliding through fields white with daisies, past fences perfumed with roses, and am rather more content with the world.

"A Visit with the Folks" by Russell Baker. Copyright © 2000 by the New York Times Co. Reprinted by permission.

CSRP062

## Released Test Questions

## English–Language Arts

9

1 The dialogue in this story is generated from the narrator's

- A conversations with others.
- B photographs in a family album.
- C book on the history of the churchyard.
- D memories from his childhood.

CSR00634.068

2 When the narrator says, "It slows the juices down . . ." he means

- A the trip makes him tired and hungry.
- B the visit makes him feel depressed.
- C the trip gives him something to do.
- D the visit changes his pace of life.

CSR00638.068

3 In paragraph 14, what does the narrator use to make a point?

- A a contrast between the past and present
- B an allusion to an event
- C a flashback to his youth
- D a foreshadowing of the future

CSR00640.068

4 This selection could effectively be adapted for presentation as a dramatic monologue because it consists of

- A several suspenseful scenes.
- B tales of misfortune.
- C vivid descriptions by a narrator.
- D exaggeration of people's actions.

CSR00632.068

*excerpt from “Breaking the Barrier”**by Caroline Patterson*

1 We were sitting on the front porch one August morning, bored and penniless, trying to think of ways to make money. I polished shoes and my brother mowed the lawn, but shoes dirtied and grass grew only so fast. That’s when we hit on the idea of the fair. Cash prizes, no limit on entries: we entered everything we possibly could, and added up what we’d make for first in every category, the dazzling twenty-four dollars already weighting our pockets.

2 Fair week, our house was a whirlwind of activity, my mother’s VW bus pulling in and out of the driveway for more tape or matting board, my brother and I snarling insults back and forth. “I’ll leave you in the dust,” my brother would say, taping string on the back of a photograph. “You’re dead meat,” I’d yell back over the hum of the mixer.

3 I was particularly proud of two of my entries: a colored pencil sketch and a dress I’d sewn. The sketch was the silhouette of a woman’s head I’d copied from a booklet called “Drawing the Human Head,” and I thought I’d done an especially good job on the ear, which the booklet said was the hardest part to draw. “Nice ear!” I could imagine the judges whispering among themselves, “See how she managed the shine on canals!”

4 The dress, however, was my *pièce de résistance*. Its Empire-waist bodice (featuring my first darts) and long puffy sleeves had taken me most of August to sew. During the long, hot afternoons while my friends went swimming, I was at the sewing machine, ripping out mangled seams, crying, raging, then sewing them again.

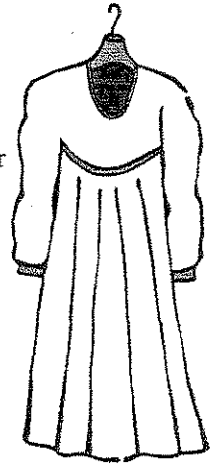
5 Opening day, I went first to my silhouette. I looked at the entry tag. Nothing. Next to it, an elk sketch—a big, dumb elk that had been entered every year since the fair began—mocked me with its shiny blue ribbon. What was wrong with those judges, I steamed. Didn’t they see my ear?

6 I still had my dress.

7 In Home Arts, ribboned entries jammed the walls: a grinning Raggedy Ann and Andy, a beaded chiffon mini, a pillow embroidered with a large McCarthy flower. The lowly, prizeless entries were jammed onto racks and shelves.

8 I found my dress on a rack. The tag was bare, except for a comment from the judge, written in a measured, schoolteacher’s hand: “Rickrack is such a decorative touch!”

9 My brother cleaned up. He got a first on chocolate chips he’d never made before the morning our entries were due, prizes on his photographs, a car model I didn’t even know he’d entered . . . It went on and on.



- 10 My brother made twenty-one dollars. I got two.
- 11 But it wasn't the fact I didn't make money, or that life was unfair, that bothered me most. It was the comment of that judge, probably some poor Home Ec teacher who'd seen a thousand dresses as badly sewn as mine that day. It was her tone of polite dismissal, her cheery insincerity, which I still associate with the voices of women in my past—the Home Ec teachers and den mothers and club presidents I still try to escape from.

"Breaking the Barrier" by Caroline Patterson originally appeared in Vol. 77, Nos. 2 & 3 of the *Southwest Review*. Reprinted by permission of *Southwest Review*, Southern Methodist University, and Caroline Patterson.

CSR101.42

8 Which phrase from the story helps to create a mood of anticipation?

- A a whirlwind of activity
- B long, hot afternoons
- C snarling insults back and forth
- D jammed onto racks and shelves

CSR00617.065

9 In paragraph 5, the narrator personifies the elk in the sketch in order to

- A illustrate how disorganized the contest is.
- B emphasize how insulted she feels.
- C question the judges' authority.
- D show the superiority of the elk sketch.

CSR00614.065

10 The discrepancy between what the narrator imagines the judges will say and what they actually do say represents the

- A conflict between the new and the old.
- B narrator's self-deception.
- C brother's apparent talent.
- D nature of sibling rivalry.

CSR00608.065

11 The conflict at the end of this passage can best be described as

- A internal—the narrator's feelings about her brother winning.
- B external—interactions between the narrator and the judges.
- C external—interactions between the narrator and her brother.
- D internal—the narrator's feelings toward people like the judge.

CSR10586.142

## Carrier Pigeons

- 1 People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal palaces of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way to send messages right up through World War II.
- 2 In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons. English troops were fighting Napoleon's forces in France, and the English were believed to be losing. A financial panic gripped London. Government bonds were offered at low prices. Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them. A few days later, London learned the truth; the Duke of Wellington had defeated Napoleon at the battle of Waterloo. The value of the bonds soared, and Rothschild became fabulously wealthy . . . all because his pigeons had brought him news of the victory before anyone else knew of it.
- 3 Most of the time, however, carrier pigeons were used to benefit an entire country, not just one individual. The United States, England, France, Germany, and Italy, in both World War I and World War II, used carrier pigeons. Not only were the birds often the fastest, most reliable way to send messages, they could also be used to reach soldiers far behind enemy lines, where radios and field telephone lines were useless. Since they could easily be released from airplanes or ships, every branch of the armed services used the birds. In World War II, more than 3,000 soldiers and 150 officers were needed to care for and train the tens of thousands of birds in the U.S. Pigeon Service.
- 4 Carrying messages could be a dangerous job. Some pigeons performed with such bravery that they became famous and were even awarded medals, such as England's Dicken Medal of Gallantry. In a few cases, pigeons even became prisoners of war. In 1918 American forces captured a pigeon named The Kaiser, which had been trained to fly special missions for Germany, during battle. He was taken to America, where he lived to the age of 32.
- 5 The most famous pigeon of all may have been Cher Ami. Stationed in France during World War I, he carried twelve important messages for American forces. On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers. For his extraordinary service, he was awarded the French "Croix de Guerre."
- 6 Carrier pigeons are a slightly different breed from the kind of pigeon you see on city streets. They are much thinner and taller, with longer legs. Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak; however, people who raise pigeons often enjoy this odd appearance and consider carriers the best of their breed.
- 7 Today, modern communication methods can carry information from one place to another hundreds of times faster than a pigeon could do it. However, few people would argue with the fact that carrier pigeons—especially those that served in the military—have earned their place in history. Stories about brave pigeons such as Cher Ami, President Wilson, and Colonel's Lady have the power to inspire us as no fax machine or high-speed Internet connection could ever do.



## Released Test Questions

## English–Language Arts

**12** To learn how to send messages via carrier pigeon, a student should research which of the following topics?

- A capture
- B habitat
- C training
- D anatomy

CSR11031.276

**13** Read the sentence below from the passage.

Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them.

In this sentence, snapping up means

- A giving away.
- B destroying.
- C throwing out.
- D buying.

CSR11032.276

**14** Which of the following statements from the passage supports the author's conclusion that carrier pigeons sometimes had a dangerous job?

- A In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons.
- B Since they could easily be released from airplanes or ships, every branch of the armed services used the birds.
- C On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers.
- D Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak.

CSR11033.276

**15** The author provides specific dates throughout this passage in order to

- A show that carrier pigeons are more important in modern times than they were in the past.
- B indicate the impact of carrier pigeons at significant points in history.
- C explain the causes and effects of world events.
- D avoid confusing the reader when switching back and forth between the past and present times.

CSR11024.276

**16** In order to understand the passage better, which topic should be researched?

- A How are modern communication devices better than carrier pigeons?
- B How did the Duke of Wellington defeat Napoleon at Waterloo?
- C How were carrier pigeons trained for use during wartime?
- D What types of medals were awarded for bravery during World War I?

CSR11023.276

The following two documents are related to using a stopwatch. You will need to refer to them to answer the questions that follow.

## DOCUMENT A

**Run for a Better Life**

**T**he sport of running offers many advantages. First, it is a great way to get in shape. It also helps relieve stress, gives you more energy, and makes you proud of what you are accomplishing.

Running is also convenient. It is one of a few sports that you can do alone. You need very little equipment. Most runners are happy with just these few items:

- ▶ A comfortable pair of running shoes that have good arch and ankle support and allow your feet to breathe properly
- ▶ A good quality stopwatch such as Penta, ATLAS, or LifeTime
- ▶ A water bottle

It is important for beginning runners to pace themselves, increasing their time and speed gradually. If you are a beginner, try following these steps:

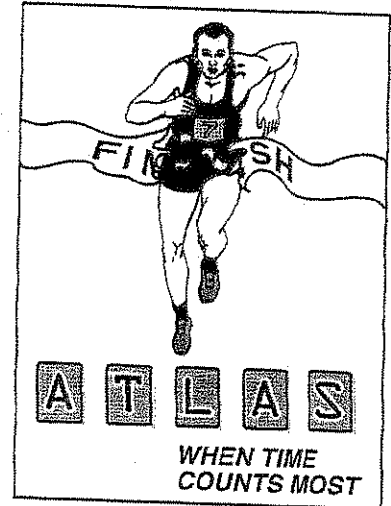
1. Walk slowly for 30 minutes.
2. Alternate slow walking with short periods of fast walking.
3. Add short running sessions into your 30-minute walk.
4. Try a 30-minute run when you feel ready, but never become so winded that you could not carry on a conversation.

You will soon discover benefits from running that you will not want to give up. You will feel more relaxed and focused. Your concentration will improve and you will find that, even though you are taking 30 minutes each day from your busy schedule, you will get more done. Try it! What do you have to lose?

**BIBLIOGRAPHY**

- Gleick, James. *Getting Started: Running*. New York: Pilot Press, 1979.
- Manning, Lynne. "Back to the Sport I Loved: Pacing Myself." *Runner's Magazine* 15 May 1999: 34–35.
- Mendez, Libby. *Medical Advantages of Exercise*. San Diego: Hanley House, 1966. vii–xii.
- O'Shea, Shaun. *Athlete's Guide to Quality Equipment*. Dallas: Scanlon-Van Horn Publishers, 1996.
- Shopmeyer, Ingrid. *Ingrid Shopmeyer's Running for Beginners*. Philadelphia: King Books, 1995.

## DOCUMENT B



**17** Which of the following questions is answered in the bibliography in Document A?

- A Are special running shoes needed for beginners?
- B Is Scanlon-Van Horn Publishers located in New York?
- C Is James Gleick related to Libby Mendez?
- D Is *Runner's Magazine* published weekly or semimonthly?

CSR01342.200

**18** If this book were to be added to the bibliography in Document A, which of the following entries would be correct?

- A Dennis Martin. *Running for Your Health*. Miami: McDevonshire Books, 1997.
- B Dennis Martin. *Running for Your Health*. 1997. McDevonshire Books: Miami.
- C Martin, Dennis. McDevonshire Books. *Running for Your Health*. Miami: 1997.
- D Martin, Dennis. *Running for Your Health*. Miami: McDevonshire Books, 1997.

CSR01347.200

**19** The author uses the runner in the advertisement (Document B) to give the impression that

- A making a good stopwatch is a tiring task.
- B winners choose ATLAS stopwatches.
- C time is more important to runners than to other people.
- D running is time consuming.

CSR01350.200

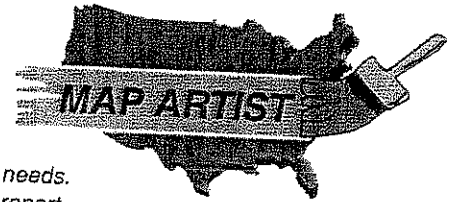
**20** The word *counts* as used in the advertisement (Document B) has what double meaning?

- A *importance* and *duration*
- B *consideration* and *computation*
- C *to rate* and *total*
- D *to calculate* and *evaluate*

CSR01349.200

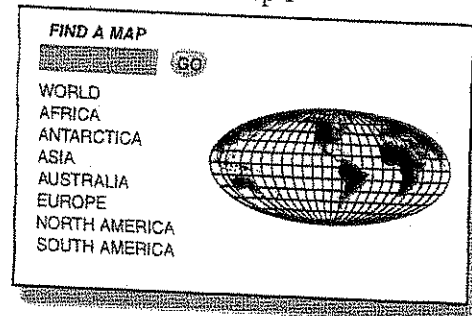
## MAP ARTIST TUTORIAL: HOW TO CREATE A CUSTOM MAP

*Map Artist is the perfect tool for creating customized maps to include in research projects and reports. Map Artist offers endless possibilities. Map Artist has a huge collection of map styles to choose from, and they can be customized to suit your special needs. In this tutorial, we will assume you have been asked to create a map for a social studies report.*

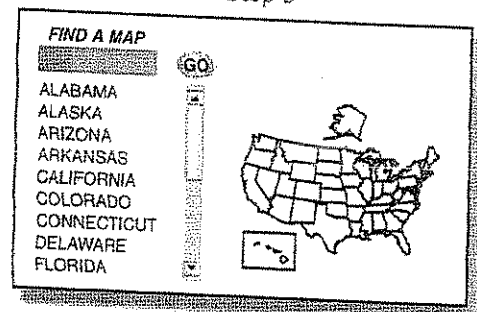


- When you open Map Artist, a world map will be displayed. Type "North America" in the dialogue box or choose NORTH AMERICA from the list provided. Click GO. A map of North America will be displayed.
- Type "United States" in the dialogue box or choose UNITED STATES from the drop-down menu to display a map of the 50 United States. Click GO. A map of the United States will be displayed.
- Type "California" in the dialogue box or choose CALIFORNIA from the drop-down menu. Click GO. A map of California will be displayed.
- Click on the drop-down menu next to the outline map of the state. Click on the type of map you need for your report. OUTLINE shows only the outline shape of the state with no highways or population centers indicated; HIGHWAY shows major cities, interstate highways, and major state highways. TOPOGRAPHIC indicates elevations as well as the location of major cities. SHADED RELIEF shows only natural landforms (mountains, valleys, rivers). POLITICAL shows major cities, interstates, and major highways, as well as national parks. HISTORICAL recalls the oldest maps on record. For the purposes of this tutorial, select OUTLINE. A map showing an outline of California will be displayed.

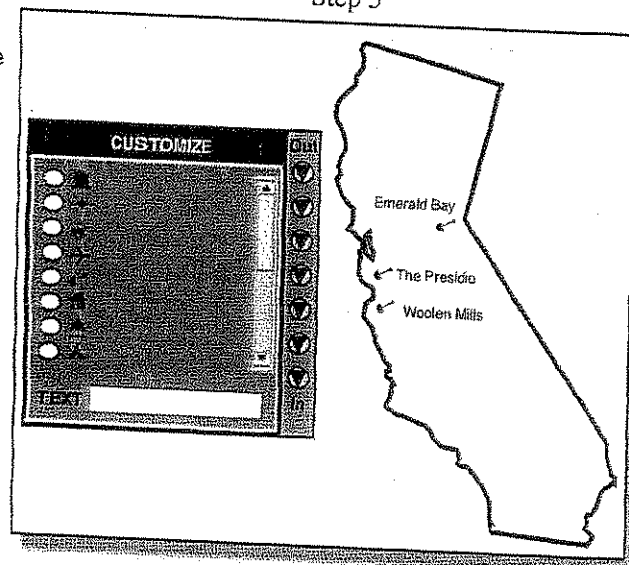
Step 1



Step 3



Step 5



- Click CUSTOMIZE on the menu bar down the left side of the screen. CUSTOMIZE allows you to place custom data on the map you have selected. A tiny symbol will be placed on the map at the location you designate, and the text you type into the dialogue box at the bottom of the screen will appear next to it.
  - First, click on the button next to the appropriate symbol. For practice, click on the shovel, which symbolizes archaeology.
  - Next to the word TEXT, type "The Presidio," which is an archaeological site near San Francisco.
  - Now use your mouse to click on the spot on the map where you would like this data to be placed.
  - Continue by typing "Woolen Mills" and clicking on the map near San José.
  - Last, type "Emerald Bay" and click on the map near Lake Tahoe.
  - You can add as many sites as you wish. Each time you click your mouse on the map, it will place the symbol and text you have included to describe that location.

6. Click SAVE if you would like to save the map to a file. Later, after opening the saved document, click on the map with your right mouse button and select COPY. Open the file in the word processing program that contains your report. Insert a box at the location where you want the map to appear. Put your cursor inside the box, right-click the mouse, and select PASTE. Putting your graphic in the box will allow you to stretch or shrink the box to wrap text around it.

**NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

CSR2M067

Released Test Questions

English–Language Arts

21 When the online screens shown in Step 1 and Step 3 are compared, what relationship is revealed?

- A Each successive step is not dependent upon the previous step.
- B Each successive step further narrows the search topic.
- C Each successive step is more important than the previous step.
- D Each successive step offers fewer specific options.

CSR20019.057

22 Read this excerpt from the tutorial.

Map Artist is the perfect tool for creating customized maps to include in research projects and reports.

The word perfect is used mainly to suggest that Map Artist is

- A best.
- B exact.
- C most authentic.
- D most rational.

CSR20018.057

23 Which sequence accurately presents the order of the steps suggested in the Map Artist tutorial?

A

**Order 1**

Specify text location  
Choose map location  
Choose symbol  
Add map text  
Choose map type  
Save

B

**Order 2**

Choose map location  
Choose map type  
Add map text  
Choose symbol  
Specify text location  
Save

C

**Order 3**

Choose map type  
Add map text  
Specify text location  
Choose map location  
Choose symbol  
Save

D

**Order 4**

Choose map location  
Choose map type  
Choose symbol  
Add map text  
Specify text location  
Save

CSR20028.057

*from Oration in Memory of Abraham Lincoln**by Frederick Douglass*

- 1 When, therefore, it shall be asked what we have to do with the memory of Abraham Lincoln, or what Abraham Lincoln had to do with us, the answer is ready, full, and complete. Though he loved Caesar less than Rome, though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood; under his wise and beneficent rule, and by measures approved and vigorously pressed by him, we saw that the handwriting of ages, in the form of prejudice and proscription, was rapidly fading away from the face of our whole country; under his rule, and in due time, about as soon after all as the country could tolerate the strange spectacle, we saw our brave sons and brothers laying off the rags of bondage, and being clothed all over in the blue uniforms of the soldiers of the United States; under his rule we saw two hundred thousand of our dark and dusky people responding to the call of Abraham Lincoln, and with muskets on their shoulders, and eagles on their buttons, timing their high footsteps to liberty and union under the national flag; under his rule we saw the "independence" of the black republic of Haiti, the special object of slaveholding aversion and horror, fully recognized, and her minister, a colored gentleman, duly received here in the city of Washington; under his rule we saw the internal slave-trade, which so long disgraced the nation, abolished, and slavery abolished in the District of Columbia; under his rule we saw for the first time the law enforced against the foreign slave trade, and the first slave-trader hanged like any other pirate or murderer; under his rule, assisted by the greatest captain of our age, and his inspiration, we saw the Confederate States, based upon the idea that our race must be slaves, and slaves forever, battered to pieces and scattered to the four winds; under his rule, and in the fullness of time, we saw Abraham Lincoln, after giving the slaveholders three months' grace in which to save their hateful slave system, penning the immortal paper, which, though special in its language, was general in its principles and effect, making slavery forever impossible in the United States. Though we waited long we saw all this and more.
- 2 Can any colored man, or any white man friendly to the freedom of all men, ever forget the night which followed the first day of January 1863, when the world was to see if Abraham Lincoln would prove to be as good as his word? I shall never forget that memorable night, when in a distant city I waited and watched at a public meeting, with three thousand others not less anxious than myself, for the word of deliverance which we have heard read today. Nor shall I ever forget the outburst of joy and thanksgiving that rent the air when the lightning brought to us the Emancipation Proclamation. In that happy hour we forgot all delay, and forgot all tardiness, forgot that the President had bribed the rebels to lay down their arms by a promise to withhold the bolt which would smite the slave-system with destruction; and we were thenceforward willing to allow the President all the latitude of time, phraseology, and every honorable device that statesmanship might require for the achievement of a great and beneficent measure of liberty and progress.

(Public Domain)

CSN0P282-1

**The Death of Lincoln***by William Cullen Bryant*

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

[Public Domain]

CSR02182-2

**24** After speaking of the changes Lincoln brought about for African Americans, Douglass refers to January 1, 1863, in order to

- A emphasize that Lincoln should have acted sooner.
- B praise that day as the beginning of all the changes.
- C remind African Americans of the long road ahead.
- D commemorate the day of Lincoln's death.

CSR02077.283

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

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

CSR02078.283



31 The word *distracted* is derived from a Latin root meaning

- A to wish or hope.
- B to draw or pull away.
- C to look or see.
- D to say or tell.

CSR13880.05A

32 Read this sentence.

Hong Kong is a very cosmopolitan city.

The word cosmopolitan comes from the

- A Latin word for lion.
- B Greek name for the universe.
- C Roman goddess of the earth.
- D Greek god Oceanus, god of the water.

CSR0096.05A

33 Which word is derived from the name of the mountain in Greece where the mythological god Zeus resides?

- A atlantic
- B olympic
- C chaotic
- D phonetic

CSR20300.05A

34 Read this sentence.

Uncle Hank looked at several stores before buying a set of cheap tires for his truck.

In this sentence, the word cheap means “inexpensive,” but the adjective also suggests that the tires were very likely

- A the wrong size.
- B made recently.
- C of poor quality.
- D easy to locate.

CSR3060.05A

Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.

### School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise they will become overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts. All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.
- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

## Released Test Questions

## English–Language Arts

- 35 Read the following sentence.

Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.

What is the *best* way to improve the structure of the underlined part of the sentence?

- A absolutely we can add more beauty to its surroundings.
- B we can surely add the most beauty to its surroundings.
- C we can surely add more beauty to its surroundings.
- D we can add more beauty to its surroundings absolutely.

CSL11853.083

- 36 Read this sentence.

Many homes and apartments in our neighborhood have a lot of landscaping.

Which word would *best* replace the underlined words in the sentence and make it more precise?

- A broad
- B extensive
- C sweeping
- D spacious

CSL10733.083

- 37 Which sentence is *not* consistent with the overall tone of the letter?

- A We could host a plant swap this spring.
- B We will also be performing a service to our community.
- C Some members may not want to take certain shifts.
- D Please let me know when we can discuss this further.

CSL11856.083

The following is the rough draft of Cara Johnson's business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

- 1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city's budget priority should be to repair the high school, city hall, and airport. Don't you realize, however, what a loss the park will be?
- 2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy. I see the park going to school every day. It is absolutely essential to support Center Park. The recreation it provides is priceless.
- 3 The Lyndon High School Ice Skating Club would like to offer the city some help. We are suggesting a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.
- 4 The club challenges other groups to do their part by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

*Cara Johnson*

Cara Johnson

President

Lyndon High School Ice Skating Club

- 38 Cara writes,

Dear Mayor Lewis:

How should this be written?

- A Dear mayor Lewis
- B Dear Mayor Lewis—
- C My Dear Mayor Lewis,
- D Leave as is.

CSL00139.024

- 39 Read this sentence from paragraph 2.

It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature.

How should the underlined part of the sentence be written?

- A for-sports,
- B for; sports,
- C for sports,
- D for: sports

CSL00138.024

- 40 In paragraph 2, sentence 5 begins with the word Kids. How should this be written?

- A Small children, because it is more formal
- B Tikes, because it's friendlier
- C Kids, because that's how people talk
- D Little kids, because it's more descriptive

CSW00513.024

- 41 Read this sentence from paragraph 2.

I see the park going to school every day.

Which is the *best* way to write this sentence?

- A Every day I see the park going to school.
- B I see the park on the way to school every day.
- C Every day I see the park on my way to school.
- D I see the park every day going to school.

CSL00142.024

- 42 How should the first sentence of paragraph 4 be written?

- A The club challenges other groups that use the park to do its part of organizing other fund-raising events.
- B The club challenges other groups are using the park to do their part by organizing other fund-raising events.
- C The club challenges other groups using the park in doing their share of organizing other fund-raising events.
- D The club challenges other groups that use the park to do their part by organizing other fund-raising events.

CSL00143.024

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

Arlene Williams  
History  
Ms. Johnson  
November 20, 2003

### Women of the American Revolution

- 1 Women played a crucial role in the American Revolution. They prepared food, made clothing for soldiers, and served as nurses to the wounded. In addition to their traditional tasks, women played even more extensive roles during the war. With virtually every able man serving in the army, women were left to manage farms and businesses. As a result, many women began to hone their reading and writing skills and to make larger contributions to the nation's economy, as well as its growing literary and suffrage movements. Four such women were Eliza Pinckney, Phillis Wheatley, Mercy Otis Warren, and Abigail Adams.
- 2 Even before the American Revolution, Eliza Pinckney had assumed responsibilities that traditionally belonged to men. When she was sixteen, her father left for Antigua, an island in the West Indies, where he served as Governor. While Pinckney's father was away, her mother became seriously ill, and the young girl was left to manage the family's three plantations (Stone 84). She experimented with unusual crops like ginger and alfalfa because she knew that crops were needed by the colonies that they could easily sell abroad. Her greatest business success was in growing indigo, a plant used to make blue dye for clothing and other products. Pinckney played an important role in the development of a successful indigo industry in the American South. She also studied law, drew up real estate contracts, wrote wills, and tutored slave children.
- 3 Both Phillis Wheatley, a poet and former slave, and Mercy Otis Warren, a playwright, created literary works that promoted educational opportunities for African Americans and women (Collins 26). Wheatley was one of the first African Americans to have work published. Warren wrote the first history book about the American Revolution, titled *History of the Rise, Progress, and Termination of the American Revolution* (Stanford 16).
- 4 Abigail Adams, who later became First Lady as the wife of President John Adams, wrote letters that played a significant role in bringing women's rights to the attention of the nation. During the American Revolution, she wrote to her husband John, "In the new code of laws . . . I desire you would remember the ladies and be more generous and favorable to them than your ancestors! Do not put such unlimited power in the hands of the husbands!" (Hoover 97).

- 5 Each of these women played significant roles in the time of the American Revolution. They “helped start the process of thinking about the importance of women’s rights in a country that had been founded on the concept of equality and independence for all people” (Collins 20). Their words and actions created opportunities for women and have confirmed the female gender as a valuable asset to a new nation.

## Works Cited

Collins, John. *Women’s Roles in the American Revolution*. Chicago: Millners, 2001.

Hoover, Edith L. *The Significant Contributions of Women in America*. New York: Stanley, 2002.

Stanford, Barbara. “Women Writers and Their Contributions During the American Revolution.” *Women’s Review* 14 (2002): 16–22.

Stone, Gary. *Early American Lives*. New York: Bailey, 1999.

CSW1P045.7

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

She experimented with unusual crops like ginger and alfalfa because she knew that crops were needed by the colonies that they could easily sell abroad.

What is the *best* way to write the underlined part of the sentence without changing the meaning?

- A she knew that they, the colonies, could easily sell abroad crops that were needed.
- B she knew that crops were needed to easily sell abroad by the colonies.
- C she knew that the colonies needed crops that they could easily sell abroad.
- D Leave as is.

CSW10390.045

- 44 Which information, if added to paragraph 3, would *best* support the main idea of the paragraph?

- A how the works of Wheatley and Warren affected society
- B where Wheatley and Warren were able to publish their works
- C what the titles of some of Wheatley’s and Warren’s works were
- D how old Wheatley and Warren were when they began publishing their works

CSW10391.045

## Released Test Questions

## English–Language Arts

9

- 45 Read this sentence from paragraph 5 of the report.

Their words and actions created opportunities for women and have confirmed the female gender as a valuable asset to a new nation.

Which word or words should replace the underlined words in the sentence to maintain consistent verb tense?

- A will confirm
- B are confirming
- C confirmed
- D confirms

CSW10673.045

- 46 When the final draft of the report is typed, what line spacing should be used?

- A single-line spacing
- B double-line spacing
- C 1.5-line spacing
- D 2.5-line spacing

CSW10388.045

- 47 Which research question most likely contributed to the development of paragraph 4?

- A What did Abigail Adams do to support her family during her husband's presidency?
- B What major contribution did Abigail Adams make during the American Revolution?
- C How often did Abigail Adams write to her husband during the American Revolution?
- D How were the relationships between husbands and wives defined in the time of Abigail Adams?

CSW10670.045

- 48 Read this sentence.

Outcault called his cartoon At the Circus in Hogan's Alley, but it was better known as The Yellow Kid.

What is the correct way to write the underlined words?

- A At the circus in Hogan's Alley,
- B At The Circus In Hogan's Alley,
- C At The Circus in Hogan's Alley,
- D Leave as is.

9WB14310

- 49 Read this sentence.

When you think of a knight, do you think of him facing an opponent in a death-defying joust!

What is the correct way to write the underlined words?

- A in a death defying joust.
- B in a death-defying joust?
- C in a death-defying joust.
- D Leave as is.

9WB11303



50 Read this paragraph.

At the beginning of the school year, our English teacher, Mr. Guevara, assigned us daily entries in a journal. Many students, myself included, doubted that they would have something to write about every day. Then Mr. Guevara assured us that we were not limited to writing about daily events. We could describe people or places in our journals, or even express our opinions. He said we could write stories and poems too.

Which sentence would *best* conclude the paragraph?

- A Mr. Guevara encourages us to memorize and recite poetry.
- B Suddenly the idea of keeping a journal seemed exciting.
- C I think I will decorate my journal with some drawings.
- D We like to write about topics that interest us.

CSL3062.05A

The following Literary Terms and Vocabulary words will more than likely appear on the 9<sup>th</sup> 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 9<sup>th</sup> grade Holt Literature book.

## Literary Terms

|  |  |
|--|--|
| <p>characteristics</p> <p>characteristics of a scene in a play</p> <p>dialogue</p> <p>narrator</p> <p>dramatic monologue</p> <p>contrast</p> <p>allusion</p> <p><u>flashback</u></p> <p><u>foreshadowing</u></p> <p>author's claim</p> <p>anecdotes</p> <p>scene (in a play)</p> <p>sequence</p> <p><u>mood</u></p> <p><u>conflict</u></p> <p><u>internal conflict</u></p> <p><u>external conflict</u></p> <p>passage</p> <p>topic</p> <p>conclusion</p> <p>literary convention</p> <p>detailed descriptions</p> <p>inner thoughts</p> | <p>genre</p> <p>informal language</p> <p>tragedy</p> <p>soliloquies</p> <p>main character</p> <p>monologue</p> <p>biographies</p> <p>main idea</p> <p><u>bibliography</u></p> <p>author</p> <p>main purpose</p> <p>thesis</p> <p>tone</p> <p>theme</p> <p><u>irony</u></p> <p>figurative language</p> <p><u>personification</u></p> <p>Latin word meaning</p> <p>Latin roots, prefixes, and suffixes</p> <p>Greek roots, prefixes, and suffixes</p> <p>Anglo-Saxon/Old English (German) roots,</p> |
|--|--|

## Vocabulary Words

|                     |   |
|---------------------|---|
| phrase              | impression (to give an)                 |
| support             | supports                                |
| assume              | statement                               |
| negative claims     | convey                                  |
| anticipation        | element                                 |
| adapted             | adaptation                              |
| discrepancy         | accurately                              |
| personifies         | principal idea                          |
| assume              | source                                  |
| event               | supplement                              |
| generated           | <i>best</i> enhance                     |
| classifies          | <i>not</i> consistent                   |
| realistic portrayal | variations                              |
| excerpt             | <i>best</i> replace                     |
| reveal              | precise                                 |
| functions as        | entries in a document                   |
| consists of         | substitute                              |
| presentation        | <i>most</i> effective support           |
| mediator            | discrepancy                             |
| statement           | consistency                             |
| refers to           | contributed                             |
| commemorate         | development                             |
| critical            | <i>most</i> <i>positive</i> connotation |
| critique            | conclude                                |
| emphasis            | derived                                 |
| repetition          |   |
| technical language  |   |

★ **Grammar:** sentence structure, *best* demonstrates proper English usage and control of grammar, verb tense, correct rules of punctuation, verb form, correct rules of capitalization, adjective and other parts of speech, double meaning, synonyms, antonyms

★ **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